



---

# **Request for Application to operate a Partnership School | Kura Hourua opening in 2015.**

## **Part Two - Application Form**

---

Submitted By:

[Pathways in Education – New Zealand Charitable Trust]

[Pathways in Education – New Zealand]

ISSUE DATE	19 December 2013
CLOSE DATE	11 March 2014 12:00 pm

<b>1</b>	<b>APPLICANT CONTACT DETAILS .....</b>	<b>4</b>
I.	CONTACT PERSON FOR THIS APPLICATION.....	4
II.	SPONSOR ORGANISATION .....	4
III.	REFEREES.....	5
<b>2</b>	<b>APPLICANT PROFILE .....</b>	<b>7</b>
I.	APPLICANT ORGANISATION .....	7
II.	OVERVIEW OF APPLICANT'S ORGANISATION.....	7
III.	CURRENT BUSINESS COMMITMENTS .....	10
IV.	PROBITY .....	10
V.	PROPOSED SUBCONTRACTORS .....	10
VI.	FINANCIAL INFORMATION .....	11
<b>3</b>	<b>SCHOOL OVERVIEW .....</b>	<b>12</b>
I.	SCHOOL LOCATION .....	12
II.	YEAR GROUPS .....	12
III.	PRIORITY LEARNER GROUPS .....	12
IV.	SCHOOL ROLL .....	13
<b>4</b>	<b>EXECUTIVE SUMMARY .....</b>	<b>15</b>
<b>5</b>	<b>PURPOSE AND GOALS .....</b>	<b>17</b>
<b>6</b>	<b>EDUCATIONAL PLAN .....</b>	<b>21</b>
<b>7</b>	<b>BUSINESS PLAN .....</b>	<b>43</b>
<b>8</b>	<b>OPERATIONS PLAN .....</b>	<b>55</b>
<b>9</b>	<b>ACCEPTANCE OF DRAFT AGREEMENT .....</b>	<b>62</b>
<b>10</b>	<b>ASSUMPTIONS, RISKS AND CAVEATS .....</b>	<b>63</b>
<b>11</b>	<b>APPLICANT DECLARATION .....</b>	<b>64</b>
<b>12</b>	<b>APPLICANT CHECK LIST .....</b>	<b>67</b>

# Introduction

---

This document is the form of response to the Request for Application to operate a Partnership School | Kura Hourua (Partnership Kura) opening in 2015. Please follow the overarching instructions set out in Part One – Requirements and Rules.


## NOTE:

Your Application must not exceed 100 pages. This includes supporting attachments, but excludes the following sections:

- Cover page
- Table of content
- Notice of Intent to respond
- Applicant contact details
- Assumptions, risks and caveats
- Applicant organisation overview
- Applicant declaration
- Applicant checklist.

# 1 Applicant Contact Details

## i. Contact person for this Application

Contact person:	William Toomey			
Position:	Deputy Superintendent			
Phone number:	 s 9(2)(a) OIA			
Mobile number:				
Email address:	btoomey@pathwaysedu.org			
Is the contact person authorised to negotiate?	Yes	√	No	

## ii. Sponsor Organisation

Complete the following table detailing the organisation that will, if successful, be named as the Sponsor of the school.

Full legal name:	Pathways in Education – New Zealand Charitable Trust
Trading name: (if different)	n/a
Name of parent organisation:	n/a
Physical address:	733 Great South Road, Otahuhu. Auckland
Postal address:	c/o Chen/Palmer, Level 14, 52 Swanson Street, PO Box 106114, Auckland 1010, New Zealand
Website:	www.pathwaysed.org
Location of head office:	Auckland
Type of entity (legal status):	Charitable trust
Registered Charity	No (in process)
Charity (or) Company registration #:	n/a

Country of residence:	NZ	Other _____
-----------------------	----	-------------

### iii. Referees

Please supply the details of three referees. Referees provided should be able to attest to your organisation's capability in the areas of education, business and community engagement. Please do not provide employees of the Ministry of Education as referees.

Referee #1	
Name of organisation:	s 9(2)(a) OIA
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	Since 1987, ongoing

**Referee #2**

Name of organisation:

Name of referee:

Telephone:

Email:

Relationship:

When:

Since 2009, ongoing

s 9(2)(a) OIA

**Referee #3**

Name of organisation:

Name of referee:

Telephone:

Email:

Relationship:

When:

The relationship began in 2001 and is ongoing.

s 9(2)(a) OIA

## 2 Applicant Profile

### i. Applicant Organisation

- (a) Do you intend to establish a new legal entity to run the school? (delete non applicable)

**Response**

Yes – The sponsoring entity is a new entity being created for the express purpose of holding and governing the partnership school in the form of a New Zealand Charitable Trust. The entity will be titled “Pathways In Education – New Zealand Charitable Trust” (referred to henceforth as “Pathways”), will be overseen by a group of qualified independent volunteer Board of Trustees, and will register with the Charities Commission. The Board of Trustees is intended to be selected from among the highly qualified Pasifika in the Auckland community.

- (b) Will the Sponsor organisation run the school or subcontract some or all of the operation of the school to other parties (delete non applicable)?

**Response**

Sponsor intends to subcontract the operation of the school to the Charter Management Organization, Pathways Management Group (New Zealand) Ltd. (referred to henceforth as “PMG”), however the sponsoring entity and Board of Trustees will retain all oversight duties over the school and the management entity.

### ii. Overview of Applicant’s organisation

Type of organisation:	<p>The combined mission of Pathways and PMG is to provide a comprehensive secondary school education program and support services to at-risk students in New Zealand that lead to their attainment of NCEA Level 1 and 2 proficiency, acceptance to university and/or gainful employment following graduation. As the network of schools expands, the focus is to approach communities in need of a specialized program to address Pasifika and low socioeconomic students, however no student who sees advantage in the program will be turned away until the school reaches maximum capacity – at which point each additional student seeking admittance will be placed on a waiting list. Pathways has targeted South Auckland to help address their failing schools population, increase NCEA Level 1 and 2 proficiency rates, and provide a specialized program to address the school leavers within the area. Additionally, Pathways and PMG seek to partner with the C-Me Mentoring Trust to provide comprehensive trades and vocational education to this at-risk student group, enabling them a path to employment through training, qualification, and internship</p>
-----------------------	---

	opportunities offered by the expansion of the already successful “Trades – at- School” program.
Year established:	2014. However, the educational model has been in practice since 1986
History:	<p>The Pathways model of education was the dream of three people – John and Joan Hall, and John’s sister Pam. As a youngster, although bright, John experienced great difficulty in learning to read. Because of that, school was an intensely difficult prospect, and, lacking any organised support from the schools of the day, John struggled mightily to stay attached. If it were not for the patient support of Joan and Pam, John’s schooling would have ended incomplete. Instead, and fuelled by their continuing support, John not only completed secondary school but later went on to university where he, Joan and Pam, all earned teaching diplomas !</p> <p>Remembering their own experiences, the Halls dreamed of one day creating a school that would support the same type of student that John himself had once been – disaffected, disconnected, and deemed unlikely to succeed. In 1987 that dream was realised when the Los Angeles school district granted their first contract – allowing them to identify at-risk students and help them regain the path to success. Their school, known now as Pathways, viewed each student holistically, and was based deep within each student’s community; developing those support networks that help the at-risk negotiate and conquer those issues that impinge upon their ability to thrive.</p> <p>Over the past 27 years, John and Joan have expanded their Pathways program across the United States, saving many thousands of students from the long term tragedy of ‘dropping out’ from school.</p> <p>On a trip to New Zealand, the Halls noticed a YouTube video posted by John Kotoisuva, Director and CEO of C-Me Mentoring Trust (hereafter referred to a “C-Me”), explaining the mission and vision of his organization, as well as the good the organization does for a high-risk student population. Upon seeing the video, the Halls realized that a partnership between the two leaders was inevitable, due to their passion for improving the lives of at-risk students in their communities.</p> <p>Upon consulting with C-Me, Pathways determined that with the leadership of the right people in New Zealand, and the conversion of the highly successful Pathways program, there was a great opportunity to close the achievement gap for the Pasifika community by creating a program similar to that operated elsewhere, but with unique changes adapted specifically to ensure the success of this student group and</p>



	instil cultural pride through a strategic partnership.
Summary of experience relevant to your application to operate a Partnership Kura:	<p>Pathways is submitting this application because Pathways leadership has been operating a successful program recovering school leavers and other at-risk student groups for many years, and we are able to offer the tools, the commitment and the staff necessary that, in partnership with the community, can bring substantive change to the university and career aspirations of Pasifika youth. Indeed, the founders of the Pathways model understand the needs of at-risk students, and are motivated to respond to them, because of their own experiences as at-risk students when they themselves were in secondary school. Combined with a high quality work experience and trades program like C-Me, the Pathways model would provide not only academic roads to success, but also practical roads. .</p> <p>Over the past 27 years, the initial Pathways intervention program, started through a contract with one school district, has become a comprehensive program of recovery, success and hope across several states and in some of America's largest and most diverse cities. Those schools now serve over 60,000 students annually, are ranked by those states as being as good if not better than their peers, and continue the process of encouraging students to complete school, to learn to love learning, and to embrace the opportunities that tertiary education and expanded career options entail.</p> <p>Today, the California Department of Education publishes an annual report listing the 25 highest-ranking schools serving the same populations that Pathways serves, and schools using the Pathways model continue to be ranked in the top tier.</p> <p>Pathways has always recognised that students do not live in isolation; rather, they are an integral part of their local community – as is their school, too. That holistic approach remains a corner stone of Pathways model for student success.</p>
Total number of staff in NZ:	0 staff currently. However, a candidate has already been identified for the Principal position, and a further 25 employees are anticipated. These employees are to be hired specifically from New Zealand, so as to create an ownership of the model in those teachers.
Number of locations in NZ:	This would be the first location to operate, but the organization is seeking to open two "satellite learning centres" that would serve as the student's "home school" where primary learning and interaction with teachers take place, as well as a high-tech science, technology and training centre in conjunction with M-Me for the training of both Pathways and C-Me students who wish to participate.

Overseas locations:	The Pathways model is operated by related entities in the United States, with 37 schools operating in California, Illinois, and Tennessee
---------------------	---

### iii. Current business commitments

Business activities:	The purpose of the Trust is educational programming and partnership school organisations. There are no known limitations.
Other Contracts with government	None

### iv. Probity

List any pending claims against the organisation:	None
List any court judgments or other decisions that have been made against the organisation in the last 6 years:	None

### v. Proposed Subcontractors

Disclosure: Applicants must indicate and provide details below if they intend any person or organisation, who is not an employee, to sub-contract on any part of the application requirements.

Sub-contractor #1	
Sub-contractor name:	Pathways Management Group (NZ) Ltd.
Address:	c/o Chen/Palmer, Level 14, 52 Swanson Street, PO Box 106114, Auckland 1010, New Zealand
Specialisation:	
Describe the deliverables the sub-contractor will be	

s 9(2)(b)(ii)  
OIA

responsible for:	
------------------	--

<b>Sub-contractor #2</b>	
Sub-contractor name:	C-Me Mentoring
Address:	733 Great South Road Papatoetoe, Auckland 2025
Specialisation:	
Describe the deliverables the sub-contractor will be responsible for:	

s 9(2)(b)(ii)  
OIA***Copy and add more Tables as required*****vi. Financial Information**

Current financial status:				
Gross revenue:	n/a			
Net profit (surplus) and Net Assets:	n/a			
Last audited financial accounts:	n/a			
Copy of latest audited accounts attached?	Yes		No	✓
Copy of latest annual report attached?	Yes		No	✓
Is organisation in dispute with any trade union?	Yes		No	✓

s 9(2)(b)(ii)  
OIA

### 3 School Overview

The School Overview section is a summary of the information set out in the body of your application, and should only be completed once your application is prepared. This is an unassessed section of the application, and is only used for information purposes by assessors.

#### i. School Location

s 9(2)(i) OIA

Enter the address / location of your proposed Partnership Kura.	<div style="background-color: black; width: 150px; height: 1.2em; display: inline-block;"></div> Auckland <div style="background-color: black; width: 40px; height: 1.2em; display: inline-block;"></div>
<p>Do you propose to operate the school at more than one location?</p> <p>If yes, provide the proposed locations for each of the sites.</p>	<p>Yes – Pathways proposes to open 2 schools and 1 “trade centre” over the first 5 years of operation – the second school site would be located in Manukau City, catering to the communities of Otara, Manurewa, Flatbush and Papakura.</p> <p>Note - all Pathways learning centres will have access to the Trades Centre via a shuttle service provided by Pathways and C-Me</p>

#### ii. Year Groups

List the year groups that your school proposes to serve :

Pathways proposes to serve Secondary and Senior Secondary year groups (Years 9-13), but will be specifically targeting students in this group who are school leavers, chronic underachievers or low scorers, parenting or pregnant, bullied teens, those with behavioural issues, and those needing a flexible schedule for work.

#### iii. Priority Learner Groups

Enter the estimated number of students from each of the priority learner groups that will attend your school, when the roll is full. Ensure that the numbers used in this section are reflective of the demographic data you have set out in the body of your application.

Māori	Pasifika	Children from low socio economic backgrounds	Children with special education needs
-------	----------	--	---------------------------------------

10%	80%	70%	10%
-----	-----	-----	-----

#### iv. School Roll

If you propose to operate the school at more than one location, you must provide a table for each of the proposed locations and a summary table showing the total combined roll for the school. Please ensure that you have fully explained and justified your decisions around school roll and location in the body of your application.

##### Note

1. A copy of this table is provided in the MS Excel workbook, with formulae that will calculate the % change and total each of the columns. Applicants may use this version and simply copy and paste the details from that table as a replacement to below.
2. Delete the rows for the year levels that do not apply to the proposed school.

Year	2015 Roll	2016 Roll	% Change	2017 Roll	% Change	2018 Roll	% Change	2019 Roll	% Change
<b>9</b>	50	100	100%	100	0%	100	0%	100	0%
<b>10</b>	50	100	100%	100	0%	100	0%	100	0%
<b>11</b>	50	100	100%	100	0%	100	0%	100	0%
<b>12</b>	50	100	100%	100	0%	100	0%	100	0%
<b>13+</b>	50	100	100%	100	0%	100	0%	100	0%
<b>Other</b>	.	.	.	.	.	.	.	.	.
<b>Total</b>	250	500	100%	500	0%	500	0%	500	0%

Please note that Years 2014 and 2015 envision a single “learning centre” location serving 250 students, with a second “learning centre” opening in 2017. The “Trades Centre” does not carry an independent student load, but is used as a supplemental classroom space with state-of-the-art science laboratory and classroom space, meeting rooms for the Board of Trustees and other community meetings and services, as well as for the vocational training program operated by C-Me Mentoring Trust. The Training Centre will have the capability to deliver vocational programs from Level 1 to Level 4.

The School Roll reflects the size of enrolment that has been successful for other programs operating the Pathways model of education, as will be explained further on in the proposal.

## 4 Executive Summary

1. Provide an executive summary of no more than 800 words that clearly sets out the distinctive mission of your proposed school, why you are planning on establishing it, what it will achieve, and how it will achieve it.

### Note

*An initial evaluation of your application will be made on the basis of this summary. It is important that you be as specific as possible, and include the following;*

- *A compelling 1-2 sentence mission statement that sets out the purpose of your school;*
- *A coherent and concise description of what the school will look like in 5-10 years if it is achieving its mission;*
- *A coherent and concise summary of the school's performance goals and how they will be measured; and*
- *A clear description of the student population/priority goals the school will serve.*

### Response

#### Mission Statement:

The Pathways In Education New Zealand Partnership School will develop successful Pasifika youth who are proud of their heritage, leaders in the community, and who are academically and technically proficient. Pathways will do this by following its mantra of "Empowering Minds by Inspiring Hearts" and by living the four core values of "Mutual Trust, Mutual Respect, Compassion, and Integrity."

#### School Vision:

The success of the Pathways school lies primarily in the willingness of its teachers and administrators to embrace and adopt the mission statement of the school and to live the core values in each interaction with every single student. The main goal of a Pathways teacher is to connect with each individual student by enabling that student to see the connection between education or vocational training and their dreams, and in enabling that student to take responsibility for themselves. If successful, even the most difficult student becomes a self-directed lifelong learner, interested in helping others along the same path of success.

The Pathways model is self-replicating, and once reaching capacity at the two learning centre locations proposed in this application, Pathways would seek permission from the Ministry to open additional learning centres in other areas of high need. As the program is run efficiently and excess funds are put into reserve to open new locations, the intention will be to continue opening so long as the need to serve this student population exists. The "impossible" goal of Pathways is to seek to serve any and all students who are school leavers and to impact them in a positive way – with over 33,000 students out of school in Auckland, there is a monumental task in front of the organization.

The success of individual students will be measured by four metrics: 1) student achieving 85% qualification on NCEA level 1 and 2; 2) student success in vocational training and the ability to obtain job placements, apprenticeships, cadetships or internships; 3) student

success in University and Polytechnic Entrance; and 4) student socio-emotional wellbeing and their connectedness to their heritage and local community.

#### School Performance Goals:

Based on the steady upward academic performance trajectory in the existing schools managed by the leadership team of PMG, the education provider for the school, Pathways has established the annual goals and performance measures for each of the campuses it will operate under this charter. Pathways is singularly focused on students who have dropped out, or who are at risk of leaving secondary school without the qualifications they need to continue on to university, become successfully employed in a vocational area, or enter the armed forces. Therefore, Pathways outlines goals that will ensure a student is moving towards the completion of all necessary NCEA qualifications, vocational qualifications, or university entrance qualifications. Below is a chart outlining the proposed goals.

Indicators	Metrics	Years	2015	2016	2017	2018	2019
<b>Student Achievement</b>							
<b>Skill Growth</b>	% of students meeting NCEA growth targets	9-13	60%	65%	70%	75%	80%
<b>1 Year completion rate</b>	% of eligible students who successfully complete appropriate NCEA levels during a given school year	9-13	75%	78%	81%	85%	90%
<b>Student Engagement</b>							
<b>% Average Daily Attendance</b>	% school wide attendance rate	9-13	90%	>90%	>90%	>90%	>90%
<b>Growth in Attendance</b>	% of students that show growth in their individual attendance rate compared to the previous school year (or maintain at least a 90% attendance rate)	9-13	88%	89%	90%	91%	92%
<b>Stabilization Rate</b>	% of students actually enrolled for at least 60-instructional days of the # of students possibly enrolled for at least 60-instructional days	9-13	75%	77.5%	80%	82.5%	85%
<b>Credit Attainment</b>	% of eligible students who successfully complete appropriate NCEA levels during a given school year	9-13	75%	78%	81%	85%	90%
<b>Stable Students = student enrolled for at least 42.5 consecutive school days (approximately 1 quarter)</b>							

In addition to the necessary academic and assessment based goals Pathways has established, it has also set goals based on student attendance and stabilization to measure and ensure that students make satisfactory progress in gaining lost credits and progress in



their academics at a rate that will help them achieve their goal of NCEA qualifications, and beyond. Attendance is crucial to the success of a student within the Pathways model.

Pathways will focus on at-risk students through intensive individualized instruction, mentoring, and feedback by incorporating the best innovative concepts of blended learning, flipped classrooms, project-based learning, tutoring, and small group instruction. A year round calendar ensures that students maintain momentum and a trajectory of sustained progress in completing Individual Learning Plans (ILP) developed with the student and the leadership and direction of the student's assigned teacher, in a goal-focused, cooperative partnership. ILPs are developed with input from various sources including parents, agency representatives (e.g. probation officers, social workers, and therapists), cumulative records, and medical/psychological assessment information. Specialized services, such as counselling, additional academic support, and evaluation for special education services are part of the ILP where appropriate. This holistic and confidential approach to creating a comprehensive education plan has proven to increase the academic achievement of students identified as being at-risk for academic failure.

Pathways intends to open one learning centre the first year of operation, and then a second learning centre in the third year of operation, per year, up to a total of 5 sites, each site serving the same grade configuration and enrolment as in the chart above.

Pathways instructional mission is to provide a comprehensive secondary education program and support services to at-risk students in the South Auckland area that will lead to their increasing success at all NCEA levels, and thus increasing acceptance to university and/or the career paths of their choice. Our focus is to approach communities in need of a specialized program to address increasing numbers of school leavers. The descriptions in this application for curriculum and instruction, professional development, staff supervision and evaluation, governance, facilities and school climate are all components of that successful Pathways model.

## 5 PURPOSE AND GOALS

### 2. Provide a statement of purpose and goals that:

- (a) sets out your distinctive mission and vision, including:
  - i) why you are proposing to open your school;
  - ii) what makes it unique and sets it apart from existing provision; and
  - iii) how it will enable improved student engagement and achievement;
- (b) defines the schools performance objectives and how these will be achieved and measured;
- (c) provides demographic evidence that demonstrates the need for a new school and/or new school places in your proposed location and
- (d) outlines the key advantages of your application, including the educational track record of the sponsoring organisation.

**Response**

The Pathways In Education New Zealand Partnership School will develop successful Pasifika youth who are proud of their heritage, leaders in the community, and who are academically and technically proficient. Pathways will do this by following its mantra of “Empowering Minds by Inspiring Hearts” and by living the four core values of “Mutual Trust, Mutual Respect, Compassion, and Integrity.”

The success of the Pathways school lies primarily in the willingness of its teachers and administrators to embrace and adopt the mission statement of the school and to live the core values in each interaction with every single student. The main goal of a Pathways teacher is to connect with each individual student by enabling that student to see the connection between education or vocational training and their dreams, and in enabling that student to take responsibility for themselves. If successful, even the most difficult student becomes a self-directed lifelong learner, interested in helping others along the same path of success.

The Pathways model is self-replicating, and once reaching capacity at the two learning Centre locations proposed in this application, Pathways would seek permission from the Ministry to open additional learning Centre’s in other areas of high need. As the program is run efficiently and excess funds are put into reserve to open new locations, the intention will be to continue opening so long as the need to serve this student population exists. The “impossible” goal of Pathways is to seek to serve any and all students who are school leavers and to impact them in a positive way – with over 33,000 students out of school in Auckland, there is a monumental task in front of the organization.

The success of individual students will be measured by four metrics: 1) student achieving 85% qualification on NCEA level 1 and 2; 2) student success in vocational training and the ability to obtain job placement or internships; 3) student success in University Entrance; and 4) student socio-emotional wellbeing and their connectedness to their heritage and local community.

Every decision at Pathways is based on accomplishing these goals. Teachers are selected for their ability to work with at-risk students, student recruitment is multilayered and includes the positioning of school locations; curriculum is designed to provide multiple access points so that students can access it at their current skill level while developing more advanced capabilities, professional development is data driven and focused on closing achievement gaps, career education is intensive, and our network of Advisors provide ongoing support in terms of university or career selection and admission.

Upon entering a Pathways school, students work with their teachers to develop individualized learning plans (ILPs) that will lead them towards post-secondary success. These ILPs are monitored weekly to ensure progress, and students are also provided supplementary support services to identify and address impediments to that progress.

The descriptions in this application for curriculum and instruction, professional development, staff supervision and evaluation, governance, facilities and school climate are all components of the Pathways model, and each step has been carefully developed in accordance with achieving the mission of the school.

Pathways school are dedicated to fulfilling their vision of helping at-risk students achieve personal and professional success in meaningful ways that benefit both the student and the communities they live in.

**Life outcomes for students and impact on community:** The Pathways education model supports struggling students' individual needs for academic support as well as their social and emotional needs, which are equally important to their ability to make academic strides and reach NCEA Level 1 and 2 proficiency an increasingly real possibility. Students who are likely to not have considered university as a viable option are exposed to multiple opportunities to explore and redefine this option. Career paths are explored and internships are made available through Pathways many partnerships. Specifically, Pathways will be partnering the C-Me Mentoring Trust to provide their "Trades-at-School" program to students as an integrated program offering, enabling students to not only achieve academically but be prepared to enter the workforce. The C-Me program will dove-tail into the Pathways program by being co-locating a "Trades Centre" vocational training program with guaranteed spots for Pathways students interested in pursuing vocational classes, NCEA level 3 or 4 qualifications, or internships with trade organizations, or even dual enrolment in Polytechnic school.

The C-Me program was developed and proposed to employers some five years ago by its founder, John Kotoisuva as a means to prepare school leavers to enter industry in partnership with employers. The C-Me concept is about building a bridge between the education sector and the skills needs of industry. This program has proven to be popular amongst vocationally inclined students, especially those who have disconnected from main stream learning. As John recalls, "We declined 267 students for our 2013 recruitment due to funding and school priority issues."

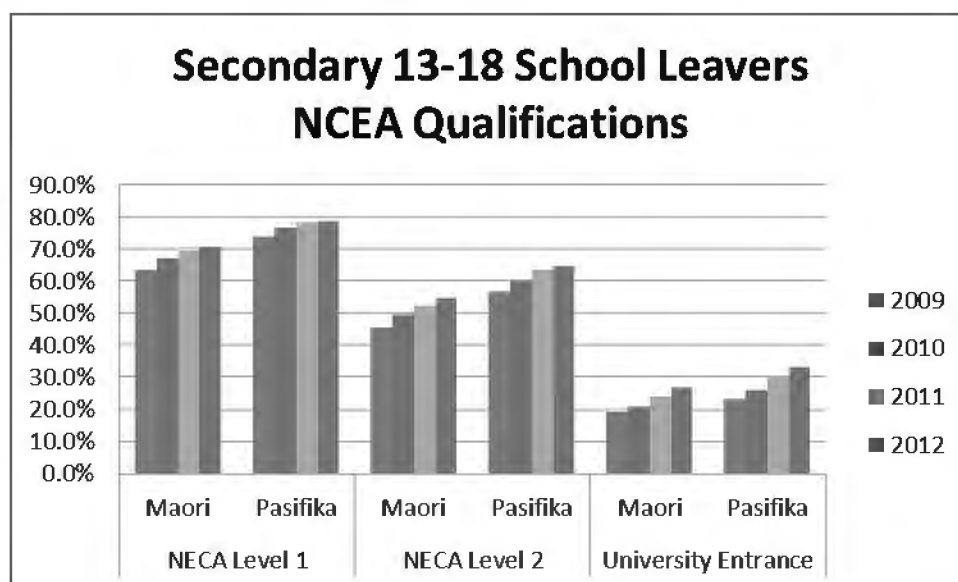
The entire Pathways model holistically contributes to developing respect for self and others. Codes of conduct, high expectations, modelling respect for each individual's path and goals, and incentives for doing so are all a part of professional development, operations, curriculum, and evaluation of students and staff. Within the program and resources themselves, Pathways will provide specialized courses and activities where students formulate self-esteem, self-confidence, self-respect, and awareness and knowledge of the community and greater world around them, nurture community relationships, and better the local community. These are often the first steps students take toward making affirmative life choices that benefit the communities where they choose to live.

In a very tangible way, the immediate and measurable impact of Pathways on students will be an increased graduation rate that provides immediate and future benefit for students, and greater opportunities for employers to hire secondary school completers with employment skills that will support the employer, both through Pathways curriculum and the partnership with C-Me, and add value to the community. The research of James Catterall, Professor Emeritus at the University of California, Los Angeles estimates the cost benefit for each student successfully completing high school who would not have otherwise done so is \$246,118 NZD (*The Societal Benefits and Costs of School Dropout Recovery*, James S. Catterall, 2011). The intervention of programs such as Pathways is instrumental to that process. There is also extensive research into the benefits of vocational education for at-risk student populations, showing (i) an increase in individual self worth by gaining sustainable employment and training, (ii) a societal benefit as the individual now offers a positive contribution to the home and community, and (iii) both of these elements joining to help break the cycle of poverty. Unemployment has many relatives, including domestic violence, addiction, child abuse and other criminal behaviour. As Trades At School has shown over the last five years, vocational education has proved to be an exceptional vehicle in providing this target group and this community with a viable, safe, community-plus future.

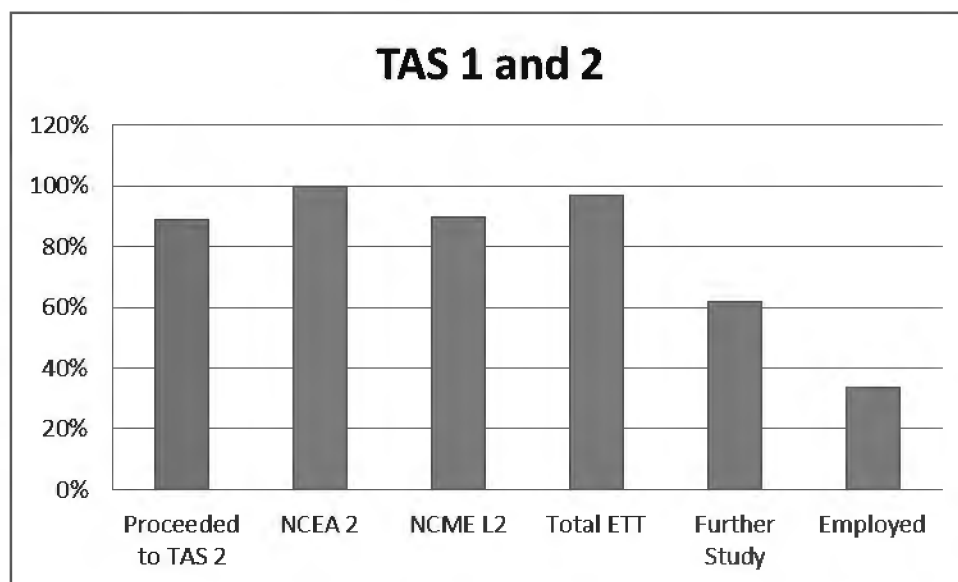
Over the past 27 years, the initial Pathways intervention program, started through a contract with one educational agency, has become a comprehensive program of recovery, success and hope across several states and in some of America's largest and most diverse cities.

Those schools now serve over 60,000 students annually, are ranked by those states as being as good if not better than their peers, and continue the process of encouraging students to complete school, to learn to love learning, and to embrace the opportunities that tertiary education and expanded career options entail. When the power of the history and track record of success serving at-risk student populations is combined with passionate local teachers, trained local administrators who become knowledgeable about the model, and overseen by qualified Pasifika board members – the program becomes easily adaptable to the New Zealand landscape and to the Pasifika people. When further combined with the advice and partnership with the C-Me mentoring trust, and the on-going pursuit of local community partnerships and connections with the Ministry of Pacific Islander Affairs, the Pathways In Education New Zealand Partnership School can provide one solution to the growing problem of Pasifika school leavers, underachievement, and cultural malaise.

According to the Public Achievement Information (PAI) Pipeline, the below graph demonstrates the need for a specialized program to serve and prepare the Maori and Pasifika populations. The Pathways program and partnership with the C-Me Mentoring Trust will result in an increase towards the Ministry's goal of 85% for NCEA 2 attainment for these student group populations, with a specific focus on Pasifika students..



The C-Me Mentoring Group has also proven success with their students. In the calendar year 2013, the following results were achieved:



In several states within the US, students are required to pass summative 'exit exams' in order to complete their secondary schooling. In California, as an example, the Pathways educational program has been proven to increase the success rates that students achieve on that exit exam. (These exams tend to be equivalent to NCEA 2)

When compared to the largest school district in the United States, Los Angeles, during the 2012 'exit exam' season schools following the Pathways model outperformed that district in all major subcategories –

- (i) in terms of the success rates of Hispanic students, by 5 points (77% to 72%),
- (ii) in terms of low-income students, by 5 points (also 77% to 72%),
- (iii) but in terms of African American students, the Pathways students outscored the district students by more than 10 points (80% to less than 70%)

Last, in light of the above and again in terms of the specific population Pathways seeks to serve in South Auckland, Pacific Peoples make up some 60% of the South Auckland/Mangere-Otahuhu general population (2013 census), yet they comprise only 9% of the students at University of Auckland. Pathways goal is to ensure that our students have the skills, the knowledge and the qualifications necessary to start redressing that balance.

## 6 EDUCATIONAL PLAN

3. Describe the curriculum to be used. If you are not using The New Zealand Curriculum or Te Marautanga o Aotearoa, please

- (a) explain and provide evidence to support why you have chosen an alternative curriculum; and
- (b) outline how your alternative curriculum aligns with *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*.

**Response**

Pathways would be using the New Zealand Curriculum with the National Standards to ensure that students enrolling in the school would transition seamlessly from their prior schools. Pathways would be targeting students in year groups 9-13. Pathways understands that a student enrolling at Level 8 in English may only be at level 4 in Maths, and we will provide the necessary curriculum to raise each student to (at least) age level in each subject. The goal of Pathways is to provide year groups 9-13 the education they deserve to qualify for tertiary education or for the career path of their choice.

Although Pathways will be focusing on the core areas of English, Mathematics, Science, Social Science, Languages, Technology, Health and Physical Education, and the Arts, in years 11-13, students will have the opportunity to take courses outside core areas in order to gain credits towards a specialization that they might wish to pursue in the post-secondary arena.

When students reach year 11, they will be given the option to participate in the National Certificate of Educational Achievement (NCEA). All three levels of NCEA will be offered.

#### **4. Detail how you plan to teach and deliver your curriculum across all your proposed year levels.**

##### **Response**

Pathways' instructional model is designed to support students to increasing independence, and to continually improve their academic performance:

- Focused learning and subject matter concentration: Students will generally work on two or three courses at a time. Many at-risk students have difficulty focusing on five or six courses at once and become overwhelmed trying to effectively manage their time for each course ("The costs and benefits of an excellent education", Levin et al, 2007)). Concentrating on fewer subjects at one time permits greater depth of learning in each subject area and allows students to perform at maximum proficiency level, perceive greater control over their learning, and enjoy increased self-esteem and motivation. This focused approach allows students to master content thoroughly, complete a course more quickly than in a traditional semester system, and achieve rapid progress that increases/maintains motivation to continue and complete high school.
- Self-paced learning: The guided, individualized learning format will permit each student to tailor his or her work pace to meet personal needs and goals within a structured framework. Teachers and other support staff, including tutors, instructional assistants, special education department, and student advisors are able to coach students towards their individual goals while adhering to the minimum requirements of Pathways enrolment agreement.
- Mastery: Students will be placed in the core subjects of English and Maths based on results of assessments taken upon enrolment as well as other relevant data, including student transcripts, standards-aligned benchmarks, and national test results. Advancement and actual mastery of skills will be determined through a variety of assessment methods, including but not limited to, teacher observational data, work samples, and traditional assessment methods including written assignments, oral presentations, and artistic expression. Since our curriculum is based on the concepts of Understanding by Design (Wiggins & McTighe, J., 2005), student mastery is focus in both teacher instruction and printed Student Activity Workbooks. This allows the master of key concepts to stay at the forefront of all learning students do at Pathways. The online curriculum requires students demonstrate mastery on worksheets/assignments, quizzes, unit tests, and a final exam for each semester of a class. To earn credit in a course, a student will be

required to demonstrate mastery by achieving an overall grade of 70% or better. Because courses are broken into small units and students will be expected to demonstrate mastery in each unit before progressing, they have access to immediate feedback.

- Leadership and Career Development. This small group, interactive course helps students to achieve the emotional and social development that is crucial to their success in school and beyond. Particularly for a credit deficient student population, the building of self-confidence and resiliency is crucial to ensuring the success of each student. Often students who have experienced school failure feel defeated and are in need of the type of development offered in the Leadership and Career Development course to both build skills and make clear connections between success in high school and future goals and aspirations. The concepts taught in this course are reinforced throughout the Pathways curriculum and instruction. Learning objectives for this life skills course include:
  - Improved interpersonal skills to establish and maintain positive relationships
  - Strengthened decision-making skills and responsible behaviours in personal, school, and community contexts
  - Improved resiliency skills
  - Development of self-awareness and self-management skills (including time management scheduling, and prioritizing)
  - Positive goal-setting strategies
  - Identification of individual student gifts and talents
  - Increased school motivation
  - Identification of attitudes and behaviours conducive to success
- Service learning and experiential learning: Service and experiential learning will be offered as small group instruction courses not only to increase students' career and vocational awareness, but also to further build upon the life skills first addressed in *Leadership and Career Development*. Specifically, in these courses (Youth Impact, University Impact, Career Impact, and Art Impact), students work collaboratively on projects designed to enhance their skills in collaboration, assertiveness, resiliency, organization, goal setting, and project management. In these three-hour per week, quarter long courses, students construct knowledge, skill, and value from direct "hands on" experiences that are personally relevant and connected to the academic objectives of the courses:
  - Application of knowledge: Learning is not the theoretical accumulation of facts, but the ability to make connections in order to understand and address issues. Service and experiential learning courses will be designed so that students must work collaboratively to apply the knowledge they are accumulating to real-world situations.
  - Community outreach: Often at-risk students have little or no positive relationship with community institutions such as schools, local government, churches, etc. Pathways will create structured activities that nurture community relationships, better the local community, and encourage students to complete their education by demonstrating the powerful impact their learning can have on the world around them.
  - Social and emotional learning: A key purpose of service and experiential learning is social and emotional development. Students will be supported by a program design that incorporates a culture and approach to learning that develops organizational, critical thinking, and social emotional skills.

- Individualized Learning Plans: Embedded in the curriculum, instructional strategies, teacher recruitment and evaluation, professional development, and extra-curricular activities are strategies, practices, content, and context to encourage students to succeed academically and socially. Teachers will be trained and expected to be vigilant in identifying logistical and/or personal issues that may be hindering students from making academic progress. The frequent face-to-face interaction between teachers and students makes it possible for such issues to be discovered in their early stages. Each student will be assigned to a primary teacher with whom they will have regular contact, much like advisory or homeroom teachers in traditional schools, in addition to having consistent contact with subject matter teachers and support staff. The positive one-one-one interactions with adults (teachers, support staff, tutors) have been shown to offset feelings of alienation in school as well as move priority learner groups to graduation (“Why school works for alternative high school students”, Brush & Jones, 2002; “Religious involvement, social capital, and adolescents’ academic progress”, Muller and Ellison, 2001).
- Small Group Instruction and Tutoring: Both will be offered in a manner flexible enough for students to take advantage of the unique structure of the curriculum and to provide additional support to students as they matriculate through their ILPs. Small group instructors are highly qualified, certificated staff, trained in current research-based teaching practices of effective student engagement, especially for students have had negative classroom-based experiences in the past. Small group instruction serves no more than 15 students in a class, allowing for differentiation and one-on-one support for struggling students. Teachers will apply effective classroom management skills that help students create positive, nurturing relationships with each other.
- Vocational Education Through C-Me: Pathways will provide vocational education course opportunities for its students through C-Me Mentoring Trust’s “Trades-at-School” program provided at the Trades Centre. This program will include Building & Construction, Engineering, Manufacturing and Technology, Information Technology and Graphics Design options. Future developments will also occur in the Infrastructure and Telecommunication domains. The program will providing further added value by offering access to drivers’ licensing, Site Safe tickets, and first aid training - amongst other requirements that are known to increase employment opportunities.
- Optimal Match: Pathways has adapted the Optimal Match model, developed by Halbert and Nancy Robinson from the University of Washington, and refined by Bill Durden and Betsy Strock at Johns Hopkins University, to assist teachers in matching curriculum, instruction, and assessment to any student’s learning style and avoid the use of a “one size fits all” approach to the development of the student’s individualized learning plan (ILP) The model supports teachers in the development of student’s critical thinking, literacy, writing, research, and Maths skills, as well as habits of mind necessary for post-secondary success, including the provision of a high quality science curriculum and ample laboratory space.
- In addition to the Optimal Match concept, Pathways’ model is reflective of the work of Henry Levin of Teachers College Columbia University, Clive Belfield of City University of New York, Peter Muennig of Columbia University, and Cecilia Rouse of Princeton University. These scholars identified seven key indicators for high quality schools that address the needs of at-risk student populations:
  - Small school size
  - High levels of personalization



- High academic expectations
- Counselling services
- Parental engagement
- Extended hours
- Competent personnel

Guided independent study curriculum and assessment rubrics are used consistently by all teachers to ensure consistency of delivery and assessment. Professional development on research-based instructional and assessment strategies, including Reading Apprenticeship Frameworks (WestEd), best practices for teachers in a blended learning environment gained from teachers working with Pathways' proposed education model over the past 25 years. Professional development regarding brain-based learning and motivational strategies is provided to all teachers through workshops, and is a significant part of PLC discussions among teachers by subject, grade level, student, and school focus. Opportunities to check for understanding include Practice Activities prior to assessment at the conclusion of each lesson of each unit that comprises a full course. At the conclusion of each unit of instruction, students must also pass a unit exam. To reinforce mastery and retention, students take a final exam at the conclusion of each course.

**5. Explain how the teaching and delivery of the curriculum will produce better achievement outcomes for the priority learner groups.**

**Response**

While teachers will be encouraged to develop their own *Instructional Equity Initiative* interventions, the Pathways model specifically includes peer tutoring and mentoring, study groups, study skills classes, positive reinforcement of incremental student behaviour improvements, transportation assistance, meetings with school psychologists, and collaborative meetings between teachers, support staff, parents/guardians, and students.

Schools using the Pathways model have posted impressive gains after implementing the *Initiative*: a 90% increase in student graduation rates at one school site, increased passage rates on the California High School Exit Examination (an exam similar to NCEA Level 2) (11.4% gain in ELA and 15% gain in Maths), and narrowing of the achievement gap (16 point growth for African American subgroup, 47 point growth for Latino subgroup, and 41 point growth for socioeconomically disadvantaged subgroup) as measured by California's Academic Performance Index. PMG-provided professional development workshops will focus on engaging teachers in the development of strategies for holding and expressing high expectations for all students, understanding the impact of teachers on the achievement of students, and developing mindsets that all students are capable of achieving at high levels.

**6. Provide a full list of the qualifications that your school will offer (if applicable).**

**Response :**

NCEA Levels 1-3

**7. Explain why you are confident students will be able to achieve the National Standards (those in Years 1-8) or your proposed qualifications using the curriculum and teaching methods you have proposed. Be specific and provide evidence such as student achievement data where possible..**

## Response

Pathways curriculum is delivered via different modalities in order to ensure student attachment and engagement. We use direct individualized instruction, independent study, online courses and course content, as well as focused small group instruction. Pathways curriculum has been used successfully in other settings for over twenty five years. Pathways has already begun the process of developing/modifying its existing curriculum to ensure alignment with New Zealand standards and requirements.

One measure of the success of the proposed curriculum and delivery method is indicated in the table below, which cites the growth in number of graduates (students successfully completing the equivalent of NCEA Level 2+) in specific student subgroups from 2006-2012 in US schools that are operating the Pathways model. In the past 6 years, these schools have served an increasingly at-risk student population and have been able to increase the number of graduates in almost every student subgroup each year.

Student Group	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Grand Total
African American/Black	163	168	244	302	330	356	1563
Hispanic	547	623	836	1175	1320	1391	5892
White	661	696	813	1022	1011	972	5175
Multiple Ethnicities	1		59	233	335	457	1085
Economically Disadvantaged	1123	1201	1430	1974	2219	2417	10364

The curriculum is presented through student-friendly Student Activity Workbooks complete with clear directions, accompanying high-quality textbooks, and opportunities for both formal and informal formative and summative assessment throughout units. Summative assessments for each unit of study are typically objective tests that focus on key standards. Students will also be asked questions similar to those found on NCEA Level 3 exams in order to familiarize themselves with college-level expectations. In addition, each unit includes an alternative assessment, an assessment which is not an objective test but rather which range from projects addressing the particular strengths of kinaesthetic and visual learners to formal essays requiring several drafts and a teacher/peer editing process before the final document is completed. All alternative assessments are guided by rubrics that clearly communicate expectations, ensure rigor, and promote consistency in grading.

### 8. If you plan on targeting Māori students, outline your plans for:

- (a) achieving success for Māori in education, so that students are enjoying and achieving success as Māori  
[www.minedu.govt.nz/theMinistry/PolicyandStrategy/KaHikitia.aspx](http://www.minedu.govt.nz/theMinistry/PolicyandStrategy/KaHikitia.aspx); and
- (b) supporting Māori language in education: delivering strong, co-ordinated effort and investment  
[www.minedu.govt.nz/theMinistry/PolicyAndStrategy/TauMaiTeReo.aspx](http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/TauMaiTeReo.aspx))

## Response

The Board of Trustees will engage with the local Maori leaders and authorities. The Principal of our Partnership School will seek their contribution in both the promotion and delivery of Maori culture and language to our students in order to best support the work and meet their needs as future leaders.

### 9. If you plan on targeting Pasifika students, outline your:

- (a) **plans for achieving Pasifika success using students' identities, languages and cultures as foundations to build upon [www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation.aspx](http://www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation.aspx) ;**
- (b) **how the school will build its own Pasifika capability; and**
- (c) **how partnerships (as identified in question 14(c)) with Pasifika parents, families and communities are used to achieve Pasifika Success**

**Response**

The promotion of language and culture will be given a high priority. The Board of Trustees will visit every Pacific community and church leadership to introduce the new Partnership School. The Board of Trustees will also request from these leaders the need for their contribution to their children's education in the three objectives of culture and language. The community partnership with the school will be celebrated on graduation day with the students cultural performance.

- Every student will be able to introduce themselves in their own language and according to the protocol of their culture.
- Every student will be able to sing in their own language a chant or song, both collectively and individually.
- Every student will be able to perform a traditional dance both collectively and individually
- Every student will be encouraged to participate in their ethnic specific cultural and language national community events

**10. Outline how you will ensure an inclusive environment for students with special education needs, including:**

- (a) **how the school will demonstrate inclusive practices;**
- (b) **how the school will build its capability to address the needs of students with special education needs; and**
- (c) **how partnerships with parents with students with special education needs are used to achieve education success.**

Even though the school has a Pacific focus, the policies of the school will be inclusive of all. The school will thus both reflect and be a part of the local community.

Pathways will provide students full access to a continuum of educational opportunities, including those students with special education needs. Students with special needs will be identified within the context of the school's three tier Response to Intervention (RtI) process. Once identified, Pathways will incorporate specific interventions into the student's Individualised Educational Plan, or 'ILP'. In most cases using the general, highly individualized education setting and curriculum and a continuum of increasing intensity of support, will meet student needs.

Pathways has an extensive track record of supporting the schools it manages to provide a full continuum of special education services through its special education department, which

employs special education professionals with over 20 years of experience. In addition to direct student services, Pathways will provide training, support and development to all teachers to ensure that special education students enrolled in Pathways are successful.

The entire Pathways education model and its resources are premised on immediate identification of and response to individual learning needs and has been described throughout this application. Working in PLCs, teachers focus on ensuring that every student is progressing through his/her ILP on a trajectory of reasonable progress. Curriculum, instruction, professional development, assessment, data analysis, accountability, and governance are all designed to ensure aligned, comprehensive activities to achieve Pathways' mission to provide students with the tools to achieve their vision.

Based on data of student performance of students in schools using the Pathways model, the majority of special education students whose ILPs allow for placement at Pathways are likely to be classified as non-severe, which means that most disabilities are categorized as Other Health Impaired, Specific Learning Disability, or Emotionally Disturbed, and require less than 50% of school time in a special education program. Because of Pathways' unique approach that individualizes and personalizes the learning process, and its small class size configurations for classroom instruction, Pathways will seek out individualised plans for each student.

It is frequently difficult for observers, other students, and teachers not directly involved with a student who has an IEP or supplemental services identified when developing the ILP to identify students with special/additional needs at Pathways. They are never 'pulled out' of a class; tutoring and individual meetings with teachers are routine for all students; and special support services of a resource teacher are accessed individually. No student is labelled or group according to interventions.

In accordance with the RtI model, Tier 1 (Universal Intervention) interventions are embedded in Pathways general education program: frequent meetings with teachers, tutoring, differentiated materials, etc. The three main components of Tier 1 interventions focus on high quality, instruction: core curriculum based on scientifically validated research; screening and benchmark testing of students at least three times per year to determine instructional needs; and on-going professional development to provide teachers with tools to ensure quality instruction.

Tier 2 strategies are comprised of intensified, validated instruction for students not making adequate progress in the core curriculum and are matched to their needs. Tier 2 interventions rely on interventions that determine the instructional procedures, duration, and frequency of instruction and have three characteristics that distinguish it from Tier 1: they are evidence-based; they take place in small group instructional environments, and; they are clearly articulated. Further, Tier 2 interventions are developed by Pathways based on evaluation of data that is effectively catalogued through its strong data management system, and strong and effective management oversight.

Tier 3 interventions are implemented where appropriate and will be developed by a student study team, which includes parents. The special education teacher will take an active role in monitoring the student's achievement and progress through the curriculum while interpreting data gathered from the intervention process.

Listed below are examples of specific activities to address students with special needs in the areas of low achievement, criminal justice involvement, poverty, behavioural issues, truancy, drug use, pregnancy, and emotional issues:

Low achieving students:

- Model and practice effective study skills
- Improve time management skills to increase study time, by student use of daily planners and specific goal dates for assignments
- Identify and focus on short and long term goals (grade level and graduation) to maintain motivation to achieve
- Utilize transition goals (post-secondary education, career, housing, transportation) to motivate achievement
- Coordinate with School Psychologist to formulate additional strategies as part of Rtl.

High achieving students:

- Additional coursework and supplemental activities
- Advanced placement classes
- Dual enrollment

Students with behavioural issues:

- Model and discuss appropriate behaviors
- Identify and focus on short and long term behavior goals
- Utilize transition goals (post-secondary education, career, housing, transportation) to motivate appropriate behaviors
- Develop and implement Student Success Plans
- Coordinate with School Psychologist to formulate additional strategies as part of Rtl.

Truant students:

- Focused explanation of attendance requirements at time of enrollment
- Focus on incentives for attendance
- Develop short as well as long term goals (grade level and graduation) to maintain motivation to attend school
- Coordinate with parents/guardians to improve attendance
- Coordinate with School Psychologist to formulate additional strategies as part of Rtl.

Adjudicated youth:

- Conflict resolution/peer mediation/negotiation, anger management, communication skills acquisition
- Gang and gun awareness
- Coordinate with parole/probation officers
- Incorporate self-identity progress on assessments into ILP and individual support
- Coordinate with School Psychologist to formulate additional strategies
- Alternatives to gang membership: student council, leadership camps, and career internship opportunities

Where appropriate and in accordance with the law, Pathways will subcontract with special education providers to provide special education services that are outside of the scope and expertise of Pathways' school site staff.

**Staffing & Administration:** Individualized coordination between general education teachers and special education teachers will be described in each student's ILP. The student, parent, general education teacher, and special education teacher will determine appropriate levels of

direct engagement to progress through the curriculum at an adequate rate to make progress toward a high school diploma. The general education teacher and the special education teacher will communicate on a weekly basis to plan interventions, monitor progress, and discuss achievements.

Specific professional development for identifying, supporting and evaluating the progress of special education students will be provided by Pathways and include Response to Intervention, Individualized Transition Planning, and Behavioural Intervention Planning.

- Response to Intervention - Professional development in Rtl will assist personnel in evaluating the progress of students in special education through research-based educational methodologies that address foundational, symbolic, and conceptual learning.
- Student Study Team - Personnel will receive professional development on the SST process and how to strategically implement interventions within the general education setting and curriculum.
- Transition - Personnel will receive professional development in university and career transition.

**11. If you propose to operate a secondary school and are planning to offer a full subject range, explain how this will be resourced within the funding levels set out in your financial plan.**

**Response**

Based on funding and enrollment projections, we estimate that funding provided by the Crown will be sufficient to meet the needs of the purchased curriculum. As described in other sections above, PMG develops its own standards aligned curriculum in-house, which cuts down significantly on the cost of purchasing curriculum from outside providers. Additionally, since all students are not taking the same courses at the same time, student resources can be utilized multiple times before needing to be replaced. Finally, when purchasing curriculum from third party providers, PMG can often use the purchasing power of its size in other jurisdictions to drive value.

**12. If you are proposing to provision for 0-8 year olds, explain how you will manage the requirements set out in the ECE regulations and the obligations of a Partnership School as set out in key documents (including legislation and the contract).**

**Response**

Not applicable – Pathways will be serving Years 9-13.

**13. Detail tests, measures and tools, or other assessment tools that you propose to use, including:**

- (a) how student progress and achievement will be measured, tracked, reported and responded to, particularly in relation to National Standards (if applicable); and
- (b) how assessment and/or aromatawai will be used to tailor instruction.

## Response

Ongoing student assessment, both formal and informal, is essential to the Pathways educational model. Students will be initially assessed, after enrolment, through diagnostic testing in Mathematics, reading, and writing. Pathways will monitor student performance continuously, and will utilize benchmark tests, pre/post-tests, and formative assessments to ensure student progress. Administered upon enrolment and then as benchmarks throughout the year, these assessments provide insight into the learning obstacles that may have contributed to a students' lack of previous academic success and provide a roadmap to make progress moving forward.

Pathways will use assessment data gathered after admission and student profile information to provide the foundation for building the individual learning plan (ILP) for each student. Interventions for students with below-grade-level reading and Maths scores on the initial EdPerformance (92% reliability) assessment will include enrolment in small group instruction (SGI) classes, and access to Maths tutors to help them learn or relearn foundational skills that will prepare them for grade level courses. Formal standards-aligned tests at the culmination of each SGI class as well as more informal weekly assessments will allow students to demonstrate their proficiency with foundational concepts and move into grade-level appropriate coursework. (These assessments have been developed by credentialed teachers and administered for several years to thousands of students in PMG managed schools. Teachers report 'bad' or 'unfair' questions to PMG, and data is analysed by student, grade level, subject area and school site for the purpose of identifying a test question that may not be valid or reliable.)

Since Pathways will serve many students who have experienced a great amount of school failure and often come with skill gaps due to missed school or ineffectual learning experiences, the loop of assessment-scaffolded, instruction benchmarking is important for identifying student growth and areas of academic need, as well as for measuring student achievement. Through assessing progress frequently and making assessment results immediately available to students and parents, Pathways can demonstrate to students that the school is committed to measuring and celebrating their growth while simultaneously communicating to students that they are capable of steady improvements and reaching proficiency in all content areas.

Each Pathways course will be divided into five units of study with end-of-unit objective tests that are aligned to national standards, and an alternative assessment (required) that together comprise each unit's grade. Completion of a course will be noted by a letter grade, and a grade of C or better in standards-aligned courses will be indicative of the student's readiness to progress. In addition to unit tests and course exams, mastery in many content areas is also demonstrated through oral and written projects, technology assignments, and portfolios.

End of unit tests, developed by Pathways, assess the student's content knowledge and ability to apply his/her knowledge and skill. Most end of unit assessments are formatted into multiple choice tests that can provide students with immediate access to results. Students at other schools using this model report that the immediate feedback is motivating and helps to renew their commitment. Before taking each end-of-unit test, students review material with their teacher and, through practice activities, demonstrate knowledge of the content and skills contained in the unit. In the spirit of Bloom's 'Theory of Mastery Education', students may repeat a test for a higher grade if making timely and adequate progress on his/her Individualised Learning Plan. When a student fails to pass an end of unit or course assessment, and depending on the issue, teachers will provide additional instruction using alternative instructional strategies, reteach the content using a different modality based on student preference and style, or coach the student on test-taking strategies. With the guidance, assistance, and shared expertise of working in professional learning communities

to address student issues, teachers will continually reassess the needs and learning plans of students who are struggling with passing their courses.

Benchmark tests will be used at the culmination of Small Group Instruction courses or at the discretion of teachers who want to assess student progress during or at the end of any course. These assessments are aligned to New Zealand's standards and will help to ensure that course grades are accurately reflecting student performance as it will be measured by the national testing program. Although each student has an individualized learning plan, teachers are vigilant at ensuring that students complete the appropriate courses and benchmark tests prior to the standardized test date so that we ensure that we have scaffolded the student's learning appropriately and students are therefore proficient in content knowledge addressing common core standards.

Student qualification through the NCEA process will be followed closely through the year as well, so that each student's teacher is aware of the daily, weekly and monthly progress of each student on their NCEA goals. For any assessment window, students will be tested during the appropriate window.. Pathways will be using a mix of internal and external assessment to track the students and their progress. The internal assessments are beneficial to Pathways because students are completing their courses at different times and will be ready to test throughout the year.

There are many benefits to frequent and layered assessment. All teachers will meet in professional learning communities to discuss individual students, subject area performance, and trajectory of progress across grades, subjects, sub groups, and school wide. Through membership of these learning communities, teachers will be able to analyse academic performance data and quickly adapt their teaching to better meet the needs of individual students, subgroups, subject areas, grade level performance, and trajectory of progress. Teachers will explain results to students and parents and Pathways will include school performance as part of its regular reports to the board of trustees.

Last, student performance will be tracked in order to provide continuous evaluation of the effectiveness of the curriculum and to make improvements of same where indicated.

**14. Explain how your school will:**

- (a) work with students, parents, families/whānau and community to promote high attendance levels**
- (b) develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations**
- (c) work with parents/families/whānau and community so they have the information and training they need to better support and become more involved in the learning process**
- (d) communicate with parents/families/whānau and community concerning the school's progress and achievements**

**Response**

Pathways will provide three major access points for parents and students to monitor academic progress in alignment with the Individualized Learning Plans. In addition to the ongoing direct instruction meetings between teachers and students, quarterly report cards will be mailed, and progress reports can be requested at any time by parents to supplement



the progress notes made on the Learning Plan. Teachers will meet regularly with parents at Open House nights, scheduled at times of the day that accommodate the needs of the community. Parents and teachers will be in contact about student progress via both phone and email as well as in face-to-face conversations when needed or requested by a parent or teacher. In addition, Pathways has just completed the final design of a web-based Parent Portal to its student information system, where parents and students can access student academic information at any time. In recognition of the fact that many families may not have internet/computer access at home, school computers will be available to parents by appointment during school hours. In addition, the school will provide basic training in using the Parent Portal via regularly schedule workshops.

**15. Explain the relationship your school intends to build with community agencies and organisations that serve students who attend the school.**

**Response**

Pathways intends to create and foster relationships with local health organizations, social service agencies, and sports programs to provide “wrap-around” services for students at the school, as well as to allow teachers and administrators to refer students and parents to appropriate agencies in times of need.

Furthermore, Pathways intends to utilize the multi-purpose portion of the Trades Centre as a community meeting place, and will invite health organizations and social service agencies to provide presentations, health screenings and other services on site as needed.

In addition, Pathways will specifically partner with the Primary Health Care Service, in order to promote individual health and fitness, as well as social and emotional well being. Obesity, high-blood pressure, diabetes, heart and respiratory illness are far too common amongst Pacific and Maori peoples. Pathways, in collaboration with communities, families, and health service organizations will thus deliver a vital range of health education and wellness programs, bringing a holistic and long-term approach to every student's well being. Pathways will also partner with Whanau Ora in order to support familial relations, and family well being.

**16. Outline any commitments that the school has made for partnerships or other relationships with community organisations or individuals that would enrich the learning opportunities for students attending the school.**

**Response**

Pathways has committed to partner with the C-Me mentoring trust to provide vocational education to Pathways students through an embedded “Trades-at-School” vocational education program at the Trades Centre, as described above. Furthermore, C-Me itself has committed partnerships with employers, industry training organizations, secondary schools, tertiary providers and community groups.

In addition, as a community based organization Pathways will partner with Pacific and Maori ethnic, cultural and media groups, with local churches and church leaders, with The Fono, a noted primary health care provider. The Fono is in fact the largest primary health care provider for Pacific peoples in New Zealand, with some 20,000 registered clients in South, West and Central Auckland alone.

**17. Detail any plans to use external providers to deliver parts of the educational programme (if applicable). Provide a full explanation of how this will work in practice.**

**Response**

Pathways intends to contract with C-Me for the provision of the vocational education program and will allocate a portion of the schools budget as a student participation fee to help offset C-Me's costs in operating the vocational education program. Pathways may also utilize start-up funds to purchase or lease the Trades Centre or to make capital contributions for the equipment needed to benefit the "Trades-at-School" program. C-Me will provide highly qualified technical advisors to provide training, will provide connections with the Industry Trade Organizations to support student entrance into the workforce, and leverage their current relationship with Polytechnic organizations to provide Pathways students interested in vocational programs with further opportunities. This will be in addition to C-Me's regular and on-going "Trades-at-School" program carried on at other locations.

For further detail, please see references to the partnership with C-Me throughout this proposal.

**18. Explain and provide evidence to support your proposed school calendar setting out:**

**(a) the daily hours of operation;**

**Response**

The Pathways school calendar and schedule operates without interruption on a year round calendar to remove the impact that loss of momentum can have on students who are learning to thrive in an environment designed to meet their needs. This calendar meets the requirements of the 380 half days as set out in the Education Act of 1989. Within this year round model, schools operate for extended hours and teacher should be available to conduct individual meetings with students between the approximate hours of 8 am and 5 pm or even longer, to accommodate students with other commitments to family and work, or issues related to health and transportation. During the initial meeting with an enrolling student, the student, parent and teacher will determine the school schedule that best meets that student's individual needs.

**(b) indicative student timetables; and**

**Response**

While there is no one "typical" student schedule, three illustrations of a week in the life of a student are provided below. All students will experience changes, even within the traditional semester framework, to their schedules as they complete the courses identified in their ILP that lead to NCEA Level 1 and 2 proficiency and encompass electives of individual interest.

Student 1: This 16-year-old Level 10 student scores below grade level on the initial Maths and English assessment and is assigned to both Maths and English SGI classes and tutoring in addition to the one-on-one student/teacher appointments required of all students. This student has some family responsibilities, but does not hold a full-time job and is not parenting.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00-10:00: one-on-one appointment with teacher	9:00-10:00: Monthly meeting with Student Advisor	9:00-10:00: one-on-one appointment with teacher	10:00-12:00: Maths tutoring	12:00-1:00: Leadership Club meeting	Optional Maths tutoring (required if a unit of Maths has not been completed for the month) 9-2
10:00-12:00: Algebra SGI class	10:00-12:00: 10th grade English SGI class	10:00-12:00: Algebra SGI class	10:00-12:00: 10th Grade English SGI class		
* 4-6 hours of independent academic work (Student Activity Workbook, online class, projects)	* 4-6 hours of independent academic work (Student Activity Workbook, online class, projects)	* 4-6 hours of independent academic work (Student Activity Workbook, online class, projects)	* 4-6 hours of independent academic work (Student Activity Workbook, online class, projects)	* 4-6 hours of independent academic work (Student Activity Workbook, online class, projects)	

\*In addition to the schedule listed above, students may be enrolled in Leadership and Career Development, Senior Seminar, or another SGI course (Science, Maths, or English) for portions of the semester.

Student 2: This 19-year-old Level 13 student scores at grade level on the initial Maths assessment and above grade level on the English assessment. This student has an 8-month-old child for whom she only has two days of childcare per week. She has been primarily assigned to guided, independent study classes, as well as an online IB English class. As a senior, postsecondary planning is important and she has been assigned to a Senior Seminar class, which maximizes her available hours at the school site.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
4-6 hours of independent academic work (Student Activity Workbook, online class, projects)	10:00-11:00 Monthly meeting with Student Advisor (university and career focus)	4-6 hours of independent academic work (Student Activity Workbook, online class, projects)	9:00-11:00: Senior Seminar	9:00-2:00 Community service fieldtrip (satisfies 5 of the 10 required community service hours for seniors)	Optional Maths Tutoring (required if a unit of Maths has not been completed for the month) 9-2
	11:00-12:00: one-on-one appointment with teacher*		11:00-12:00: one-on-one appointment with teacher*		

Student 3: This 18-year-old Level 12 student scores at grade level and passed end or course tests in all subjects except English II. Although he works to help support his family,

conversations with the student/parent/teacher as well as between the teacher and employer about the need for the student to reach his graduation goal have resulted in successful negotiation to extend the student's lunch hour to allow attendance of school.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
4-6 hours of independent academic work (Student Activity Workbook, online class, projects)	1:00-2:00: one-on-one appointment with teacher	4-6 hours of independent academic work (Student Activity Workbook, online class, projects)	1:00-2:00: one-on-one appointment with teacher		English tutoring
	2:00-4:00: English Foundations SGI class		2:00-4:00: English Foundations SGI class		

Pathways will be open to students each day from 8:00 a.m. to 5:00 p.m. Since this is a longer than normal school schedule, teacher 'shifts' will be staggered with some teachers arriving later in the day and staying until school closes. Regardless of arrival time, each teacher will have an office hour each day to prepare for student meetings, and six hours a day working directly with students. Teachers will meet with students individually and in classroom settings. Most student meetings will take place Monday through Thursday, and Fridays will be reserved for teachers to meet with students who need additional support, have missed appointments during the week, and for student grading and records maintenance. Fridays will also be used for meeting in professional learning communities to discuss student progress, to develop plans or make adjustments to ILPs, and to participate in professional development activities.

**(c) how the school day and year will be organised to include instruction and assessment, independent study, professional development, parent-teacher conferences, and extra or co-curricular activities.**

**Response**

Because of the individualized nature of the Pathways attendance schedule and the open nature of the learning Centre, instruction, assessment, independent study, professional development, parent teacher conferences and extra or co-curricular activities are incorporated by design as described in section (b) above.

**19. Outline the school's philosophy and methodology regarding student behaviour, discipline and participation in school activities.**

**Response**

At the time of enrolment, Pathways teachers will meet with students and their families to discuss the school's expectations to maintain and contribute to a positive school culture and climate. Students will be provided with the school's clear, fair, firm, and consistently applied written behaviour management and discipline policy. The policy will be reviewed by the teacher with students and their families. Parent/guardians and students sign an agreement to adhere to the rules specified in the discipline policy.

School rules will be clearly posted throughout the school site and staff will review the rules with students periodically. Teachers and staff will meet with students individually or in small groups to address any issues that arise. If a problem continues, the teacher will contact the student's family and may request a parent/guardian-teacher conference. Specific interventions and consequences are provided in the discipline policy.

**20. Set out your strategy, policy and procedures that will ensure the school is a safe, orderly, and drug-free environment where both teachers and students can feel secure and where effective learning can take place (in line with the provisions under the Education Act 1989 and any other applicable Acts).**

**Response**

The School will be open to all age-appropriate children without regard to race, ethnic background, disability, and/or religious affiliation and will be tuition free.

The School will attempt to address the needs of students through a quality education program. To be effective and to fulfil this goal, Pathways believes that students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not obey the rules of good conduct are interfering with the learning process and safety of others, as well as minimizing their own opportunities to learn.

In order to maintain a positive climate for learning, Pathways has developed a code of conduct that will be implemented.

**Student Conduct Expectations**

---

Students are required to conform to the customary rules of conduct and the normal modes of operation of the school, and to act in accordance with the following behavior expectations:

1. Follow all written and verbal agreements.
2. Follow Pathways' written discipline policy.
3. Be courteous and respectful to others.
4. Respect the property of others.
5. Be prepared to learn at all times.

Smoking is not allowed in or near the school.

All cellular phones are to be turned off while in at school.

Teachers and staff will monitor student behavior. If a problem arises that cannot be resolved between Pathways staff and the student, the student's parent/guardian will be contacted and may be required to attend a parent-teacher conference to attempt to resolve the matter. If the student's disruptive behavior continues, the student is at risk of being suspended and/or expelled from the program.

**Harassment**

---

It is the policy of the Pathways to prohibit harassment by any means, including but not limited to sexual, physical, verbal, written, electronic, mental, emotional and visual harassment, intimidation, bullying, and cyber-bullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student's education, threaten the overall educational environment, and substantially disrupt the operation of school.

Harassment for any reason, including but not limited to, race, sex, gender, national origin, ancestry, marital status, economic status, disability, sexual orientation, and religion is a violation of law. Verified harassers may face detention, loss of computer privileges, suspension, or expulsion. Disciplinary action will be determined by school administrators and Pathways' board of trustees. Threats of any kind and hate crimes will be reported to local law enforcement officials. Harassers may also be subject to civil and criminal liability for any such unlawful behaviour.

Pathways will take measures against harassment both in and near the school campus. This includes any act that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, use of the district Internet system, use of a personal digital device on campus, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interference with the rights of students to be secure.

In situations in which electronic or cyber-bullying originates from a non-school computer, but is brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive to the educational process so that it markedly interrupts or severely impedes the day-to-day operations of the school.

It is important to understand that jokes, stories, cartoons, nicknames, sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Website postings, including blogs and comments that violate school policy or law may be offensive to others and will not be tolerated.

Victims of harassment or bullying are urged to inform a teacher or school administrator immediately. The teacher or school administrator will document the events, contact the appropriate parties, and appropriate steps will be taken. Keeping quiet or ignoring the problem will not make it go away. Harassment may also be reported through the Uniform Complaint procedures.

#### Definition of Expulsion

---

Expulsions shall be defined as permanent dismissals from Pathways, without re-enrollment privileges, and must be approved by the Pathways' Board of Governors.

#### Definition of Suspension

---

Suspensions shall be defined as a temporary leave of absence from Pathways that may occur at the discretion of the Principal.

If a student is suspended, a meeting with parents/guardians will be convened to discuss the incident that led to the suspension and to develop a plan of action.

- Suspended students are not allowed to be on campus or attend any school-related activities during the period of suspension.
- Students of compulsory attendance age will be provided alternative instruction upon suspension. This instruction will be comparable to that if the student would have attended school that day. In order to receive credit, students must submit the assignments to their teacher on the day of return to school upon the conclusion of the suspension period.
- At the discretion of the Principal, suspension reports, conduct reports, and/or corrective action plans can be removed from a student's permanent school file at

the end of the school year if deemed in the best interest of the school and the student to do so.

**21. Detail your proposed professional development plans for teachers, administrators and other school staff, including:**

**(a) how the sponsors and/or the management team will be involved in the design and identification of such opportunities**

**Response**

Pathways' will take full advantage of professional development and coaching programs and staff to align professional development, coaching, mentoring, one to one support and classroom observation and feedback protocols, including data driven conversations leading to improvement. Pathways has created a customized worksheet for teacher observations and feedback that includes observations on the teacher's ability to establish clear outcomes for each teaching objective, present targeted instructional content, facilitate student discussion, and check for student understanding.

The primary goals of teacher coaching and other professional development at Pathways are to ensure quality instruction, maintain a culture of high expectations for all students, and continuously increase professional effectiveness that drives student performance. When establishing coaching feedback, Pathways plans to use the following criteria: the teacher's ability to support students' post-secondary goals, use of available resources to develop meaningful Individualised Learning Plans, and to adjust strategies as appropriate.

In addition to formal professional development activities, Pathways will embed ongoing informal professional development. The Principal and lead teachers will be an active and proactive instructional leader who conducts regular observations of staff as they prepare for student meetings, work directly with students, and reflect upon student needs. The Principal and lead teachers will create opportunities for teachers to collaborate and observe each other in order to share effective strategies through peer-coaching groups, literacy strategy meetings, and ongoing Equity Initiative activities.

Pathways considers staff evaluation to be an effective professional development tool. The Principal will observe performance on a weekly, monthly, and annual basis. An annual performance evaluation, conducted on the employee's date of hire, will be a formal method of planning, monitoring, evaluating, and recognizing work performance and communicating performance expectations.

Staff performance evaluations will be standardized to ensure that all employees are evaluated in accordance with Pathways' mission. A self-evaluation will be the first step of the performance review, and considered by the supervisor in developing the employee's evaluation. The following 6 categories will be evaluated during the annual review process:

- Job Knowledge
- Quality of Instruction
- Student Progress
- Professionalism
- Achieving Goals
- Performance Summary

**(b) the support and mentoring proposed for any staff that are not registered teachers (if applicable)**

**Response**

Not applicable – Pathways does not intend to use non-registered teachers.

**(c) how your proposed programme of professional development will enable the school to meet the needs of priority students.****Response**

Pathways will provide comprehensive professional development to its staff to ensure that students are always the beneficiaries of sound, effective instruction and support. Because Pathways intends to serve a population with extensive academic, social, and emotional needs, and its education and support programs are so individualized, the school has developed a training program that ensures teachers are fully inducted into the program model and understand its specialized components. Pathways' teachers will be expected to continually develop and hone their skills, and through PMG, it will offer a multitude of professional development options throughout the school year.

PMG will arrange for, schedule, and conduct other workshops and seminars. In the first year of operations, Pathways' teachers will participate in the following:

**Diversity Competencies:** a course designed to promote understanding and appreciation for the research based contributions and benefits of diversity through asset- based thinking, suspension of judgment, interpersonal awareness, and locus of control concepts. These competencies were developed utilizing the frameworks for Teach for America's Diversity, Community, and Achievement offerings for new teachers as explored in *Teaching as Leadership* (Farr, 2010).

**Effective Communication:** a course based on the book, *Fierce Conversations*, by Susan Scott where teachers will gain skill in effective, necessary, and sometimes difficult conversations with students, families, and co-workers.

**Using Outlook:** an orientation to the informal and formal communication formats and protocols Pathways will use to disseminate important information. Effective time saving strategies for sorting important information and how to use and access public folders will be reviewed.

**Time Management:** a course designed to equip teachers with strategies to increase productivity.

**Highly Effective Teacher:** a one day workshop designed from internal research on what it takes to be a "highly effective teacher" within this program model. A highly effective teacher meets or exceeds both quantitative and qualitative targets (NCEA competency, proficiency on standardized tests, work completion, relationships with students, high expectations, etc.). Provides real-life examples of strategies as well as exposure to the knowledge, skills, and mindsets teachers need to become a highly effective Pathways teacher.

**Equity Professional Development:** Equity professional development is focused on familiarizing teachers with achievement gaps that persist nationally for students of colour and students from low socioeconomic backgrounds, as well as achievement gaps between boys and girls and older and younger students. This professional development utilizes both whole-group workshops and PLCs to focus on engaging teachers in the development of strategies for holding and expressing high expectations for all students, understanding the impact of teachers on the achievement of students, and developing mindsets that all students are capable of achieving at high levels. The book *Teaching as Leadership* (Farr, 2010) is used to introduce teachers to Teach for America's Teaching as Leadership comprehensive rubric.



**Holding High Expectations for Student Work:** This workshop follows many of the Equity and Highly Effective Teacher strategies but delves deeper into what high expectations for student work in a Pathways school environment looks like. Rubric norming is utilized to show real-life examples of student work that is truly deserving of an "A." Teachers bring work of their own students to this workshop in order to ensure they are grading accurately and with high expectations.

**No Fear Audit:** This professional development opportunity is offered for teachers needing help with the record keeping related to student progress. Topics include efficiency practices, properly managing each new student file, how to use checklists to improve accuracy, and best practices of highly successful teachers who consistently maintain high accuracy in their student files. Follow-up support is provided on a one-on-one basis to ensure teachers effectively utilize strategies learned and feel comfortable with the audit-ready accuracy of all student files.

**Using Data to Affect Student Achievement:** This one-day workshop guides teachers on how to select/design student programs based on holistic data of each student. Benchmark assessment data, standardized test data, grades, work completion towards graduation goal, and qualitative data including achievement chats and work samples are analysed in real time at the workshop in order to ensure that teachers learn to read data, look at each students' data holistically, and utilize real student data to begin making decisions immediately. Utilizing Excel to group and look at data in multiple ways is also addressed.

**Powerful Teaching:** Powerful Teaching utilizes many of the Equity strategies. Topics include setting SMART Goals with students, positive coaching for student success, holding and communicating high expectations, and taking ownership of students' achievement through data.

PMG will help Pathways structure and implement its PLCs to effectively use data to drive instruction, and to identify need for training, support, and guidance. Additional requests for professional development will be identified by all staff during discussions in PLCs, and will be determined by data analysis of student performance by teacher, subject, and grade level, by feedback from students, teachers and the community, and the results of standardized assessment. This additional professional development may occur during the first hour of the day when teachers are meeting in their professional learning communities, on Friday "planning days," online, through publications, or by changing the proposed topics on Pathways' professional development calendar. Approximately seven days of training will occur each year.

The effectiveness of professional development will be evaluated qualitatively and quantitatively. Student data, such as enrolment, retention, state test results, benchmarks assessments, and academic progress will be used for evaluation and improvements to program. Pathways understands that new information and circumstances will continuously arise and expects to modify professional development activities to accurately meet the needs of students and staff.

Wherever the PMG Staff Development department is unable to offer professional learning opportunities needed or requested by staff, the department accesses external resources for professional learning and supports this professional learning with follow-up Professional Learning Communities and further support from the Staff Development Departments. Each region and staff group is different, so external opportunities would be offered based on the particular needs of the Otahuhu-Mangere staff, but examples of training offered to staff in the past 3 years include:

**Quantum Learning:** Tailored for our blended learning environment and based in brain-based research, Quantum Learning (QL) trained over 200 teachers on Level 1-4 of its QL for Teachers program. QL for Teachers provides that our teachers learn not only the “what” (powerful research-based techniques that accelerate learning), but, more importantly, the “why” (research behind the techniques) and the “how” (implementation in the classroom). QL instructors immerse teachers in all the concepts and strategies of the QL system and demonstrate the methodology throughout the program. Teachers personally experience the outcomes and learn how to apply the techniques in their classrooms. Knowing the research behind the concepts covered enhances the teachers’ understanding of the QL system. Teachers learn to orchestrate student success by capturing and holding attention, creating relevant connections between their students and the content, and crafting and delivering dynamic, engaging standards-based lessons. Teachers take away valuable techniques that are proven to accelerate learning, and improve student performance and ownership of learning—all of which can be implemented immediately in any classroom situation.

**ED Equity, “Courageous Equity Leadership”:** This one-day session for all staff engaged participants with interactive coaching modules through the Courageous Equity Leadership Toolkit which provided theory, application and practice for achieving Equity and Excellence. Through the Courageous Equity Leadership Toolkit, the training sessions guided the participants to leadership skills to close the racial and linguistic achievement gap.

**Brene Brown:** PMG engaged the work of consultant Brene Brown (Ph.D., LMSW), a research professor at the University of Houston Graduate College of Social Work to speak on her research on vulnerability, courage, worthiness, and shame to assist staff in developing strategies for supporting students’ courage to set post-secondary plans and take risks to experience school success.

**Professional Learning Communities:** Utilizing the research of DuFour (1998, 2000, and 2004) and the resources of the website [www.allthingsplc.org](http://www.allthingsplc.org), PMG leaders, including Jesse Noonan, EdD, engaged the leadership team and staff of several learning centres in PLC theory and provided resources for teachers to create their own PLCs. These PLCs utilize demographic, assessment, and student survey data to identify local site strengths and areas of growth, as well as develop programs and staff responses that meet the unique needs of each centre.

- 22. If you are proposing to use non-registered teachers, explain what subjects they will teach, what experience or skills you will require, and the role they will play in the day-to-day operation of the school.**

***Response***

Not Applicable – Pathways does not intend to use non-registered teachers

## 7 BUSINESS PLAN

---

**23. Outline the different structures (in both chart and narrative form) of your proposed Partnership Kura, including:**

- (a) Governance;**
- (b) Management;**
- (c) Administration; and**
- (d) Subcontract arrangements (if applicable).**

### **Response**

The Pathways Board of Directors is ultimately responsible for the governance of the charter school and for maintaining the mission of the charter school. The Board's primary roles are to monitor school performance to ensure compliance with the Pathways mission, evaluate and provide direction to the school leadership, monitor vendors, enhance Pathways public standing and ensure legal and ethical integrity.

The Board will meet at regularly and the agendas for regular meetings will posted in advance and include the time and place of the meeting where the public can participate in the meeting. Minutes will be taken at each meeting and will be available to the public.

As Pathways adds sites, the Board may elect to establish standing or special committees to perform more specialized oversight duties. The Board may establish a Finance and Audit Committee, which would oversee and review transactions of the organization as well as review the audit report provided by the independent auditor. The Board may also desire to establish an Operations committee which would oversee and review school and non-profit operations, including student discipline issues, and facilities. These committees would report to the full Board at regular Board meetings and provide guidance on important action items. If the Board does elect to establish committees, the committees will be empowered to review and provide advice on actions, with all formal action items still required to be presented before the full Board at a noticed public meeting.

The Board will periodically review a mission statement to serve as a guide in organizational planning and board and staff decision-making. The proposed bylaws are suited for a charitable partnership school and focused on Pathways mission of serving an under-served, at-risk student population.

Pathways board members are expected to have several characteristics – a passion for education, a drive to aid students in need, technical expertise that they can contribute to the Board and an understanding of the core values of Pathways, which include integrity, respect, and compassion. Currently the Pathways board will consist of three to seven board members with expertise in the Pasifika, academic, business, legal and community relations areas. . Potential board members include experts or practitioners in the areas of education, law, finance, real estate, and community outreach. Parents or other individuals from within the community where the campuses will be located are also possible future board members.

Pathways board members will be provided with opportunities for board development and training as the organization prepares for opening a school, including receiving copies of Brian Carpenter's "Charter Board University" and The High Bar's "Board Meetings Guide." Further professional development for Board members will take place during board meetings

prior to the opening of the school as well as through the provision of counsel by the law firm of Chen/Palmer.

PMG will provide assistance to the Board through the provision of any information the Board deems necessary to complete their duty of direction and oversight, as well as to assist the Board in determining if more members are needed. Initially, Deputy Superintendent Bill Toomey and General Manager Jessica Ray will provide on-going support through in-person or telephonic meetings with Board members to explain any questions or address any concerns, but as the local staff members become more ingrained in the Pathways model, a local Assistant Deputy Superintendent will be selected to take on this role. The school leaders will have the opportunity to provide their information to assist board members in making informed decisions regarding the charter school. The board will support and review the performance of the Principal and other school leadership and provide constructive feedback, and will commission an annual performance review of the school. The Board will manage the resources of the school effectively, monitor and approve annual budgets, and provide for an independent annual audit by a qualified Public Accountancy firm.

The Board will determine, monitor and strengthen the programs and services offered by Pathways. The board will oversee major contracts, including its contract with PMG and all contractors by thoroughly researching the value of the contract to ensure the best value for the school. Upon entering into contracts the board will be updated of the performance of the contracts. The Board will establish policies to guide the school as an organization and all of the school staff.

Pathways will create a Community Advisory Council and a Local School Improvement Team, which will consist of parents/guardians, local community members, teachers and student representatives and will meet quarterly. This Advisory Council will make recommendations to address the challenges of Pasifika and low-income youth in the communities Pathways' serves. In addition, the Advisory Council will seek to increase school visibility in order to generate more students and address programmatic concerns related to student support. This Council will give parents/guardians and community members an opportunity to provide advice and counsel to school personnel. Recommendations on improvement will be sought from the Community Advisory Council and may be presented to the Governing Board by school leadership. As an ongoing part of this process, parents/guardians and other community members will be invited to all Board meetings.

In addition to the experience and backgrounds of Board members, and the input from the Community Advisory Council and Local School Improvement Team, Pathways will reap the benefit of the multi-faceted experience of PMG's Educational Advisory Board consisting of respected professionals from the fields of business, education, and academia. This board meets semi-annually to discuss education trends and research findings related to serving at risk populations, and to identify resources that may be of benefit to schools managed by PMG. PMG is in the process of expanding the Educational Advisory Board to include New Zealand education experts.

Pathways has a strict conflict of interest policy that is signed by all of the board members and officers. This policy explains that in any situation that could present an actual or perceived conflict of interest any board member or officer must put the board on notice of such conflict, recuse him or herself from the discussion, and exert no improper influence on any discussion or decision.

In addition to its Conflict of Interest policy, Pathways has strict procedural safeguards in place such as yearly audits conducted by external auditors who perform a financial audit. Pathways is also in the process of applying to become a registered charity.

Complaints about the school policies, procedures, or action, will be handled in the same format as outlined in the discipline policy.

The Principal and lead teachers will monitor the day to day activities of the schools, including daily instructional supervision, staff management, ensuring the facilities are in working order for staff and students, and interacting and maintaining positive parent relationships. The Principal will also be involved with building the community relationships and support for the school.

Due to the planned expansion of schools/sites, PMG has established a leadership training program to systematically develop future leaders and provide advancement opportunities for teachers interested in and passionate about serving at-risk students in a program that values flexibility, individuality, and respect. The Leadership Academy and Lead Teacher Certificate Program are geared to grooming teachers showing initiative for mentor and master teacher positions and for school leadership positions. Quarterly sessions include: Philosophy of Leadership, Leadership Styles and the Changing Leadership Landscape, Coaching, Communication, and Evaluation. Significant emphasis is put on developing understanding of the PMG data that is collected to measure academic results and measure the effectiveness of the educational program. This program will serve as a primary recruiting option for the Principal and Lead Teacher.

School leadership will be compensated according to market salaries. The initial funds for leadership compensation will be provided through the proposed start-up grant from the Ministry.

**24. Describe your proposed methods or structures to ensure teacher, parent, family/whānau and student input to decisions that affect the school.**

**Response**

Teachers are regularly invited to comment on school programs and developments through regular professional development as described above. All Board Meetings will be publicly noticed and open to the public, with the opportunity for parents and students to participate and speak at those meetings. As described above, the community advisory council will provide opportunities for parents and interested parties to provide direct input into the governance of the school. Finally, any interested party is welcome to provide comments, either anonymously or not, through the complaint procedures system.

In addition, parents will be availed of quarterly progress reports, and will be able to discuss progress at regular parent-teacher meetings, held at times to suit the community, as well as maintaining both telephone and online conversations.

Further, Pathways will enable at least two major community events per year – a mid-year of students and families, as well as the end of year graduation ceremony; designed as a community celebration in itself.

**25. Provide two detailed implementation plans covering:****(a) the period from gaining approval to the opening of the school.****Response**

*[May be provided as attachments as Appendix 1 and Appendix 2]*

Below is a table outlining the timeline and schedule for operations-related activities the Pathways team will undertake in the planning phase to ensure a successful school opening in February 2015.

Action Steps	Person(s) Responsible/Involved	Timeline
Petition and Charter Application	<ul style="list-style-type: none"> <li>Executive Director</li> <li>Board of Directors</li> <li>Design Team</li> </ul>	June 2014
Secure Leases/Locations	<ul style="list-style-type: none"> <li>Executive Director</li> <li>General Manager</li> </ul>	July 2014
Contractor Bids/Build out and Oversee Projects Business License Charitable Organization Registration	<ul style="list-style-type: none"> <li>Executive Director</li> <li>Principal</li> <li>General Manager</li> </ul>	July-August 2014
General Liability Insurance	<ul style="list-style-type: none"> <li>General Manager</li> </ul>	August 2014
Group Medical Insurance	<ul style="list-style-type: none"> <li>Director of Human Resources</li> </ul>	August 2014
Vendor Contract Proposals for Curriculum Projects	<ul style="list-style-type: none"> <li>General Manager</li> </ul>	September 2014
Order Computer and IT Equipment	<ul style="list-style-type: none"> <li>Director of IT</li> <li>General Manager</li> </ul>	September 2014
Order Furniture	<ul style="list-style-type: none"> <li>General Manager</li> </ul>	November 2014
Recruit Principals and Staff	<ul style="list-style-type: none"> <li>Director of Human Resources</li> </ul>	November 2014
Interview Staff/Background and Credential check	<ul style="list-style-type: none"> <li>Executive Director</li> <li>General Manager</li> <li>Director of Human Resources</li> </ul>	November 2014
Utilities for School Site	<ul style="list-style-type: none"> <li>General Manager</li> </ul>	December 2014
Order Curriculum and Student Supplies	<ul style="list-style-type: none"> <li>General Manager</li> <li>Principals</li> </ul>	December 2014
Hire and Train Staff	<ul style="list-style-type: none"> <li>General Manager</li> <li>Principals</li> </ul>	December 2014 – January 2015
Community Outreach for Enrolment	<ul style="list-style-type: none"> <li>General Manager</li> <li>Principals</li> </ul>	December 2014 – January 2015
School Opens	<ul style="list-style-type: none"> <li>General Manager</li> <li>Principals/Staff</li> </ul>	January 2015

(b) the period from the opening of the school to the end of the first year.

Action Steps	Person(s) Responsible/Involved	Timeline
Begin notifying the community	<ul style="list-style-type: none"> <li>All</li> </ul>	as soon as approval is received
Student recruitment and enrolment :		July 2014 -February 2015
(i) community outreach, advisement and recruitment	<ul style="list-style-type: none"> <li>School staff</li> </ul>	July 2014 - January 2015
(ii) enrolment and grade assignment	<ul style="list-style-type: none"> <li>School staff</li> </ul>	February 2015
(iii) create Individualised Learning Plans for all students (ILPs)	<ul style="list-style-type: none"> <li>School staff</li> </ul>	February 2015
Confirm second location	<ul style="list-style-type: none"> <li>Trustees</li> </ul>	July 2015
Mid-year community celebration	<ul style="list-style-type: none"> <li>All</li> </ul>	July 2015
Mid-year parent-teacher conferences	<ul style="list-style-type: none"> <li>School staff</li> </ul>	July 2015
Begin notifying the community of the second location	<ul style="list-style-type: none"> <li>All</li> </ul>	August 2015
Order computer and IT equipment for second location	<ul style="list-style-type: none"> <li>Director of IT</li> </ul>	September 2015
Begin recruiting Principal and staff for second location	<ul style="list-style-type: none"> <li>Director of Human Resources</li> </ul>	October 2015
Interview staff/background and qualification checks	<ul style="list-style-type: none"> <li>Director of Human Resources</li> </ul>	November 2015
Order furniture for second location	<ul style="list-style-type: none"> <li>General Manager</li> </ul>	November 2015
Order curriculum and student supplies for second location	<ul style="list-style-type: none"> <li>General Manager and Principal</li> </ul>	November 2015
End of Year community celebration	<ul style="list-style-type: none"> <li>All</li> </ul>	December 2015

<b>Utilities for second school site</b>	<ul style="list-style-type: none"> <li>General Manager</li> </ul>	December 2015
<b>Hire and train staff for second location</b>	<ul style="list-style-type: none"> <li>Director of HR and Principal</li> </ul>	December 2014 – January 2015
<b>Order curriculum for second location</b>	<ul style="list-style-type: none"> <li>General Manager and Principal</li> </ul>	December 2014 – January 2015
<b>Community outreach for enrolment</b>	<ul style="list-style-type: none"> <li>General Manager and Principal</li> </ul>	December 2014 – January 2015
<b>School opens - enrolment, grade assignment and ILP creation at both locations</b>	<ul style="list-style-type: none"> <li>School staff</li> </ul>	February 2015

26. Complete the templates in the attached MS Excel workbook with your proposed financial forecasts. Guidance on how to complete the forecasts is provided in the spreadsheet. The worksheet covers three components

- (a) Financial forecast (budget)
- (b) Balance sheet
- (c) Student Roll
- (d) Staffing levels

**Response**

Pathways confirms completion of the required workbook. Please see addendum entitled "Pathways (NZ) Charitable Trust – RFA – Financial Forecasts – March 2014"

27. Detail the amount and terms of any funding (additional to funding to be provided by the Crown) that is to be provided to the school, including:

- (a) what you propose this funding will be used to provide; and
- (b) the relationship between the school and the funder.

**Response**

Pathways does not intend to seek any philanthropic funding for its academic program, except for a commitment to partner with C-Me for the establishment of the Trades Centre.



s 9(2)(i)  
OIA



**28. Outline your proposed:**

- (a) financial management and internal accounting procedures for the school, including controls that will be put in place to ensure appropriate fiscal accountability;**
- (b) provisions for conducting annual audits of the financial operations of the school; and**
- (c) types and levels of insurance that you propose to operate the school.**

**Response**

In conjunction with legal counsel, independent auditors and accountants, Pathways will institute financial controls to ensure that asset management is appropriately maintained well within the applicable codes and standards. Pathways will institute the following policies to ensure appropriate fiscal management:

A. Pathways shall adopt and meet generally accepted accounting principles and shall adopt policies to ensure the School's funds are used to most effectively support the school's mission and to ensure that funds are budgeted, accounted for, expended, and maintained in an appropriate and lawful fashion. Such policies will include, but not be limited to, principles that ensure that: (1) expenditures are authorized in accordance with amounts specified in the adopted budget; (2) the School's funds are managed and held in a manner that provide a high degree of protection of the School's assets; and (3) all transactions are recorded and documented in an appropriate manner that allows reporting to the Crown.

B. Segregation of Duties: Pathways will develop and maintain simple warrant requests and purchase order forms to document the authorization of all expenditures. All proposed expenditures must be approved by the President or designees who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the check request form. All transactions will be posted in an electronic accounting software. The transactions will be posted in the School's accounting office. To ensure segregation of record recording and authorization, the Senior Accountant may not co-sign check requests or purchase orders.

C. Banking Arrangements: Pathways will maintain an account in the School's name. The School will deposit all funds received as soon as practical. A petty cash fund may be established as needed with a separate ledger to be maintained for the account. The amount of the petty cash shall be determined by the officers of the School.

D. Purchasing Procedures: All purchases over ten thousand dollars (\$10,000.00) must include documentation of a good faith effort to secure the most advantageous arrangement under the circumstances for comparable goods or services. The President or designee shall not approve purchase orders or warrant requests lacking such documentation. Documentation shall be attached to all warrant and purchase orders and such documentation shall be maintained for at least three (3) years. All purchases in excess of twenty-five thousand dollars (\$25,000.00) must be signed by two separate officers.

E. Property Inventory: The President or designee shall establish and maintain an inventory of all non-consumable goods and equipment over one thousand dollars (\$1,000.00). In addition, an inventory shall be established and maintained of all computer equipment. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the School's assets. Property will be inventoried on an annual basis.

F. Property and Liability Insurance and CMP: The Board of Directors shall ensure that the School retains appropriate property and liability insurance coverage. Property insurance shall be for replacement costs and have limits of the total insured value of the School's



REDACTED

**29. Outline your proposed facilities, including:**

- (a) the type of property arrangement and the terms of the tenancy (if applicable);**
- (b) how this site would be a suitable facility for the proposed school, including any plans to renovate; or**
- (c) if a site has not been identified, your present options for the school site, including a timetable for identifying and acquiring or leasing a facility;**
- (d) your financing plans for acquisition and renovation of a facility; and**
- (e) describe plans for expanding school facilities matching your projected roll numbers, including how you will attract additional staff and acquire other resources needed to serve a larger student body.**

**Response**

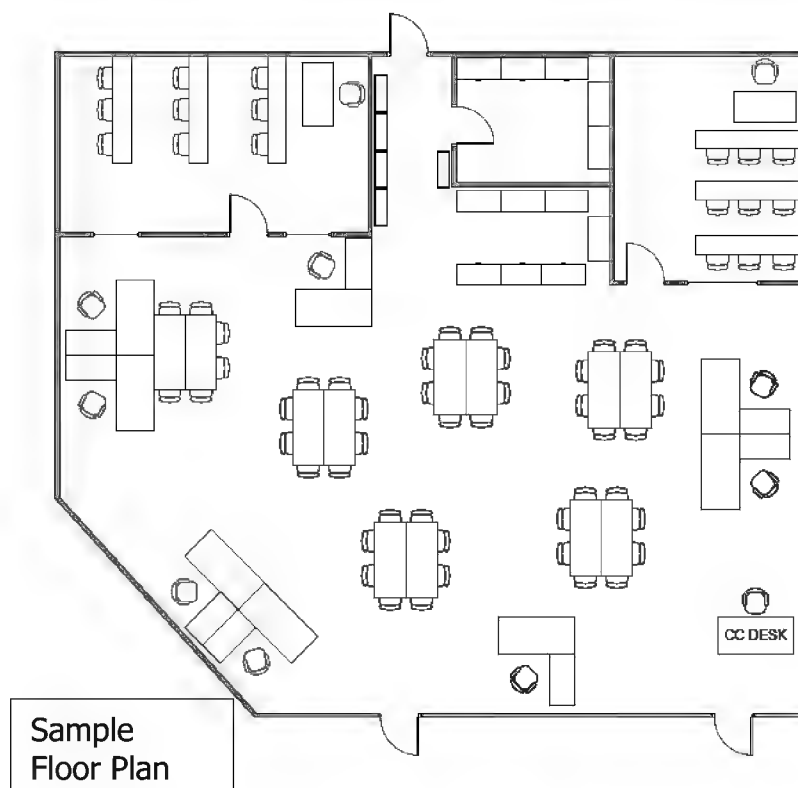
Because a facility of traditional classrooms is not conducive to individual meetings between teacher and student and small group instruction, the Pathways schools will seek privately owned facilities that can accommodate the unique education model.

Search for a specific facility space in each geographic area that will accommodate the projected full enrolment. Like the schools operating currently elsewhere, Pathways will operate in a building of approximately 300 square metre that can be configured for individual teacher/student meetings, small group classroom instruction, a computer lab, and a library. Ideally, the selected location will be close to major public transportation routes, other community resources, and have parking available for teachers and students.

When the charter has been approved, the following specifications will guide the final section of each site:

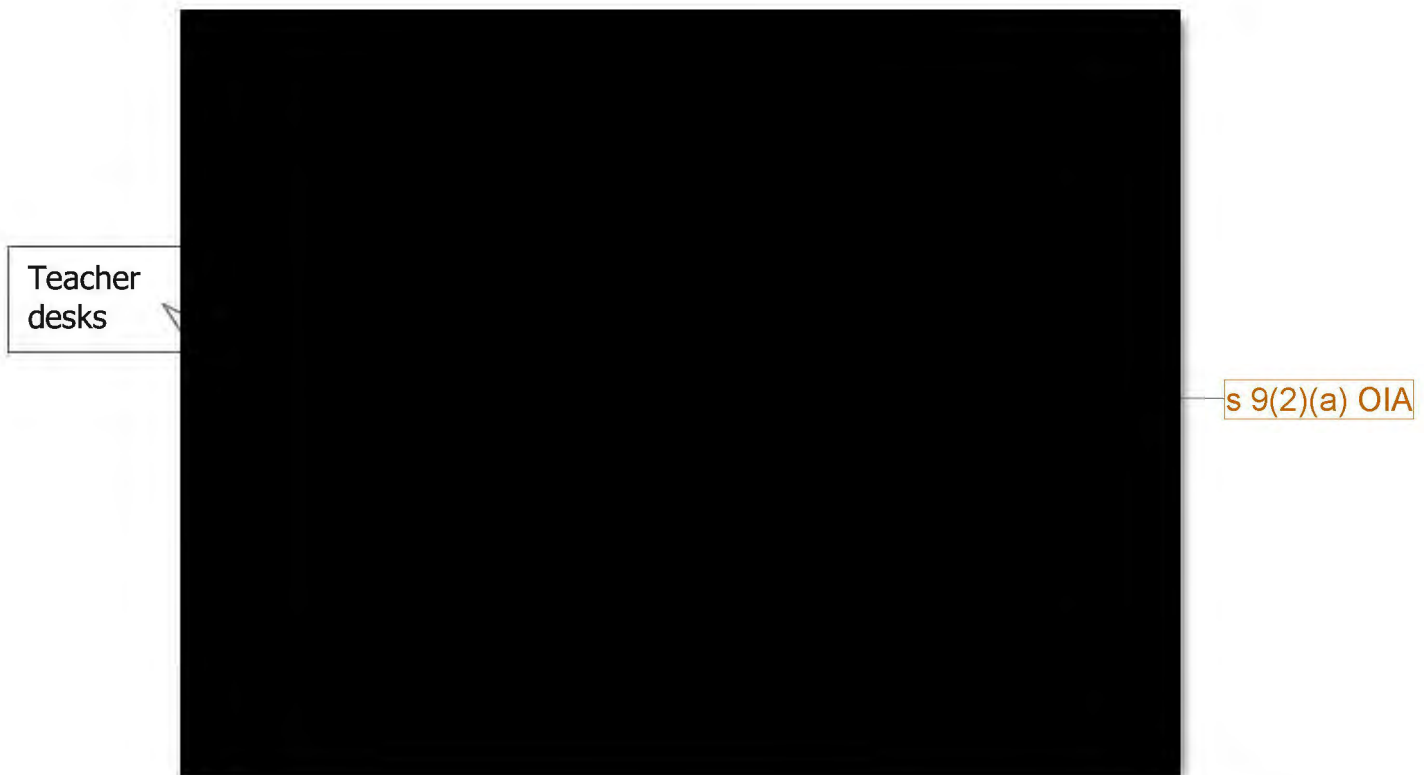
- 300-400 square metres configured into three classrooms, one administrative office, computer lab, and office and student meeting space for 5 teachers, 1 student advisor, and space for special education and English language learner services, 1 support staff, and a kitchen area
- Ability to serve 200 students at full capacity
- Near major transportation routes
- Near homeless shelter facilities
- Security
- Ability to bring into compliance with building codes and disability access regulations

Below is a sample floor plan of what the school would look like when fully built out and furnished.



Below are a few pictures to help provide a visual example of the environment and facilities needs of the Pathways learning centre :





#### **A. Detailed explanation of technology, furnishings and equipment needs**

In order to open a Centre serving 250 students, Pathways will require:

- 30-40 laptops for student use
- 10-20 Desktops for teachers, staff, and student use
- Housekeeping items – basic cleaning supplies, restroom supplies, etc.
- Office supplies – paper, pens, pencils, etc.
- Break room supplies
- Teacher desks
- Teacher chairs
- Filing cabinets
- Student work tables
- Student chairs
- Curriculum

The above photograph taken from another campus operating the PMG model reflects the set up and needs of the centre.

Pathways intends to utilize PMG for its facilities search and selection, tenant improvements, and management. PMG has extensive experience in providing facilities management and in locating and building-out school facilities tailored to diverse city requirements, having opened and managed over multiple school sites.

Pathways, through PMG, will ensure that locating and building-out the site will include all proper compliance (including the requisite reports), ensure adequate security systems, ensure that all buildings are in compliance with all applicable building codes, address any rehabilitation work or other issues identified by the architect, and most importantly, ensure that the site is equipped and structured to support Pathways' educational program.

In addition to the actual learning Centre's, Pathways intends to partner with C-Me for the creation of a Trades Centre that would include the following:

- 1) State of the Art Science Laboratory and Small Group Instruction Room
- 2) Multi-purpose meeting room
- 3) Resource and study room
- 4) Kitchen, catering and dining facilities
- 5) Sick bay and nurse room
- 6) Graphics design room
- 7) Information and technology room
- 8) Electronics room
- 9) Both indoor and outdoor construction training areas
- 10) Precision engineering room
- 11) Fabrication areas, both light and heavy
- 12) MIG, TIG, ARC and Gas welding rooms
- 13) Equipment storage rooms

**30. Explain your proposed strategies for asset management and maintenance of your proposed facility, including assurance processes that ensure applicable codes and standards are maintained for the term of the Agreement.**

**Response**

As described above, Pathways will utilize the following procedures to ensure asset maintenance and management is appropriately controlled:

A. Segregation of Duties: Pathways will develop and maintain simple warrant requests and purchase order forms to document the authorization of all expenditures. All proposed expenditures must be approved by the President or designees who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the check request form. All transactions will be posted in an electronic accounting software. The transactions will be posted in the School's accounting office. To ensure segregation of record recording and authorization, the Senior Accountant may not co-sign check requests or purchase orders.

B. Purchasing Procedures: All purchases over ten thousand dollars (\$10,000.00) must include documentation of a good faith effort to secure the most advantageous arrangement under the circumstances for comparable goods or services. The President or designee shall not approve purchase orders or warrant requests lacking such documentation. Documentation shall be attached to all warrant and purchase orders and such documentation shall be maintained for at least three (3) years. All purchases in excess of twenty-five thousand dollars (\$25,000.00) must be signed by two separate officers.

C. Property Inventory: The President or designee shall establish and maintain an inventory of all non-consumable goods and equipment over one thousand dollars (\$1,000.00). In addition, an inventory shall be established and maintained of all computer equipment. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the School's assets. Property will be inventoried on an annual basis.

## 8 OPERATIONS PLAN

### 31. Explain how the school will:

- (a) achieve the enrolment target you have projected in Q2.(v), and
- (b) be publicised throughout the community, including any specific outreach activities or similar;
- (c) target parents/family/whānau who may not be engaged in their child's learning;
- (d) identify and develop relationships with community organisations that can assist in marketing with parents/family/whānau; and
- (e) if proposing to convert an existing school, the nature and medium to advise the community of the proposed conversion.

#### Response

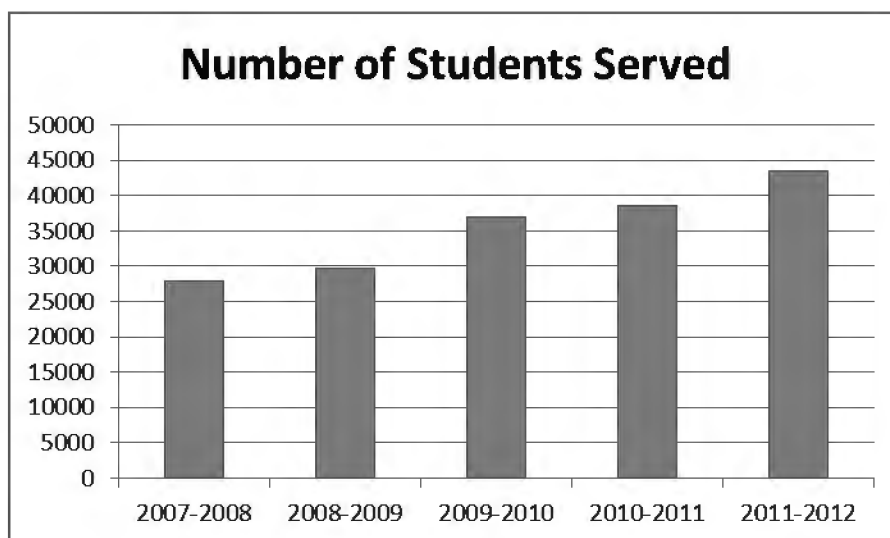
Pathways' seeks to serve a diverse student population in terms of needs that have caused the targeted population to be at-risk of not graduating from secondary or senior secondary school. Combined with 1) the level of community awareness and support gained so far, 2) marketing efforts through social media, print media, and the Pathways' website (which will clearly identify that the school is non-discriminatory, does not charge tuition or fees, and is non-sectarian) and 3) a program design that easily accommodates incoming students throughout the year, Pathways anticipates a first year enrolment of 250 and of 500 by the end of three years, and anticipates that the students who do seek enrolment will be reflective of the population described.

Historically, the schools in California using the Pathways model have been comprised of the following percentages of students:

- Credit deficient students: 80%
- Low income students: 80%
- Students with high levels of truancy: 70%
- Pregnant and parenting teens: 15%
- Special needs students: 15%
- English learners: 15%
- Transient and homeless students: 10%
- Students in foster care: 5%
- Adjudicated youth: 5%

Pathways also intend to actively recruit homeless students. Staff will not inquire as to residency status, but by clearly posting information for homeless students on bulletin boards near the school entrance it will convey its sensitivity and ability to support them.

Because Pathways proposes a unique model, and one that has proven success in other urban cities, it is anticipated that the school will meet enrolment projections each year. The below chart demonstrates the combined increased enrolment in Pathways' US schools over the last five school years. All maintain full enrolment at all times with limited advertising :



Pathways leadership and staff will conduct the following outreach activities:

- Invite community groups and community leaders to a formal orientation session to demonstrate the additional resources available to referred students, and to discuss the role they can play in making their constituency aware of Pathways presence.
- Meet with administrators and counselling staff of the traditional comprehensive Year 9-13 schools within a five mile radius of our location to discuss the program and the opportunities for working together to best meet student needs.
- Pathways will also host community meetings targeted to prospective students and their families. These meetings will be publicized across the local community and will be ongoing.

Pathways intends to be supportive of existing schools in the area by providing options for students who might be struggling in the regular model. Pathways' unique model will provide an alternative to the urban comprehensive high school with its specified schedule, programs and calendar.

In addition, Pathways will engage with school pastoral staff throughout the area to support them in providing an option to those students who might best benefit from a different school format.

Pathways continues to forge and maintain strong links with those communities into which we've been invited, and we continue to see our schools as a resource for the whole community.

Pathways has already initiated conversations and has begun to create networks within the Mangere-Otahuhu Local Board area. We believe "word of mouth", student-to-student, or neighbour-to-neighbour referrals are and will be our best recruitment tool.

Last, in terms of the process we'd use for converting an existing school, that section would not be applicable. Pathways seeks to offer a new mode of schooling; it does not plan to convert an existing school.



**32. Outline your enrolment policy and describe your proposed timeline for enrolling students for the 2015 school year.****Response**

In order to enrol, a student will usually need to provide transcripts of studies from their previous school(s), and copies of their health records. As part of the initial assessment process, the transcript helps the teacher to properly assess the student's current standing and their future needs.

The Pathways enrolment meeting initiates the connection between the student and teacher by giving them an environment to meet and discuss the students' options and goals. During an initial assessment of the students' credits and educational history, Pathways begins the process of engaging a student by inviting them to consider the multitude of possibilities available and helping them to formulate a positive vision of their own success by accessing some of the options Pathways makes available through its holistic, comprehensive education program.

During the initial enrolment meeting, the teacher and staff explain that enrolment in the School is conditioned upon the student (and parent/guardian if the student is under the age of 16) agreeing to a specified code of conduct and performance outlined in the Master Agreement. Signing the Master Agreement helps to build commitment and engage a student into the responsibility they hold when they enter their program.

Recognising that a student's life situation may require them to apply to Pathways at other than the start of the school year, Pathways schedules orientations throughout the year in order to ensure that students spend as little time as possible away from their studies. Orientations are scheduled at times that are convenient to the needs of the student's family.

In terms of the timeline for enrolment, Pathways will begin notifying the community of the school's impending arrival as soon as permission to partner has been granted. The first phase of outreach, counselling, advisement and recruitment will run from July 2014 through January 2015, at the same time as the site is being readied and the staff hired and trained. The enrolment and grade assignment phase, including the construction, with the student, of Individualized learning Plans will begin in late-January 2015. The school will then formally open on February 2<sup>nd</sup>, 2015.

**33. Outline the suspension, expulsion and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters, demonstrating how these align with the terms of the Education Act 1989, Section 158V and the Ministry of Education's Stand-downs, Suspensions, Exclusions And Expulsions Guidelines.****Response**

Please refer to the addendum marked "Pathways NZ Suspension and Expulsion Administrative Regulations".

Pathways will also bring any suspension and expulsion guidelines into strict alignment with the Ministry of Education's Stand-downs, Suspensions, Exclusions and Expulsion guidelines, as applicable to Partnership Schools, over the course of the initial start-up period. Pathways will ensure that it abides by the Education Act of 1989 in the provision of school discipline.

**34. List in a table the names and qualifications of persons who will hold key leadership roles in the school. Provide CVs (or position descriptions for positions which will need to be recruited) as an appendix to your Application.**

**Response**

Staff holding key leadership roles :

William Toomey, Deputy Superintendent

Jessica Ray, Assistant Superintendent

Gary Wilfert, Chief Financial Officer

s 9(2)(a) OIA [REDACTED] Principal (recommended)

Pathways Board members :

Tevita Funaki, Chair of C-Me Foundation Mentoring Trust,

John Kotoisuva, Founder, C-Me Foundation Mentoring Trust,

Robert Perelini, Co-founding director, ASPX, businessman

Auva'a Unasa Enosa Auva'a, Principal, Mount Albert Primary School, Auckland; and Government appointed trustee, ASB Community Trust

Pale Sauni, Independent Pasifika consultant

CVs for the Assistant Superintendent, the Deputy Superintendent and the Board members are attached.

**35. Outline the process that will be used in the recruitment of teachers, administrators, and other school staff.**

**Response**

Pathways will recruit and retain effective teachers and staff through an aligned recruitment-through-retention strategy, including outcome-driven job descriptions, strategic marketing of openings, training, professional development, supervision, evaluation, and an incentive based compensation package. Candidates are recruited from three primary locations:

1. Strategic Internet /web presence and recruitment
2. Collaboration with local colleges and universities' teacher intern programs
3. Direct referrals from Pathways' Board of Governors, partnering school districts, and current Pathways' employees.

**36. Detail the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff.**

**Response**

Pathways seeks staff who are energetic, enthusiastic, and well qualified; who are thoughtful, and creative, yet disciplined; staff who understand the needs of both the individual student and the wider community; who are bold, yet reflective and compassionate; staff who believe that every student can succeed.

**37. Outline the processes that will be used to achieve the desired quality of staff and controls you will apply to ensure that background checks, including Police vetting, are conducted on all school personnel, including volunteers and contractors, prior to the beginning of their employment or service.**

**Response**

Pathways will begin its staff recruitment immediately upon approval of its application and will look to have core staff in place during December, 2014.

Pathways will and retain effective teachers and staff through an aligned recruitment-through-retention strategy, including outcome-driven job descriptions, strategic marketing of openings, training, professional development, supervision, evaluation, and an incentive based compensation package. Candidates are recruited from three primary locations:

- 1.Strategic Internet /web presence and recruitment
- 2.Collaboration with local colleges and universities' teacher intern programs
- 3.Direct referrals from Pathways' Board of Governors partnering school districts, and current Pathways' employees.

Pathways will screen candidates for selection in a multi-step, pre-employment process that includes the following:

- (i) Pre-screen phone interview – reviews resume for minimum qualifications and measures candidate's communication style, and program and targeted population understanding.
- (ii) 1<sup>st</sup> Interview at school site – Group interview with current teachers to determine candidate's skill set and ability to complement the existing team.
- (iii) 2<sup>nd</sup> Interview – Principal interview and mock teaching lesson.
- (iv) Background and reference checks, in line with applicable employment law, plus personal reference checks to employers over the last 10 years.
- (v) Candidate Selection – Offer made to the candidate.

All employees will be subject to criminal record checks and will complete all other required screenings prior to final hiring. All teachers are required to maintain highly-qualified teaching status during their time of employment.

**38. Outline your proposed key policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing.**

**Response**

Pathways conducts regular salary comparisons to ensure teacher and staff compensation is in line with, or better than, the average in the local market. The compensation package will be competitive with similar schools in the Mangere-Otahuhu/South Auckland area. On top of that basic compensation package, Pathways provides incentive bonuses for high degrees of student success (completion of courses, standardized test proficiency, etc.), accuracy in student records, and high degrees of participation in school activities and professional development (including high levels of participating and contribution in Professional Learning Communities). In addition to incentive pay, Pathways provides leadership development and upward mobility, seeking first to promote from within.

Teachers are eligible for an annual bonus (contained in the budget under salaries) based on the percentage of students who progress at the pace identified in their Individualised Learning Plan, the percentage of students who progress on a regular basis for the school

months in each quarter, quality control compliance measured by internally audited file compliance, student assessment data, NCEA qualification and university acceptance rates.

Pathways considers staff evaluation to be an effective professional development tool. The Principal observes performance on a weekly, monthly, and annual basis. An annual performance evaluation, conducted on the employee's date of hire by their supervisor, is a formal method of planning, monitoring, evaluating, and recognizing work performance and communicating performance expectations.

Staff performance evaluations are standardized to ensure that all employees are evaluated in accordance with Pathways' mission. A self-evaluation is the first step of the performance review, and considered by the supervisor in developing the employee's evaluation. The following 12 categories are evaluated during the annual review process:

- Student performance
- Content knowledge
- Quality of work
- Quantity of work from both students and teachers
- Effective communication/interpersonal relationships
- Planning/organization
- Dependability/professionalism
- Problem solving/judgment
- Adaptability
- Initiative/creativity
- Achieving goals
- Safety
- Overall ability

Outlined below is the three step process developed by Pathways for discipline and termination of staff. The Principal, Lead Teachers, or supervisor will be responsible for executing this process with their employees. Leadership reserves the right to omit or adjust this process depending on the severity of the infraction by the employee.

- Verbal warnings
  - Develop a dialogue with employees
  - Establish what's acceptable
  - Keep the conversation confidential
  - Document the meeting
- Written Warnings
  - Performance plan – issued when an employee's performance begins to decline, and designed to help them get back on track.
  - Action plan – issued when the employee's performance or behaviour is consistently below average. This will have specified targets that must be met in a specified period of time.
  - Disciplinary warning – the last step prior to termination. Issued as a "last chance" to the employee
- Termination

**39. Outline how your approach to teacher assessment and appraisal will contribute to a culture of continuous development within the school.**

**Response**

In addition to formal professional development activities, Pathways will embed ongoing informal professional development into the everyday fabric of the school. The Principal will be an active instructional leader who conducts regular observations of staff as they prepare lessons and other learning experiences, work directly with students, and reflect upon student needs. The Principal will create opportunities for teachers to collaborate and observe in order to share effective strategies; who will encourage peer-coaching groups, literacy strategy meetings, and ongoing Equity Initiative activities.

Pathways considers staff evaluation to be an effective professional development tool. The Principal will observe performance on a weekly, monthly, and annual basis. An annual performance evaluation, conducted on the employee's date of hire, will be a formal method of planning, monitoring, evaluating, and recognizing work performance and communicating performance expectations.

Staff performance evaluations will be standardized to ensure that all employees are evaluated in accordance with Pathways' mission. A self-evaluation will be the first step of the performance review, and considered by the supervisor in developing the employee's evaluation. The following six categories will be evaluated during the annual review process:

- Student Progress
- Job Knowledge
- Quality of Instruction
- Professionalism
- Achieving Goals
- Performance Summary

**40. If you propose to use volunteers and/or contractors, outline:**

- (a) the roles (where not disclosed in section 10(v) of this form);**
- (b) how they will be identified, vetted and trained.**

**Response**

At this time Pathways does not intend to utilize volunteers or contractors for services, except C-Me and PMG, in any major fashion for the operation of the school.

If volunteers and contractors were to be utilized at the school, they would undergo a thorough background check by PMG into the individual or organizations qualifications and criminal record to ensure the safety of the students around the individual and to ensure the individual or organization is able to provide the service offered. Training would occur under qualified PMG professional development leaders to ensure consistent quality of volunteer participation.

**41. Outline how the school proposes to meet and maintain the required health and safety standards.**

**Response**

Please refer to the addendum marked "Pathways Health and Safety Programme"

Pathways also intends to modify the addendum throughout the start-up year to fully align with the Ministry of Education's publication "Health and Safety in Schools – Guidelines to the Health and Safety in Employment Act and The Health and Safety Code of Practice for State and State Integrated Schools" as applicable to Partnership Schools. Pathways will also have a copy of the Ministry's publication on-site at each learning centre.

## 9 Acceptance of Draft Agreement

The Crown's commercial position is reflected in the draft Agreement attached as Schedule 1 to this RFA (the Draft Agreement).

Each Applicant is asked to confirm its acceptance of the Draft Agreement. If you would not be prepared to enter into the Draft Agreement in the form attached, please include in your proposal the amendments you consider are required to the form of contract and the reasons you are requesting them, propose an alternative position that would protect the interests of both parties and confirm that all the other clauses in the agreement are acceptable.

Clause number	Detailed explanation of why the clause is unacceptable	Proposed new position that protects the interests of both parties

The Crown will, in its absolute discretion, take such proposed amendments into account during the evaluation process, but the Minister is under no obligation to accept any such proposed amendments.

Should an Applicant be selected to proceed to contract negotiations, **only those provisions identified** as requiring amendment in the Application and any entirely new provisions that the Minister may introduce as forming part of the final Contract can be the subject of contract negotiations. Any attempt by any Applicant to raise new or different issues may result in the Minister terminating contract negotiations with that Applicant.

## 10 Assumptions, Risks and Caveats

---

Please complete the table listing all of the assumptions, risks and caveats made throughout your proposal.

Reference	Type (A / R / C)	Subject	Comment
1			
2			

## 11 Applicant Declaration

Each Applicant is required to complete the following Declaration. For joint or consortium Applications each party must complete a separate Declaration.

Topic	Requirement	Applicant's declaration
RFA response:	<p>The Applicant has prepared this application independently to operate a Partnership Kura.</p> <p>OR jointly with C-Me</p> <p>OR in consortium with [insert names of consortium Applicants]</p>	<u>agree</u> / disagree
RFA terms:	The Applicant has read and fully understands this RFA, and the RFA terms in Part Three of this RFA, and agrees to be bound by them.	<u>agree</u> / disagree
Collection of further information:	<p>The Applicant authorises the evaluators to:</p> <p>collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client</p> <p>to use such information in the evaluation of the Applicant's Application.</p>	<u>agree</u> / disagree
Objectives and Requirements:	<p>The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in parts one and two of this RFA.</p> <p>The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a Partnership Kura and will be available to operate their Partnership Kura throughout the proposed contract period.</p>	<u>agree</u> / disagree
Contract terms and conditions:	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in the proposed conditions of contract or has completed the table of proposed contract	<u>agree</u> / disagree



	derogations in the form set out in paragraph 8 of this Part Three of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.	
Conflict of interest:	The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this Application, or entering into a contract to operate a Partnership Kura. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	<u>agree</u> / disagree
Ethics:	<p>The Applicant warrants that in submitting this Application it has not:</p> <p>entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor</p> <p>directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period).</p> <p>has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board.</p>	<u>agree</u> / disagree
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	<u>agree</u> / disagree
Applicant interview	The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the Board over a one week period, with time slots given on a first-in first-served basis.	<u>agree</u> / disagree
Publication of Application details	The Applicant accepts that, due to public interest associated to this Application process, it is intended that the submitted application will be made publicly available on the Ministry of Education website, subject to any deletions that would be justified if the information had been requested under the Official Information Act 1982.	<u>agree</u> / disagree

Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <p>has provided complete and accurate information in all parts of the Application, in all material respects</p> <p>has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes.</p> <p>The Applicant understands that should it be successful in being awarded a contract with the Crown then the falsification of information, supplying misleading information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.</p>	<u>agree</u> / disagree
<p><b>DECLARATION</b></p> <p>This Application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below.</p> <p>This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.</p>		
Signature:		
Full name:		
Title / position:		
Date:		

## 12 Applicant Check List

The checklist is included for your reference only.

Action Required		Done
1. Submit the Intent to Respond Notification (refer separate document) to <a href="mailto:partnership.schools@minedu.govt.nz">partnership.schools@minedu.govt.nz</a> by 5:00 PM Wednesday 22 January 2014		
2. Submit all questions requiring clarification (if required) by 5:00pm, Wednesday 26 February 2014		
3. Complete all required sections of the application.		
4. Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Wednesday 12th March 2014		
	Nine paper copies of your Application in a Word format (with at least one copy unbound and/or stapled)	
	One paper copy of the Excel spreadsheet containing your commercial information/financial details	
	One CD Rom or memory stick containing an electronic copy of all of the sections of your application	