



BARNABAS SCHOOL

of Leadership

Alabama Charter Application for a 2021 Opening

New Charter Application #

Barnabas School of Leadership

Alabama Public Charter School Commission

50 North Ripley St.

P.O. Box 302101 Montgomery, AL 36104

Phone: 334-694-4908

Submitted By:

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General

A. School Information

Open Date:	August 15, 2023
Proposed Name:	Barnabas School of Leadership
School Type:	Elementary
Grade Levels:	[K,1,2,3,4,5]
School District:	Dothan City Schools
Neighborhood/Community:	Dothan, AL
Organization Type:	Non-Profit Organization
Sponsoring Entity:	Non-Profit Organization
Address:	254 Headland Ave Dothan, AL 36303
Phone:	334.712.0200
Fax:	
Calendar Type:	Standard-180 Instructional Days
Website:	None
Education Service Provider:	(None)

B. Primary Contact Person

Name:	Dr. Darryl Roberts
Mail Address:	254 Headland Ave Dothan, AL 36303
Mobile Phone:	901.870.5081
Alternate Phone:	334.712.0200
Email:	sel640@aol.com
Current Employer:	Greater Beulah Baptist Church

C. Attendance Projections

Grade Level	Number of Students					
	Year 1 2023-24	Year 2 2024-5	Year 3 2025-2026	Year 4 2026-2027	Year 5 2027-2028	At Capacity 2027-28
K	40	45	50	55	60	60
1	58	62	69	75	80	80
2	58	62	69	75	80	80
3	58	62	69	75	80	80
4	68	77	84	97	100	100
5	68	77	84	98	100	100
Total	350	385	425	475	500	500
Projected Student Demographics			Barnabas School of Leadership		Dothan City Schools	
% African American			86%		59%	
% Latino			5%		4%	
% White			7%		36%	
% Multiple or other race, ethnicity, origin			2%		1%	
% Free or Reduced Lunch			80%		69%	

D. Board Members

Name	Title	Contact Information	Current Employer
Dr. Walter Green	Chairman	901.334.6363 pastoroffbc02@gamil.com	Friendship Baptist Church
Dr. D'arcy Deaveanux	Vice Chairman/Secretary	901.219.4632	Regional Medical Center
Sherry Johnson	Member	334.797.3622 silhouettegal@yahoo.com	The Cochran Firm
Dr. Darryl Roberts	Member	901.870.5081 sel640@aol.com	Greater Beulah Baptist Church
Cyla Fleming Harrell	Member	cfharrell@gmail.com	Southern Company
Parent - to be appointed later			
Parent- to be appointed later			

Executive Summary

1. Executive Summary

The Barnabas School of Leadership will develop an educational program that significantly improves student's learning, academic performance and ultimately life choices. More specifically, the Barnabas School of Leadership will implement the evidence based, well researched instructional strategies designed to accelerate student learning and improve proficiencies in critical subject areas. They include teaching models that are specifically designed to improve academic performance in math, reading and science. Additionally, the Barnabas School of Leadership will implement a comprehensive program to build student's leadership and life skills that create a foundation to improve and sustain academic achievement.

These teaching models move the Barnabas School of Leadership from a need/deficit-based approach to teaching to a model that builds upon students' inherent

strengths and lived experiences. The BSL teaching approach focuses on the strengths of students rather than their weaknesses or deficiencies to build a sense of agency or control over their present and future fates.

Additionally, the Barnabas School of Leadership will create a unique culture that is relevant and relatable to the BSL's student's life experiences. BSL's school culture serves as the "greenhouse" in which students will grow academically, improve their desire to learn and their leadership skills.

The Barnabas School of Leadership takes a whole community approach to garner support from the broader community. The BSL's governing board, administrators, and teachers will leverage their deep, long standing community ties to more effectively achieve BSL's mission, whether through in-kind or financial support.

In a much broader sense, the Barnabas School of Leadership's mission encompasses more than improved student learning and academic performance. It will also significantly improve the BSL students' long term life choices, life trajectories and their ability to make a positive contribution to society.

A. Mission

The Barnabas School of Leadership's mission is to create a school learning environment, a culture and climate that fosters high achievement, academic success, and a sense of confidence in our students. The Barnabas School of Leadership re-imagines our student's experiences to instill a sense of agency or control of their academic, professional, and personal lives. The Barnabas School of Leadership student is confident in their ability to succeed in the classroom and to become self-directed, independent thinkers, add value to themselves and to the larger society.

The Barnabas School of Leadership establishes a social, educational, and moral contract with students, teachers, administrators, parents, and other community stakeholders that hold all parties not only responsible but also committed to the success of each student.

B. Vision

The Barnabas School of Leadership envisions each student becoming "leaders of themselves." Students evolve from being simply passive vessels of teacher-led instruction and enter into an active partnership with their teachers, administrators, parents, and their fellow students. Students embrace the concept that their present and future resides within themselves.

Each student eventually understands that they play a key, decisive role in their present and future success.

The Barnabas School of Leadership’s Values are *Perseverance, Self-Discipline, Total Commitment and Service to Others*. BSL accomplishes its Vision through the implementation of different educational models and structure that emphasizes equity. Our school will allocate instructional resources, attention, and human capital according to academic and social needs.

Our school instills in students a sense of the achievable instead of only the possible. The Barnabas School of Leadership engages individuals and institutions within the City of Dothan and beyond to deepen and broaden levers of success to support, motivate and elevate students to realize their dreams of success as citizens of an ever-changing world.

C. Educational Need and Anticipated Student Population

As of 2020, the City of Dothan, Alabama’s population was 71,672. In 2010, the Dothan population was 68,941, an additional 2,731 residents (a four percent increase). Dothan’s poverty rate is 21 percent as compared to the State of Alabama’s 16 percent.

In the 2020/2021 school year, Table 1 shows that the Dothan City School System’s student population was 8,016 as compared to 9,138 in the 2017/2018 school year (12.2 percent decrease). According to the Alabama State Department of Education, the Dothan City Schools student demographics include:

Table 1				
	Number of Students		% Percent	
Ethnicity/Race	2017/2018	2020/2021	2017/2018	2020/2021
White	3,627	2,893	39.7	36.0%
Black/African American	5,144	4,796	56.3	59.8%
Hispanic/Latino	367	557	4.0	4.2%

Of the 8,016, 70 percent or 5,661 of the students are considered economically disadvantaged. According to the 2020 Census, there are approximately 16,346 (23%) Dothan’s residents under 18 years. Of those 16,346, 4,548 (6.4%) are under five years old.

Although the white population accounts for 62 percent of the City of Dothan’s population, only 36 percent are enrolled in the Dothan City School System. Comparatively, African American, and Latino populations account for only 37 percent of City of Dothan’s population but only account for 60 percent of the Dothan City School students.

Consequently, the City of Dothan has 11,798 residents between the ages of five (5) and 18 years old. The Dothan City School System only enrolls 8,197 students. Thus, 3601 (31 percent of the total eligible students) are not enrolled in DCS.

Within the City of Dothan, there are 11 private schools enrolling approximately 2,950 students. There are also five (5) other public schools in the surrounding communities less than ten miles out of the Dothan, Alabama city limits.

According to the Alabama State Department of Education, Table 2 shows the Dothan City School System’s Proficiency scores were as follows in 2020/2021:

Table 2					
English Language Arts		Math		Science	
Dothan	State	Dothan	State	Dothan	State
39.3%	45.4	18.7%	22.0%	27.9%	34.6%

According to Table 3, the Dothan City School System experienced a significant decline in their Proficiency Scores from the 2017/2018 and 2020/2021 school years. It is particularly pronounced in the decrease in Proficiency Scores for their minority students. African American students’ Math Proficiency Scores decreased from 29.7 percent (2017/2018) to 7.2 percent (2020/2021), a 76 percent decrease. African American Science Scores decreased from 20.4 percent to 13.6 percent, a 33 percent decrease. Additionally, the Latino/Hispanic’s Math scores decrease from 37.9 percent to 14.5 percent, a 62 percent decrease. For the students enrolled in the Dothan City Schools, the academic achievement gap between students of various racial, social, and economic groups is large and growing nationally.

Table 3						
	English Language Arts		Math		Science	
Ethnicity/Race	2017/2018	2020/21	2017/2018	2020/2021	2017/2018	2020/2021
White	67.5	60.9	67.2	36.4%	57.9%	49.4%
Black/African American	27.7	25.2	27.9%	7.2%	20.4%	13.6%
Latino/Hispanic	37.3	35.0	37.9	14.5%	26.7%	22.8%

According to the 2020/2021 Dothan City School ‘s Proficiency Scores, Table 4 shows significant disparities between African American, Latino and White students on Proficiency Scores for the 2020/2021 school year:

Table 4					
Proficiency	White Students	Black Students	Latino Students	Disparity between White and Black Students	Disparity between and Latino and White Students
ELA	60.9	25.2	35.0	-35.7	-25.9
Math	36.4	7.1	14.5	-29.4	-21.9
Science	49.4	13.6	22.8	-35.8	-26.6

With the combination of learning loss due to the need for remote learning because of COVID 19, the fact that 70 percent of the students are economically disadvantaged, and students of color have consistently scored lower on proficiencies in English, Math and Science, the Dothan City School System has encountered some challenges in successfully addressing the academic needs of their minority students.

According to a national study of 41 urban areas conducted by the Stanford University's Center for Research on Education Outcomes (CREDO), charter schools' black students in poverty gained 59 days of math and 44 days of reading learning from attending charter schools and Latino students gain and 71 days additional days or reading and 79 days of math learning (CREDO, 2015).

Students scoring significantly lower than white students in Dothan School Systems comprised the primary population for the Barnabas School of Leadership. They are students that have underperformed academically in the Dothan School System.

EDUCATION PROGRAM DESIGN & CAPACITY

1. Education Program Overview

The Barnabas School of Leadership's mission is to provide a quality education within the greater City of Dothan area. Students will be equipped to not only thrive but also intellectually and successfully adapt to an ever changing and challenging socio-economic environment. The Barnabas School of Leadership fosters a creative, collaborative, and communal educational environment for students to become more productive learners.

Primary instructional strategies at Barnabas School include:

- 1) High quality Tier 1 core instruction grounded in research-based, well-vetted curriculum.

It is critical that all BSL students have access to high quality Tier 1 core instruction in the regular classroom. TNTP's 2018 report *The Opportunity Myth* studied over 1,000 lessons among 5 partner schools. They found that students met the demands of their assignments over 71% of the time and brought home A's and Bs on their report card. When they studied nearly 5,000 assignments that students were asked to accomplish, they found that they were often not on grade level tasks. Students demonstrated mastery on grade level content only 17% of the time. This study illustrates the importance for focus on high quality curriculum materials with grade appropriate assignments, strong instruction, and teachers who hold high expectations. Anchoring around this high-quality curriculum can ensure equity both within Barnabas School of Leadership and with students nationally. All curricular options selected for Barnabas School of

Leadership are vetted by both the State Department of Education's curriculum and textbook teams, as well as nationally on EdReports ensuring that they fit both national and state standards.

- 2) Small group and differentiated Tier 2 instruction with the support of paraeducators and targeted differentiated instruction.

Not all students will be able to catch up from unfinished learning with Tier 1 core instruction alone. Tier 2 support provides small group instruction within the classroom to help students to catch up on any skills where they may need review or additional practice. Smaller groups also allow teachers to provide more individualized instruction at point of need for students. This strategy does require training to teachers who may be more accustomed to more direct, whole group instruction. It requires creating a differentiated learning environment where some students may be working independently. Partnering with support personnel such as the Literacy Coach, EL teacher, and gifted teacher can help teachers to provide differentiated activities that anchor off of the core instruction. If students do not respond to Tier 2 instruction, they may need even more intensive Tier 3 instruction provided by a specialist. It is critical that these students still have access to Tier 1 and Tier 2 instruction in the general education classroom.

- 3) Tier 3 Intervention and tutoring for students who are not responding to core instruction and small group intervention in the classroom

Tier 3 instruction will be provided by intervention teachers who will specialize in providing targeted support. To identify students for Tier 3, BSL will follow Alabama's Multi-Tiered Systems of Support to ensure that students in the most need of support are accessing these services. The Alabama Literacy Act and the Alabama Numeracy Act also provide resources and support for schools to identify students for these critical services. It is in this Tier 3 intervention space that interventionists can focus on standards that are behind grade level that students may be missing. Schedules for BSL will thoughtfully consider that Tier 3 students will need to participate in their full Tier 1 and Tier 2 instruction as well.

- 4) Leadership development that allows students to take charge of their own learning

The Covid-19 pandemic has elevated the need for social-emotional learning and mental well-being in schools. Students have spent a significant amount of time at home and have not gained the social skills that are a critical component of K-12 education. Increasingly schools are adopting a curriculum to address these skills, and investing equivalent resources, time, and attention to this area. In the case of Barnabas School of Leadership, social-emotional instruction will occur through the lens of leadership, and the program selected to provide common language across the institution is the Leader in Me curriculum.

CORE CURRICULUM RESOURCES

Social-Emotional Learning: Leader in Me

The Barnabas School of Leadership uses the *Leader in Me* model to provide the foundation to build leadership and life skills in students, creates trust in BSL's school culture and sets the foundation for sustained academic achievement. BSL's students gain a sense of agency or control over their ability to not only achieve academically but also the requisite confidence to become independent, successful adults. It is an evidence-based social emotional process that empowers students with the skills they need to thrive in the classroom and in the larger community (www.leaderinme.org).

The *Leader in Me* concepts is embedded into the School Culture and is a critical component to achieve the instructional strategies to not only improve academic performance but also accelerate learning. The *Leader in Me* theory is based upon the *See-Do-Get* Cycle of achievement. The Barnabas School of Leadership's School Culture provides the nurturing environment to convey to students to what is not only possible but what is achievable. School Culture helps students to write their own script in which they can be the main character. The BSL implements the *Leader in Me* concepts to change the way students *See* the world, subsequently influencing what they *Do* and the results they *Get*.

Instead of focusing on academic measures alone, *Leader in Me* embodies an approach to education, redefining how schools measure success. This approach empowers educators with effective practices and tools to:

- teaches Leadership to every student,
- creates a School Culture of student empowerment,
- and align education strategies to drive improve academic results

Leader in Me connects Leadership, Culture and Academics. The Barnabas School of Leadership is created to develop students to not only succeed in the classroom but also equip students to achieve in life.

More specific to academic achievement, the *Leader in Me* provides the foundation to implement a set of innovative, evidenced based, and classroom vetted instructional strategies designed to significantly improve learning and academic achievement in reading, math, and science.

The Barnabas School of Leadership takes the following steps to integrate and embed the *Leader in Me* concepts into the School Culture. They include but are not limited to the following:

1. Students entering the school, the prevailing theme will appear over the entranceway “*As Others have Achieved, we also will Achieve and Succeed*”
2. Each morning, a school staff member will greet students with “*Good Morning*” and lead the entering students in repeating the mantra

“*As Others have Achieved, we also will Achieve and Succeed*”

3. On the walls of BSL, there are framed pictures of people of color that form a *Gallery of Achievers* who have overcome significant personal and public challenges and obstacles throughout their lives to make a difference in the lives of Americans.
4. Each week, a group of three students will select a person from the Gallery of Achievers to research and present to their respective class on the person’s lives
5. Students are referred to as *Achievers* and are addressed or called on by their **last** names, “*Mr. or Ms. Jones.*” The goal is to convey a sense of self value and mutual respect.
6. Each week, teachers discuss and select students to be recognized as most representative of one of BSL’s Values for each grade level
7. Students will be required to wear uniforms to communicate more effectively “sense of community, common purpose and focus” among the student body
8. Each month, teachers will lead their students in a discussion of their broad aspirations, dreams, and goals
9. After the first three months of the school year, teachers will develop a Student Achievement Plan (SAP) for each student based upon group and individual discussions with students and their parents.

Literacy Curriculum Amplify CKLA

Barnabas School of Leadership includes the *Amplify CKLA* literacy curriculum and the *enVision* math instructional approach to teaching the basic subjects foundational to the academic achievement of students of color with proficiency scores of 25 percent in reading, 7 percent in math and 14 percent in science in the Dothan City Schools.

The Amplify Core, Knowledge, Language Arts (CKLA) is a curriculum designed to significantly improve ELA skills. It fosters deep learning and builds a foundation for knowledge acquisition. It has several key components aligned with the Barnabas School of Leadership’s Mission and Values. They include: 1. reading comprehension; 2. engagement; 3. Establish equity; and 4. build school culture. It is a teaching strategy that builds upon the students’ existing knowledge to form a basis for learning higher level concepts. It moves from a need/deficit-based approach to teaching to a model that builds upon inherent students’ strengths. The BSL teaching

approach focuses on the strengths of students rather than their weaknesses or deficiencies to build a sense of agency or control over their present and future fates (www.amplify.com)

Amplify CKLA's reading comprehension strategy utilizes the student's background or existing knowledge through relevant and culturally responsive text. It better equips or prepares students to understand reading material with a sense of confidence and familiarity.

Additionally, student engagement improves when the reading material is relevant and meaningful based upon their background and their cultural experiences. Students become more interested in topics that they are familiar with. Teachers build upon the familiar to expand to the unfamiliar. It builds connectivity between the two and facilitates students' willingness to learn and grow academically.

Equity has two dimensions: Fairness and Inclusion (OECD, 2008). Relative to educating BSL's students, Fairness means that students' social, economic, racial status should not be a factor in whether our students reach their educational potential. The proficiency scores were significantly lower than the proficiency scores of white and African American students. Secondly, Inclusion means that all BSL students receive a minimum standard of education, meaning every student can read, write, add, and subtract. With *Amplify CKLA*'s focus on building upon a student's existing knowledge base, the BSL is better positioned to ensure equity among its students. It levels the playing field through building upon the student's prior knowledge and skills.

Amplify CKLA's focus on equity, fairness and inclusion undergirds a school culture relevant to the BSL's student background and experiences. It encourages and supports academic growth and learning. Students become immersed in a culture that reinforces that life experiences and instills confidence in their ability to succeed. The Barnabas School of Leadership fosters a cultural environment that communicates to the student that they can decide their own fate because others similarly situated have overcome challenges greater than the challenges they are presently experiencing. It supports the mantra "***As Others have Achieved, we also will Achieve and Succeed.***"

The Barnabas School of Leadership takes the following steps to implement the *Amplify CKLA*'s instructional strategy: They include but are not limited to the following:

1. Acknowledge and affirm the student's cultural background. Each student has their own strengths, educational experiences, and background knowledge
2. Students read aloud in small groups relevant and relatable material to build a vocabulary base and comprehension skills. Beginning in kindergarten, students listen to and discuss stories depicting and representing their backgrounds

3. Understanding and building upon students' background to empower them to make connections to new concepts reflecting their own ideas and language (e.g. Toni Morrison, James Baldwin, Maya Angelou, etc.) (<https://amplify.com/insight/four-strategies-for-classroom-teachers>)
4. Implement a student grouping strategy and classroom design that facilitates and supports *Amplify CKLA*

Some selected specific grade level approaches to Skill development:

Kindergarten:

Students review sounds and spellings using Large Letter Cards, engage with Student Readers, and receive explicit instruction from their teacher in both whole- and small-group settings.

Grade 1:

Students achieve reading proficiency with complex read-aloud, exposure to background knowledge, vocabulary practice, text-based discussions, and writing activities.

Grade 4:

Fourth graders work in teams, combining research, writing, and presenting skills to become master inventors.

Additionally, the *Amplify CKLA* program provides a scope and sequence for K-5 integrating reading proficiency and science curriculum.

in [Attachment 1: Sample Scope and Sequence](#)

Mathematics Curriculum: *enVision*

enVision Math program for grades K-5 grade combines problem-based learning and visual learning to deepen students' conceptual understanding. Students learn math by solving reality-based problems. This approach dovetails with the *Leader in Me's* See, Do, Get Cycle. The problems are relatable and relevant to the life experiences of the Barnabas School of Leadership students. The problems they are solving make sense to the students. They can See the applications in their personal lives and are more motivated to Do the work to Get the answer to solve the problem.

There are two components to the teaching strategy: Problem-Based Learning, where students think critically about a real-world math problem, evaluate options, collaborate, and present solutions (www.savvas.com). Small groups support a student-centered approach to ultimately solving problems. Secondly, the Visual Learning component to enVision helps to solidify the underlying math concepts. Students *See* the Math.

The program meets a variety of student needs and provides guidance for small group Tier 2 instruction during each lesson, at the end of each lesson, at the end of each Topic. The following are examples of tiered instructional support found online for each lesson:

Tier 1 ongoing Intervention includes the following resources that can be used during the lesson:

- Prevent Misconceptions. During the Visual Learning Bridge, a remediation strategy is included to address a common misconception about the lesson concept.
- Error Intervention (If... Then...). During Guided Practice, error intervention identifies a common error and provides remediation strategy
- Reteaching Set. This set is provided before independent practice to develop understanding prior to practice.
- Practice Buddy: powered by MathXL during the lesson for grades 3–5; includes personalized practice for Independent Practice, and Math Practices and Problem Solving; auto-scored with on-screen help, including Help Me Solve This and View an Example tools, tutorial videos, Math Tools, and one-click animated glossary access.

Tier 2 strategic intervention includes the following resources that can be used at the end of the Lesson:

- Intervention Activity. This supports teachers working with small groups of struggling students.
- Reteach to Build Understanding. This provides guided reteaching as a follow-up to the intervention activity.

Tier 3 intensive intervention instruction is delivered daily outside of the core math instruction, often in a one-to-one or small group based on specific skill needs of students. The Math Diagnosis and Intervention System can be used for this purpose, for example.

- Variety of Instructional Strategies
- Multisensory instruction is provided in online Solve & Share activities that include audio, Visual Learning
- Animation Plus, Another Look videos, interactive Practice Buddy, online digital math tools, and online math games

- **Problem-Based Learning**

Step 1 Problem-Based Learning supports coherence by helping students connect what they already know to a problem in which new math ideas are embedded. When students make these connections, conceptual understanding emerges. Students are given time to struggle to make connections to the mathematical ideas and conceptual understandings. They can choose to represent their thinking and learning in a variety of ways. Physical and online manipulatives are available.

- **Visual Learning**

Step 2 Visual Learning further develops understanding of the lesson ideas through classroom conversations. The Visual Learning Bridge features visual models to help give meaning to math language. Instruction is stepped out to help students visually organize important ideas. Students perform better on procedural skills when the procedures make sense to them. Procedural skills are developed through careful learning progressions in the Visual Learning Bridge.

Assess and Differentiate

Step 3 Assess and Differentiate features a lesson Quick Check and a comprehensive array of intervention, on-level, and advanced resources for all learners, with the goal that all students have the opportunity for extensive work in the state standards. Leveled practice with scaffolding is included at times. Varied problems are provided, and math practices are identified as appropriate. Higher Order Thinking problems offer more challenges.

Students have ample opportunity to focus on conceptual understanding and procedural skills and to apply the mathematics they just learned to solve a range of problems (savvas.com).

The advantage of the *enVision* is that it can be delivered on multiple platforms: Blended, Print, or Digital Delivery. These different platforms allow students access several points: in teacher-led in classroom instruction, on their laptops and smartphones. Students can complete lessons in out of classroom settings. [Attachment 2D - Sample Envision Problem Solving Lesson](#)

Student Grouping, Classroom Design and Classroom Layout

Since the Barnabas School of Leadership is using a combination of technology driven instructional strategies and a relevant/relatable School Culture, administrators, teachers, and students need a framework or environment conducive to improving learning and proficiencies in key subjects. The framework or environment needs to align, facilitate, and support instructional strategies and School Culture. Furthermore, Kutnick, Blatchford (2002) found that student grouping serves as a “nest” for learning with the classroom.

According to Wood (1998), learning is more active when pupils work in a shared social context involving interaction with others, whether with an adult or other pupils, rather than when working alone or just listening to the teacher. Grouping allows students to cooperate with each other. Student grouping creates a “community of learners.” It erases the line between student and teacher (Gansemer, 2017, Monahan, 2000). Classroom design can enable or constrain engagement.

According to Cheryan (2014), a classroom physical environment affects student achievement. Kutnick found there are five themes that determine the type of classroom design or layout. They are: 1. group size; 2. group composition; 3. task/curriculum area; 4. interaction between pupils and teachers; and 5. adult presence in the classroom and support groups. Seating arrangements should match the instructional format because these arrangements establish both academic and social expectations (Chance (2015). Kutnick (2002) found the most effective group size for learning is 4 to 6 pupils, mainly English and math.

Student grouping, classroom design and layout are central to the Barnabas School of Leadership. The BSL’s school culture encourages them to be “leaders of themselves.” It is student centered/led rather than completely teacher led. The technology driven instructional approach encourages independent student work with sustained teacher support and guidance.

[Attachment 2B- Barnabas SL Grouping and Classroom Design](#)

[Attachment 2C – Group Size to Effective Classroom Learning](#)

Wood, D. (1998) “How Children Think and Learn” The Social Context of Cognitive Development,” 2nd Edition Oxford: Blackwell

Kutnick, P. Blatchford, P (2002)., “Pupil Grouping in Primary School Classrooms: Sites for Learning and Social Pedagogy, British Education Research Journal, Vol.28, No. 2

Gansemer, A. (2017) “The Room Itself is Active: How Classroom Design Impact Students Engagement.” Journal of Learning Space, Vol. 6, No 1

Cheryan, S, Ziegler, S, Plant, V. (2014), “Designing Classrooms to Maximize Student Achievement” Behavior and Brain Science, Vol 1, Sage Publications

Monahan, T. (2000). “Built Pedagogies and Technological practices: Designing for Participating.” www.torinmonahan.com/papers/pdc2000.pdf

Chance, P. (2015). “Class Meeting: Classroom Management,” Vol. 1, Thousand Oaks, CA: Sage Publications

While the research on learning loss during Covid-19 is still emerging, it is important to look at this research while planning a school that rapidly accelerates student learning in order to mitigate the damage to student learning during the Covid-19 pandemic. After schools shut down in March of 2020, students across the United States had an extended summer at home of at least five months without access to in person learning. Strategies to accelerate learning include:

- 1) Prioritizing learning standards so that teachers focus on the highest yield learning standards.

AMSTI has provided priority standards, along with proficiency scales for mathematics that can serve as priority learning standards. In literacy, there are cross-cutting, recurring skills listed in the standards that can be utilized for priority standards. Proficiency scales, either developed by educators or provided by the Alabama State Department of Education can help to define what mastery looks like for each priority standard in each grade. Due to lost learning time, it is critical that educators identify the highest leverage standards and put their instructional focus on those standards.

- 2) Providing after school, summer learning, and acceleration camps for students to receive additional tutoring and intervention.

One way to make up for lost instructional time is to provide additional learning time. This was necessary before the pandemic but has become more evident as a need in a post-pandemic education landscape. Summer, after school, before school, Saturdays, and holidays can provide some additional space to make up for lost learning. It is critical that these are high quality and intentional programming that directly addresses learning gaps. One program that will be offered at BSL will be a summer literacy camp that provides students in K-3 who have reading skill gaps an additional 70 hours of instruction.

- 3) Ensuring that all teachers are equipped with high quality standards-aligned resources and curriculum

An orientation toward high quality instructional materials at all layers of instruction (Tier 1, Tier 2, and Tier 3) can ensure that students are receiving research-based instructional tools. This will help students to access grade level instructional content while simultaneously filling in skill gaps. There is not time for students to miss more grade level content and high-quality curriculum can assist in accelerating learning for BSL students.

BSL envisions a learning environment whereby students attain their full potential. In addition to the traditional learning model, the Barnabas School's will build upon their inherent assets in addition to their education and social needs. It will create an asset based instructional approach versus a deficient based instructional approach to improving the learning outcomes for BSL students. BSL identifies student's strengths and uses those to build on their areas that need improvement.

In order to operationalize or realize the vision and mission, the school model must encompass each element of the mission. In order to provide a quality education and equip students to thrive intellectually students will need foundational skills in math and literacy. Due to learning loss in the Covid-19 pandemic, a focus on accelerating learning in these domains is a non-negotiable component of the Barnabas School of Leadership model.

Assessment will be a key component of measuring student progress at Barnabas School of Leadership. All students at Barnabas School of Leadership participate in three benchmark assessments per year. One at the very start of the school year, one in January, and one at the end of the year in April or May. The benchmark assessment utilized will be the NWEA MAP assessment, as recommended by the Alabama Literacy Task Force. The Barnabas School of Leadership also participates in all aspects of state testing, the Alabama Comprehensive Assessment Program (ACAP).

2. Curriculum and Instructional Design

Basic learning environment

The Barnabas School of Leadership plans to serve students in kindergarten through fifth grades. Each grade level at Barnabas School will have two classes. In kindergarten through third grade, class sizes will average between 20 to 23 students each, and in the fourth and fifth grade class sizes will be 24 to 26 students each. There will be a total of 14 core classrooms at the Barnabas School of Leadership.

Each classroom will be staffed with a highly qualified teacher, and each grade level will have a qualified paraprofessional. This paraprofessional will be provided equivalent training and support to classroom teachers and will be instrumental in supporting teachers in providing Tier 2 and small group targeted instruction. The additional support personnel in the classroom allows for teachers to further differentiate instruction in a classroom with diverse student abilities and skill levels.

In addition to the core classrooms, student support services for Special Education, Gifted Education, and English Learners will be provided in a combination of push in and pull-out models depending on the needs of individual students. All state mandates in these areas will be

met per state monitoring requirements including recommended caseloads, physical learning environment, staffing structures, and resources and materials.

Academic enrichment is a critical component of elementary school, and Art and Music will both be offered at Barnabas School of Leadership initially. Student involvement in the arts is associated with academic gains, critical thinking, and verbal skill. Children from rural backgrounds, such as Dothan, may not have equal access to the Arts as those children in more urban settings. In addition to geographic access to the arts, financial access creates a barrier to the arts as well. To provide educational equity to children at Barnabas School of Leadership, a focus on the arts and music will provide a well-rounded educational experience for students in the community.

Citation: <https://www.edutopia.org/arts-music-curriculum-child-development>

Overview of the planned curriculum

In the initial years of the school Barnabas School of Leadership will invest heavily in three major curriculum resources for the foundational components of the school model.

Literacy is a non-negotiable component of the school model and will be closely aligned with the Alabama Reading Initiative and the Alabama Literacy Act. The Literacy Task Force provides two recommendations for Comprehensive Core reading programs for grades K-3. Of the two recommended curricula only one is highly rated, meeting expectations in all areas of EdReports.org. EdReports is a nationally recognized curriculum review that provides educators with detailed information about alignment to standards, usability, and other elements of curriculum design. This resource is Amplify CKLA and is the selected curriculum for Literacy for the Barnabas School of Leadership. While the recommended curriculum from the Literacy Task Force is only through grade 3, Amplify CKLA will be used through grade 5 for vertical continuity of curriculum. A sample of the first grade scope and sequence for Amplify CKLA as it aligns to the Alabama Course of Study is found in [Attachment 1: Sample Scope and Sequence](#).

Mathematics is the next key component of the academic model and holds equal weight to literacy. Math proficiency scores in Dothan were lower than literacy scores (39.3% in literacy as compared to 18.7% in math), so there is a longer road to proficiency for mathematics. The state reviewed math materials in 2020-2021 in conjunction with the publication of new math standards in 2019. On this list, only one K-5 curriculum was highly rated by the state committee. This curriculum is Envision Math by Savvas. *envision* Math also has high ratings and meets all expectations on EdReports.org. This resource has been vetted both nationally and by state experts in mathematics.

In addition to literacy and math Barnabas School of Leadership has a focus on developing student leadership and character. In order to create a comprehensive program with common language and practices, a curriculum will be utilized for leadership as well. The widely utilized Leader in Me program, which stems from Steven Covey's *Seven Habits of Highly Effective People* provides a framework from which Barnabas School of Leadership develops student leaders from a young age. There are five core paradigms that the Leader in Me embraces.

- 1) Everyone can be a Leader
- 2) Everyone has genius
- 3) Change starts with me
- 4) Educators empower students to lead their own learning
- 5) Develop the whole person

Leader in Me schools adopt an academic framework that combines school culture, academics, and leadership. This framework directly aligns with the goals of Barnabas School of Leadership.

Primary instructional strategies that the school will expect educators to use and why they are well suited for the anticipated student population.

The student population that will enter the Barnabas School of Leadership will have a unique academic foundation that was interrupted by Covid-19. Whether students are entering first grade or fifth grade it is likely that they experienced some remote instruction or interrupted learning during the Covid-19 pandemic. Educators nationwide are working to combat the learning loss that occurred during this era. The research on the scale and scope of learning loss, as well as the strategies to address it are currently emerging but will help to inform the design of Barnabas School of Leadership which will open within the context of Covid-19.

Several research-based strategies will be implemented to match the incoming needs of the student population:

- 1) Focus on Priority Standards

It is essential during this time to prioritize which standards will yield the highest results for students and to prioritize the most important standards for learning. The state ARI and AMSTI initiatives have each worked to identify these standards to support educators during Covid-19 to accelerate learning in these standards.

- 2) High dosage tutoring

Tutoring will be critical to allow students to catch up on grade level material. Tutoring by both teachers and volunteers will help students to access learning with individualized support.

3) Strong Tier I Instruction with high quality curriculum

It is critical that core instruction be taught in each classroom to the highest degree of implementation possible. All students need exposure to grade level material with the classroom teacher.

4) Additional Time Learning in after school and summer

After school and summer learning programs will allow for students to receive additional instructional time that was lost in the pandemic. This will create opportunities for learning acceleration that will be critical for closing gaps in math and literacy.

5) Focus on social-emotional and leadership

A strong focus on emotional regulation and student leadership is critical as Covid-19 has taken a mental and emotional toll on learners as well. This has had a negative impact on student academics as students have more trouble attending to learning when they are simultaneously coping with mental and emotional challenges. [Attachment 2 School's Curriculum](#)

<https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/111>

<https://files.eric.ed.gov/fulltext/ED607662.pdf>

3. Student Performance Standards

As a public charter school, the Barnabas School of Leadership will adopt the Alabama State Department of Education state standards for all subject areas. The state standards that will be utilized will be the latest adopted standards by the state that is found in the Alabama Course of Study. Mathematics standards were adopted in 2020, and English Language Arts Standards were adopted in 2021. These newly adopted standards will be the foundation for curriculum, instruction, and assessment at Barnabas School of Leadership.

The Covid-19 pandemic has caused educators to consider the state standards and determine the highest priority standards to combat over a year of learning loss in many schools in the state of Alabama. All standards are important and must be taught each year, but some standards create higher leverage than others.

Once students understand priority standards, it makes it easier for them to understand and showcase knowledge of academic sub-standards or those standards which do not require as much conceptual understanding. The Alabama Reading Initiative and the Alabama Math and Science

Teaching Initiative have developed tools to assist educators in identifying priority standards and utilizing them to maximize student instructional time.

Student Performance Standards

As an elementary school, the greatest focus will be toward the English Language Arts and Mathematics standards. These core subject areas are critical for the foundations of learning and students must master the standards in these areas in order to be successful in other subjects such as Science and Social Studies. Barnabas School of Leadership will prioritize English Language Arts and Mathematics standards.

For example, a book study in English Language Arts may lend itself to a Social Studies project or inquiry. Alabama has an incredibly rich history and there are many children's books that focus on events that occurred here. These engaging texts provide a foundation for which a talented educator will be able to consolidate standards from multiple subject areas into high engagement activities for students.

The newly adopted English Language Arts standards provide a strong document to anchor decisions about academics at the Barnabas School of Leadership. In addition, the Alabama Reading Initiative (ARI) provides a literacy coach that will be able to provide in house support to teachers on the newly adopted standards.

In English Language Arts, there are five recurring standards for grades K-3 that could provide a way to focus curriculum professional development and create vertical alignment. It also provides a framework from which teachers plan and frame curriculum to ensure that standards are being addressed throughout the year.

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.

R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.

R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.

R5. Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.

In Mathematics, the Alabama Math, and Science Reading Initiative (AMSTI) has been equally instrumental in providing resources for the new state standards. Most notably, they

provide high quality training for educators throughout the state in how to utilize standards effectively. AMSTI has both identified critical standards at each grade level and created proficiency scales for each of these standards to help educators understand whether or not students have truly mastered a standard, and what they need to do to close the gap in learning.

Proficiency scales allow for educators to create common assessments among an entire grade level and score assessments collectively (Marzano & Heflebower, 2011). This practice creates increased educational equity from class to class as educators have a framework from which to assess student learning. Proficiency scales also increase the reliability and validity of classroom assessments as teachers must design assessments that truly assess the standard that is being taught.

A proficiency scale is a scale that helps educators determine student progress toward mastery of a standard. Here is an example of a proficiency scale provided by AMSTI:

Score	Criteria
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught <ul style="list-style-type: none"> Evaluate and sort word problems by their type. Create a word problem that matches a given equation ensuring the unknown is in the correct context within the word problem.
3.5	In addition to score 3.0 performance, in-depth inferences, and applications with partial success.
3.0	The student will: <ul style="list-style-type: none"> Use addition and subtraction within 100 to solve one- and two-step word problems involving all problem types which should include money (2.24), measurement (2.21), and data (2.16). Solve addition and subtraction word problems within 100 with unknowns in all positions. Use a symbol for the unknown number in the problem. The student exhibits no major errors or omissions.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
2.0	There are no major errors or omissions regarding the simpler details and processes. The student will: <ul style="list-style-type: none"> Recognize or recall specific terminology: <i>Addend, sum, difference, unknown number, symbol, compare, equation,</i> Use addition and subtraction within 20 to solve one- step word problems involving all problem types [ACOS 1.0] which should include money (2.24), measurement (2.21), and data (2.16). Determine the unknown whole number in an addition or subtraction equation relating three whole numbers [ACOS 1.1] Add and subtract within 100 using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction. [ACOS 1.13 & 2.10]. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.

0.0	Even with help, no understanding or skill demonstrated.
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The newly revised standards, alongside the state provided resources that accompany the standards, are an incredible resource as Barnabas School of Leadership begins its journey as a new school. These resources will provide a solid foundation from which to build the remainder of the academic program.

[http://k12accountability.org/resources/Competency-Based-Education/Grades That Show What Students Know.pdf](http://k12accountability.org/resources/Competency-Based-Education/Grades%20That%20Show%20What%20Students%20Know.pdf)

Attachment 3- Proposed Learning Standards

No additional standards will be adopted beyond the Alabama State Standards.

Students who are being considered for retention will be referred to Tier 3 through the Problem-Solving Team. A meeting will be held with parents to inform them of the team 's decision regarding promotion, placement, or retention. Student retention and placement decisions must be evaluated by the Problem-Solving Team and students must be supported through Tier 3 intervention prior to a decision to retain. Decisions about student placement will take into account both academic and social-emotional needs of a child as well as their chronological age. Each case will be a team decision based on evidence of progress monitoring and success in the Tier 3 program.

The final grade at Barnabas School of Leadership will be 5th grade. Exit standards for fifth grade should match the Alabama State Standards found within the Alabama Course of Study for each subject. The exit standards are found in [Attachment 4 - Exit Standards](#)

4. High School Graduation Requirements (High Schools Only)

NA

5. School Calendar and Schedule

The academic calendar for Barnabas School of Leadership for the first year of operation is based on the 2021-2022 calendar for Dothan City Schools. The final academic calendar draft for the calendar will closely align to Dothan City Schools. The reason for the calendar alignment with Dothan City Schools is that families may have multiple children, and some of their older children may still attend Dothan City middle and high schools while elementary aged children attend Barnabas School of Leadership.

[Attachment 5 - Annual Academic Schedule](#)

[Attachment 6- Structure of School Day and Week](#)

The proposed calendar for the first year has a total of 180 student days and 195 teacher workdays. For teachers, a minimum of professional development will be used to prepare and training teachers in the School Culture, instructional technology, and the Barnabas School policies. For the first year, additional training days in the summer before school will be provided through teacher stipends and will not be part of contract days. In future years, not as much time will be needed to onboard staff as the majority of the staff will have a full understanding of the curriculum materials and school processes and procedures. In the first year, all of these elements will be new to teachers at Barnabas School of Leadership. This response should include a sample daily and weekly schedule.

The school day will be an 8:00 AM-3:00 PM day, which makes each school day 7 hours from bell to bell. This equates to 1,260 hours of instruction per year. Barnabas School of Leadership will provide after school and summer opportunities to provide additional instructional hours for students in order to accelerate learning.

The instructional school day runs from 8:00 AM- 3:00 PM. Before school supervision and after school enrichment and tutoring will also be available. The schedule is designed around several instructional and organizational priorities:

- 1) Professional Learning Communities: Daily planning time for teachers to engage in collaborative learning communities and to provide embedded professional development.

While their students are attending enrichment courses, teachers have the time and opportunity for focused professional development. Teachers meet through grade-level teams for collaborative planning time. These blocks of time ensure a collaborative professional environment opportunity for faculty to mentor their peers, meet in advisory groups with content specialists, and work as a team planning instruction using the Professional Learning Communities model (DuFour and Eaker, 1998).

The school's schedule allows for daily collaborative team meetings of teachers and the school's leadership team. These meetings are both structured and informative. Professional learning is provided in such areas as benchmark review; integrating technology into daily lessons; identification, modification, and accommodation for students with different learning needs; creating effective learning environments and general curriculum suggestions.

Just as Barnabas School of Leadership believes that instruction should be data-driven and map backwards from student needs, the foci of professional learning should be derived from student data. By using data on students and teachers, professional learning will be ongoing and targeted to the area's most likely to impact student achievement. The data wise process provides a structure from which leadership, coaches, and academic integration specialists are able to work

through specific needs of students and provide responsive interventions based on the need. (<https://datawise.gse.harvard.edu/>)

DuFour, Richard, and Robert E. Eaker. *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. Hawker Brownlow Education, 2009.

2) Large uninterrupted blocks for ELA and Math curriculum.

Interruptions and transitions cost educators critical learning time. The Barnabas School of Leadership schedule is designed minute by minute to reduce interruptions and to allot the required amount of time for each curricular resource. Each curricular resource is reflected in the school schedule.

- a) The *Leader in Me* curriculum will be addressed as an opening and closing into the school day. By dedicating this time to the social-emotional learning curriculum of the school it respects teacher time by making it a priority in the schedule. These small blocks of time will help students frame their day around the 5 Core paradigms of the Leader in Me program. *Leader in Me* workbooks and resources will support teachers in designing the opening and closing of their day.
- b) *Amplify CKLA* and Alabama Reading Initiative require 120 minutes of literacy core curriculum. There is an additional Intervention block of 25 minutes that will be utilized for additional Tier 2 Literacy support as well.
- c) *envision* Mathematics requires at least 60 minutes of instructional time, but 65-75 minutes are provided for Barnabas School of Leadership educators to enhance Envision Curriculum. The 25-minute intervention block will be utilized for Math and literacy, differentiated for students who need additional support.
- d) Intervention Block: 25 minutes is designated for teachers to conduct Tier 2 instruction and small groups, and an additional 30 minutes per day will be scheduled for students who need additional Tier 3 instruction. This will occur during the Enrichment or Wellness period.
- e) Science and social studies are critical subjects, and there is 40-50 minutes dedicated to Science and Social Studies. There are also many opportunities to integrate these subjects into Literacy as students read nonfiction and fiction literature that embraces the Science and Social Studies standards. Educators at Barnabas School of Leadership will seek to identify areas where they teach in an interdisciplinary and cross-curricular manner.

6. School Culture

School Culture and Equity: Supportive Research

Although there have been several definitions of school culture, Deal and Kennedy (1982) defined it as “shared beliefs and values that closely knit a community together.” Shien (1985) defined it more broadly as “a pattern of basic assumptions-invented, discovered, or developed by a given group as it learns to cope with problems that have worked well enough to be valid.” Consequently, that culture is taught or embedded into all members of the group. But Bowers (1966) put it more simply. He defined it as “the way we do things around.”

Equity and School Culture serve as “bookends” to improve learning outcomes for the Barnabas School of Leadership students. According to Thompson’s Educational Equity and Quality in K-12 Schools, equity in education means that personal or social circumstances such as gender, ethnic, origin or family background, are not obstacles to achieving educational potential and that all individuals reach a high level of skills” (2019, p 36).

Equity has two dimensions: Fairness and Inclusion (OECD, 2008). Relative to educating BSL’s students, Fairness means that students’ social, economic, racial status should not be a factor in whether our students reach their educational potential. There is significant disparity in proficiency scores between the proficiency scores of white and African American students.

Barnabas School of Leadership: Importance of a Supportive School Culture

In the aforementioned “Educational Need and Anticipated Student Population,” the proficiencies between different student demographics vary significantly. For example, the Math Proficiency score for Dothan City Schools was 19 percent in the 2020/21 school. When disaggregated into student demographics, white students’ proficiency was 61 percent as compared to African Americans’ proficiency score of seven percent, 80 percent lower than their fellow white students. Also, high double-digit variances in proficiency scores in English and Science exist between white and African American students.

Key Questions:

“Why do proficiency scores for white and African American students vary so widely?”

“Why are the Dothan City Schools simply not meeting the academic needs of African American students?”

“What will be done to improve proficiency scores for African American students?”

and more importantly,

“Are the Dothan City Schools capable of improving African American students' learning outcomes?”

Since Table 3 in the Educational Need and Anticipated Population section shows a 20 percent decrease in Math proficiency scores for African American students between 2017/2018 and the 2020/2021 school years, it becomes more than simply a question of academic performance or learning outcomes. If not answered and successfully addressed, it has become an issue that affects the long-term fate of the African American students into adulthood.

Although there is equality in state per pupil funding, there is inequity in learning outcomes. Dothan City Schools receive equal funding regardless of student demographics. But equity addresses a larger question than equality. It concerns the needs of individual students. The greater need, the greater resources should be allocated or invested in fulfilling that need to provide a better opportunity for underperforming students to improve learning outcomes. Unfortunately, this was not the case in the Dothan City Schools.

The disparities between white and African American students' learning outcomes indicate that the need for additional resources for African American students were not being met. Because the African American proficiency scores are drastically decreasing year on year, it is imperative that a different approach be taken to improve learning outcomes for those students.

The Barnabas School of Leadership implements both a school culture and an equity model to improve learning outcomes for underperforming students presently enrolled in the Dothan City Schools. With a more equitable investment of resources according to student academic needs and the establishment of a school culture more responsive and reflective of the students enrolled in the Barnabas School of Leadership.

Secondly, Inclusion means that all BSL students receive a specific standard of education, meaning every student is able to read, write, add, and subtract. Regarding the Dothan City Schools, African American students, who are overwhelmingly economically disadvantaged, proficiency scores were not indicative of those receiving a “fair and inclusive” education. The disparity between white and African American students is simply too great.

Even if Dothan City Schools students were providing the same level of support, different learning outcomes were realized because some students had different life experiences/ circumstances and needed different levels of support. If those differences are not addressed, students will become disengaged, disheartened, and disinterested in the learning process. That is

the essence of inequity. The Barnabas School of Leadership is designed to meet the individual educational needs of all students to support their efforts to achieve their full educational potential.

Barnabas School of Leadership’s School Culture

The Barnabas School of Leadership combines a more equitable approach to effectively address the individual needs of our students. Also, BSL will use the cultural knowledge, lived experiences, frames of references and performance style to improve student learning outcomes (Thompson and Thompson, 2019).

Upon entering the Barnabas School of Leadership, Students, Teachers, Administrators, Parents and Visitors will see the following school “*mantra*” prominently painted over the entrance:

“As Others have Achieved, We also will Achieve and Succeed”

The Barnabas School of Leadership staff which includes administrators, teachers and students will develop and implement the following actions and structures to facilitate and ingrain a school culture that will contribute to significantly improve student learning outcomes. They include the following:

1. Establish a ***Gallery of Achievers*** which involves placing posters depicting images of people of color on the Walls throughout the BSL. The posters will include people of color that have overcome significant personal and public challenges and obstacles throughout their lives to make a difference in the lives of Americans. The achievements depict the Barnabas School of Leadership deeply held Values of ***Perseverance, Self-Discipline, Total Commitment and Service to Others.***
2. The ***Gallery of Achievers*** will include but not limited to some of the following:

President Barack Obama

Oprah Winfrey

Dr. Martin Luther King

Thurgood Marshall

Tuskegee Airmen

Mae Jemison

Katherine Johnson

Rosa Parks

Booker T. Washington

Ruby Bridges

Fannie Hamer

George Washington Carver

James Baldwin	Langston Hughes	Benjamin O. Davis Sr.
Benjamin O. Davis Jr.	W.E.B. Dubois	Frederick Douglas
Charles Drew	Bessie Coleman	Sojourner Truth
Harriet Tubman	Gwendolyn Brooks	Jane Bolin
Phillis Wheatley	Rebecca Lee Crumpler	Richard Allen
Ella Baker	Mary McCloud Bethune	Madam C.J. Walker

3. Each week, a rotating group of three students will be assigned one of the above individuals to conduct research and present biographical information which includes their accomplishments to their class, specifically addressing how they overcame challenges and struggles to make significant contributions to the betterment of people of color.
4. Administrators, teachers, and other school members will greet students “***Good Morning***” as they enter the school building or classrooms. At the end of each day, Administrators and Teachers will tell students “***GoodBye***” as they exit the school building or their classrooms.
5. Students will be referred to as ***Achievers*** to reinforce the concept that the goal is to achieve and align themselves with the *Gallery of Achievers* and the BSL’s Values.
6. Administrators and teachers will address students as” Mr. or Ms. Jones” as opposed to their first names. The goal is to convey or create a sense of value to students that have not always felt valued in other educational environments.
7. Students will be required to wear uniforms to more effectively communicate “continuity of purpose, a sense of community and focus” among the student body
8. Each month, teachers will lead their students in a discussion of their broad hopes, dreams, and goals
9. After the first three months of the school year, teachers will develop a Student Achievement Plan (SAP) for each student based upon group and individual discussions with students and their parents.

10. Each Friday, the BSL cafeteria staff will serve a culturally relevant food

According to Ebony Bridwell-Mitchell, a “School Culture will be strong or weak depending on the interactions between people in the organization. In a strong culture, there are many, overlapping, and cohesive interactions, so that knowledge about the organization’s distinctive character- and what it takes to thrive in it- is widely spread.”

[www.gse.harvard.edu/news/uk/18/07what-makes-good-school-culture.](http://www.gse.harvard.edu/news/uk/18/07what-makes-good-school-culture)

To facilitate more collaboration, collegiality and cooperation contributing to improve among communication and teaching productivity, BSL administrators and teacher will establish the following:

1. Prior to the first day of the school, parents and teachers participate in a sense of school potluck lunches to introduce themselves to each other and discuss the goals for the upcoming school year.
2. Within the three weeks of Professional Development prior to the opening of school, a school “retreat” will be held at the local George Washington Carver Museum to discuss the BSL plans to achieve culture
 - a. The retreat will include a one-day Teacher Workshop conducted by “The Morgan Project.” Its mission is to teach civil rights and social justice through the history of conflict and courage. The workshop includes panelists that have been either unjustly affected by the discrimination and tragedy but have overcome it through personal courage. They include Lisa McNair, sister of Denise McNair who was killed in the 16th Street Baptist Church bombing in the 60s, Dr. Carolyn McKinstry, a survivor of the 16th Street Baptist Church and Charles Morgan III, the son of the white man who had the courage to condemn the white community for the 16th Street Baptist Church. The Workshop’s facilitator is Dr. Martha Bouyer. The Teacher Workshop include a \$100 stipend for teachers, a curriculum instructional guide for teachers on the history of conflict and courage against societal discrimination and injustice.
3. Weekly grade level or skip level [vertical/horizontal collaboration] breakfast or lunch meetings between teachers and administrators to have “curriculum conversations” and any common issues with students. Also, the goal is to improve cohesion and coordination to the benefit of teachers and students
- 4.. Create a “teaching learning environment” through establishing sessions

on a rotating basis with select teachers volunteering to review and lead a discussion on the effectiveness of different instructional methods

5. Each week, teachers discuss and select students to recognized as most representative of one of BSL's Values for each grade level
- 6.. Only a monthly basis, administrators and staff invite a community leader to deliver a presentation to the entire student about a challenge they were able to overcome

Student Grouping, Classroom Design, Classroom Layout and School Culture

Student grouping, classroom design and layout are central to the Barnabas School of Leadership. The BSL's school culture encourages them to be "leaders of themselves." It is student centered/led rather than completely teacher led. The technology driven instruction.

For the BSL's School Culture to effectively undergird the improving learning and academic performance, a framework or environment needs to be aligned and supportive of the instructional strategies. Consequently, the BSL will use student grouping, classroom design and layout to achieve instructional equity.

Grouping provides an opportunity for students to collaborate and build a "community of learners." According to Wood (1998), learning is more active when pupils work in a shared social context involving interaction with others, whether with an adult or other pupils, rather than when working alone or just listening or the teacher.

Students will be divided into groups of 4 to six students. Kutnick (2002) found the most effective group size for learning is 4 to 6 pupils, mainly English and math.

Special Needs Students

To address educational needs of students more effectively with special needs, BSL's Special Education teachers, service providers, and families work together to support the child's home and school environment and create an Individual Education Plan (IEP) that outlines instructional and behavioral strategies to support improved learning and achievement.

The IEPs will delineate separate, shared, and sequential responsibilities. Specific included in the IEPs include the following strategies: 1. entering into a partnership or agreement with local translators for children with non-English language backgrounds; 2. determine the

availability of assistive technology devices that may assist students and their families; 3. consider positive interventions that will encourage self-confidence and responsibility in children; 4. discuss and create strategies for connecting the students' home environment and experiences with the school environment, curriculum, and instructional strategies; and 5. create measurable, attainable goals that all parties endorse and agree with.

IEPs will comply with the Individuals with Disabilities Education Act. The IEP team will include teachers, service providers, and families who meet and create a mutually determined plan to assist a student with special needs educationally, emotionally, and/or physically.

The IEPs will be culturally relevant which includes characteristics such as: (a) assisting all students to achieve academic success, (b) focusing on cultural competence to help students maintain their own culture through classroom activities, and (c) ensuring activities that address cultural norms, values, and social inequities. The BSL overall School Culture will also effectively address Special Needs students' communication, language, gender roles, dwelling, clothing, art, music, food, and ethics.

Deal, T.E., and Kennedy, A. *Corporate Cultures: The Rites and Rituals of Corporate Life*. Reading, Mass: Addison-Wesley, 1982

Shein, E.H. *Organizational culture and Leadership*: San Francisco: Jossey-Bass, 1982

Bower, M. *Will to Manage*. New York: McGraw-Hill, 1996

Policy Briefs, Organization for Economic Co-Operation, and Development (OECD), January 2008.

7. Supplemental Programming

Barnabas School of Leadership offers an enriching and intentional summer program to provide students with opportunities throughout the summer to keep learning and growing academically. Summer learning loss will be an additional challenge to students from poverty who may not have access to other summer learning programs. According to the National Summer Learning Association most students lose two months of mathematical skills, and low income children typically lose another two to three months in reading skills ([Summer by the Numbers, NSLA](#)). Local partnerships will be explored to provide additional opportunities for students, either through outside providers offering programming at the school, or students taking advantage of programming throughout the area.

The Barnabas School of Leadership's staff offers a high quality after school and summer learning program. The program is designed to help deliver a high-quality summer offering at Barnabas School of Leadership that focuses on foundational skills, as well as academic enrichment.

The summer learning program is an extension and support of the school-year program. It will provide more time for projects and enrichment opportunities but will also provide the tiered support and intervention programs that would help some learners move forward toward mastery of standards. Each year parents will be surveyed to determine interest in the summer program.

In addition to the program offered by Barnabas School of Leadership staff, BSL also assists parents in finding opportunities that fit student interests and assists in providing resources for parents to access those opportunities. Where possible, enrichment partners will provide programming within the summer months that aligns with the mission, values, and vision of Barnabas School of Leadership. The initial goal for the summer learning program will be 50 students for four weeks, from 8:00 AM-3:00 PM with 5 teachers. The summer learning initiative will be customized based on the students' needs.

Reading Summer Program

The Alabama Literacy Act requires a summer program for all students identified with an additional reading deficiency. This will be offered in addition to the other summer programming offerings. At minimum, 70 hours of reading instruction will be required in this program. The school's reading coach will lead and design the program based on Alabama Reading Initiative recommendations and policies. The reading summer program will be taught by staff who are trained in LETRS, Neuhaus, or other science of reading training opportunities provided free of charge by the Alabama State Department of Education.

The Barnabas School of Leadership model recognizes the impact of health, social, and emotional factors on students' readiness to learn in the classroom. Multi-tiered systems of support are in place to ensure that the mental, emotional, social development and health are all addressed immediately when needs arise. At Tier 1, all learners are given instruction on social-emotional learning skills through the *Leader in Me* program.

Each day learners practice a common language on how to manage emotions, solve conflicts with others, and understand the point of view of their peers. At Tier 2, the teacher, counselor, or principal may work one-on-one with students or in small groups to resolve a conflict. At Tier 3, a specific and intensive plan will be put in place in conjunction with parents and support staff to ensure that all resources available are being utilized to meet the social and emotional needs of the learner.

Barnabas School of Leadership will have multiple community partners that will support the in school social-emotional program. Local mental health resources will support the work of the counselor and school staff for students with behavioral needs. In addition, these partnerships support the school in times of need when the school community may experience a tragic event,

such as a death within the school community or other challenging events that may arise. Grief counseling services will be in place as well as a school response plan to tragic and/or traumatic events that may impact the school or individual students within the school.

8. Special Populations and At-Risks Students

All students within the enrollment catchment area, regardless of academic ability, race, gender, and socioeconomic status are welcome at Barnabas School of Leadership. Barnabas School of Leadership will plan to serve students with IEPs, Section 504 plans, English Language Learners (ELLs), and students identified as intellectually gifted, and students who are academically at risk. The best predictor of student demographics that will attend Barnabas School of Leadership is an analysis of the population of students served in the surrounding school district, Dothan City Schools.

Dothan City Schools serves 8197 students. Of this population 17% of students are identified as having disabilities and are served with an IEP. Barnabas School of Leadership anticipates having a similar number of students identified as needing Special Education services. Three percent of students are identified as ELLs, so Barnabas School of Leadership anticipates ELL students as well.

Barnabas School of Leadership serves all special populations in accordance with federal law and Alabama Administrative Code (AAC) chapter 290-8-9.

Given the special populations within Dothan City Schools, Barnabas School of Leadership will be staffed to successfully serve these students. Certified special education, English Language, and gifted-certified teachers are included within Barnabas School of Leadership staffing model. Barnabas School of Leadership seeks to offer special education services in an inclusion setting with staff pushing into general education classrooms to scaffold or extend grade-level content for the students they serve.

Special Education Referral Process and Free and Appropriate Education (FAPE)

Childfind is the requirement for local educational agencies to identify students who may be eligible for special education services. Students may qualify for special education services in one of the following areas:

- Autism
- Deaf/Blindness
- Developmental Delay
- Emotional Disability
- Hearing Impairment

- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disabilities Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

The Alabama Administrative Code (290-8-9) outlines the state department's rules concerning special education services. The Barnabas School of Leadership will comply with all federal, state, and local regulations pertaining to this subject. A student can be referred for special education services by a number of stakeholders including teachers, counselors, administrators, and parents.

Parents will be able to make verbal requests for an initial evaluation. If a parent makes a verbal request for an evaluation, a member of the Barnabas School of Leadership's staff tasked with evaluation will obtain information from that parent and complete a written referral. There will be no limit on the number of referrals per year or time of year the school will accept referrals.

Service Delivery Model

The Barnabas School of Leadership will follow IDEA regulation under Title 34 CFR part 300.550, which states:

“(1) that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (2) that special classes, separate severity of the disability is such that education in regular classes with the used of supplementary aids and services cannot be achieved satisfactorily. (Department of Education, 2006)”

According to Bailey, Brent, Head (1993), students benefit from the special education programming provided in his or her primary placement. Furthermore, they found that students could then benefit from instruction that improves both their participation in activities and their learning of skills.

Obiakor, Harris, Mutua (2012) goes further and found that removing a student from their primary classroom for related and instructional services is not only shown to be less effective through academic assessments, but it can also affect their sense of belonging or make them feel left out. Additionally, Dawson (states that related and instructional services are integrated into the classroom is more beneficial to students than pulling them out has become evidence based through professionals themselves assessing delivery models.

Prior to the BSL staff making a decision on a *Push in* or *Push Out* Service Delivery model for an individual special education student, the Barnabas School of Leadership's staff will conduct school-based intervention decision (SIDM) based upon Brandel, Loeb (2011) research. The SIDM assesses the student's strengths, needs, current abilities, peer modeling, impact on general education, severity/type of disability, motivation and attitude, and grade and developmental level (p. 461).

Based upon the aforementioned evidenced based research and the IDEA regulations, the Barnabas School of Leadership will strive to use a *Push In* delivery model for students with special education needs. The delivery model will be determined on an individual basis because what may be appropriate for one student cannot be generalized for other students even with similar disabilities. But a *Push Out* model will be used in accordance with Brandel and Loeb's criteria as determined from the SIDM.

The Barnabas School of Leadership's staffed to address the Special Education and At Risk students include two Special Education teachers, two Gifted Education teachers, three paraprofessionals dedicated to supporting Special Education teachers and two Interventionist teachers. If there are more severe disabilities that need special education services outside of the staff's training, the BSL will procure the services of specialists in that particular area.

The Barnabas School of Leadership in class grouping model effectively supports the *Push In* model. According to the instructional support needed by the special education student, the BSL staff will typically allocate 20 to 30 minutes of instructional services 3 to 4 times a week to students either in the primary classroom setting or outside of the classroom. Depending on the student's progress or lack of progress, the instructional will be adjusted.

U.S. Department of Education. (2006). 34 CFR parts 300 and 301 assistance to states for the education of children with disabilities and preschool grants for children with disabilities: final rule. Federal Register, Rules, and Regulations, 71(156)

Bailey, Brent, M., Head, & Daniel, N. (1993). Providing O&M services to children and youth with severe and multiple disabilities. Re: View, Heldref Publications, 25, 57-66.

Obiakor, F., Harris, M., Mutua, K., Rotatori, A., & Algozzine, B. (2012). Making inclusion work in general education classrooms. Education and Treatment of Children, 35(3), 477- 490.

Stacey M.L. Dawson, S.M. (August 2014) "Pull-Out or Push-in Ser Pull-Out or Push-in Service Delivery Model: Conducive Model: Conducive to Students or Teachers?" St. John Fisher College, Education Matters, Ralph C. Wilson, School of Education,

Brandel, J. & Loeb, D. (2011). Program intensity and service delivery models in the schools: SLP survey results. *Language, Speech, and Hearing Services in Schools*, 42, 461-90.

The Special Education and At Risk Team will conduct student evaluations to determine their academic needs. If the evaluation indicates additional academic support in accordance with the Alabama Administrative Code (290-8-9) that outlines the state department's rules concerning special education services. The BSL staff will issue a referral for additional educational services and provide the student's parent with a completed Notice and Invitation to a Meeting/Consent for Agency Participation form. The invitation will be for the parent to meet with the IEP Team Consisting of the following members with the following responsibilities:

Parent: The legal parent/guardian of the student.

Regular Education Teacher: The regular education teacher must participate in the development, review, and revision of the student's IEP.

Special Education Teacher: The special education teacher should be the teacher who provides services for the student.

All special education students will be served with the specific service delivery set out in the Individualized Education Plan. These specialized teachers will also collaborate with general-education homeroom and enrichment teachers during grade-level meetings to make sure the unique needs of the students they serve are represented in daily instructional practices.

Through implementation of Alabama's Multi-Tiered Systems of Support (MTSS) tiered instructional model, Barnabas School of Leadership is committed to identifying student needs early and designing instruction to help all learners make significant academic gains. Barnabas School of Leadership remediation and supplemental education services assist students in grades (K thru 5] in all academic areas, with a focus on literacy, math, and social emotional learning. The following strategies are used to ensure that the needs of all students are met:

1. Assurance of strong Tier One instruction with a highly rated curriculum that provides horizontal and vertical alignment of instructional standards.
2. Small, flexible groupings of students within and possibly across classrooms to differentiate instruction and support Tier 2 instruction in the classroom.
3. Instructional intervention for students who are not responding to Tier 1 and Tier 2 instruction, who will need additional Tier 3 remedial support outside of the classroom.
4. A system of supports and processes to ensure that students are receiving the appropriate instruction in all 3 Tiers that ensures coordination across teachers and support staff.

5. Continuous use assessment data of progress monitoring to inform instruction and intervention.

Literacy, math, and social emotional knowledge and skills are prerequisites to learning in all of the other disciplines. The instructional program follows an intensive daily program in these core disciplines at every grade level within the MTSS model. The following universal screeners and diagnostic tools will be administered to all students to determine their instructional needs within Alabama's Response to Intervention tiered instructional model (ALSDE)

6. Assurance of strong Tier One instruction with a highly rated curriculum that provides horizontal and vertical alignment of instructional standards.
7. Small, flexible groupings of students within and possibly across classrooms to differentiate instruction and support Tier 2 instruction in the classroom.
8. Instructional intervention for students who are not responding to Tier 1 and Tier 2 instruction, who will need additional Tier 3 remedial support outside of the classroom.
 - Universal screener/benchmark assessment (A recommended assessment tool listed on preferred Alabama Reading Initiative screening assessment)
 - Diagnostic assessments in literacy and math

All students will experience quality Tier 1 instruction facilitated by classroom teachers for the following amounts of time:

- Grades K-5: 120 minutes of reading/language arts, 90-120 minutes of math

Tier 1

Tier 1 instructional practices and resources will include the following in reading/language arts and mathematics:

- Standard-based curricula
- Research-based strategies
- Differentiation
- Small-group instruction

Students who do not meet grade-level standards through Tier 1 instruction alone receive targeted Tier 2 interventions. If students do not respond to instruction in Tier 2 intervention, they will receive additional Tier 3 instruction outside of the classroom. The frequency and intensity of these interventions depend on students' individual needs and are determined by the Problem-Solving Team (in accordance with state guidelines).

Tier 2

Targeted Interventions are designed for students who are not making progress during Tier I core instruction. Tier 2 interventions are designed, administered, and tracked (monthly) by core classroom teachers during small-group instruction. Students needing Tier 2 intervention receive 20 to 30 minutes of small group or one-on-one instruction five days a week in addition to their core instruction. Leveled Literacy Intervention (LLI) is a small-group intervention program that provides daily small-group instruction meant to supplement the core English Language Arts block

Tier 3

Students needing Tier 3 intervention receive 60 minutes of small group or one-on-one instruction a day in addition to their core instruction. Students will utilize the same RTI support curriculums discussed in the Tier 2 intervention plan. It is important to note these RTI supports align with the curriculum choices made by the BSL's leadership team. This additional support is designed to aid students achieve mastery in core content.

When Tier 3 interventions are needed, students will work with certified teachers and interventionists to supplement, not replace, the grade-level instruction received in the general education classroom.

Systematic, multi-modal intervention curricular programs are used to support Tier 3 interventions for all students. Weekly progress monitoring data and benchmark data from a universal screener (administered 3 times per school year) determine if/when Tier 3 interventions are no longer necessary.

Students are evaluated to determine whether they would benefit from Special Education services in the event that Tier 3 interventions have not closed their performance gaps. This proposed program will comply with all applicable regulatory special education requirements including, but not limited to, the Alabama Administrative Code (AAC) chapter 290-8-9, Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act.

The following structures at Barnabas School of Leadership support and maintain this Multi-tiered System of Supports model:

- A comprehensive assessment plan allows for the frequent collection and analysis of student performance data to inform curriculum implementation and iteration.
- Ownership of the model by dedicated staff who will ensure frequent and consistent communication among teachers and support staff members

through collaboration.

- Alignment of Tier 1, Tier 2, and Tier 3 instruction to ensure that students who need Tier 3 instruction maintains access to core instruction at grade level.
- Communication across academic and student support teams for students in need of behavioral and academic support.
- A schedule and academic program that supports the MTSS model.
- Systems to track student progress through progress monitoring.

Such a robust and structured MTSS model creates a data-rich environment at Barnabas School of Leadership in which teachers and leaders will be successful in moving students to grade-level proficiency.

Identifying and meeting the learning needs of students with mild, moderate, and severe disabilities

1. Methods for “identifying, locating, and evaluating” students with disabilities who are in need of special education and related services; (and avoiding misidentification).
2. Plans for hiring and evaluating certified special education teachers and licensed related service providers, including projecting adequate staffing for the anticipated population of students.
3. Specific instructional programs, practices, and strategies the school will employ to ensure students with disabilities are provided a free appropriate public education in the least restrictive environment.
4. Plans regarding continuum of placements, access to the general education curriculum, and the opportunity for students with disabilities to be educated with non-disabled peers to the greatest extent appropriate.
5. Plans for monitoring and evaluating the progress and success of students with disabilities.
6. Plans for promoting college- and career-readiness for students with disabilities, including high school graduation and post-school indicators
7. Plans regarding self-monitoring of disproportionality in the areas of identification, least restrictive environment, and disciplinary actions, including suspension/expulsion of students with disabilities. Self-monitoring of disproportionality should include an understanding of the coordinated early intervening services (CEIS) requirements when significant disproportionality has been determined by the Alabama State Department of Education/Special Education Services.
8. Self-monitoring methods to evaluate procedural and substantive compliance with special education rules and regulations.
9. Plans regarding self-monitoring of disproportionality in the areas of identification, least restrictive environment, and disciplinary actions, including suspension/expulsion of students with disabilities. Self-monitoring of disproportionality should include an

understanding of the coordinated early intervening services (CEIS) requirements when significant disproportionality has been determined by the Alabama State Department of Education/Special Education Services.

10. Self-monitoring methods to evaluate procedural and substantive compliance with special education rules and regulations.

Methods for “identifying, locating, and evaluating” students with disabilities who need special education and related services (and avoiding misidentification).

As a public school, Barnabas School of Leadership complies with all applicable regulatory special education requirements including, but not limited to, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act, the Alabama Administrative Code (AAC) chapter 290-8-9, along with any applicable provisions of the Alabama School Choice and Student Opportunity Act (Act 2015-3) concerning the provision of special education services.

If the Dothan City Schools currently has an Individualized Education Plan (IEP) for any student who will attend Barnabas School of Leadership, Dothan City Schools will transfer the document to Barnabas School in a timely manner if a digital transfer is not available through the state Student Information System, Powerschool Special Programs.

The Barnabas School of Leadership lead special education teacher will partner with school administrators to monitor case management of all special education students and arrange the provision of services required by each IEP. This lead teacher maintains a file demonstrating the school’s compliance with providing special education. Barnabas School of Leadership will offer special education services specific to students’ IEP needs. The lead teacher will partner with school administrators to ensure compliance with all state and federal regulations in the design and delivery of instruction in accordance with each student’s IEP.

Student performance data may illuminate the need for general education students to be evaluated for special education services during their time at Barnabas School of Leadership. The school’s robust Multi-tiered System of Supports (MTSS) model ensures that students are only considered for evaluation after sufficient intervention has been implemented and ample data has been collected to support this decision. Students considered for these services will have a documented history of little academic progress resulting from Tier 1, Tier 2, and Tier 3 instruction.

The school’s Problem-Solving Team will have been convened multiple times to collaboratively review the student’s lack of progress, design more intensive intervention when applicable, and communicate areas of concern to parents. When the most-intensive Tier 3

interventions prove unsuccessful at meeting a student's needs, the Problem Solving Team will refer the student to Barnabas School's multi-disciplinary team for evaluation consideration. Barnabas School of Leadership process for considering a child for evaluation will comply with all state regulations and timelines described within the Alabama Administrative Code (AAC) chapter 290-8-9.

Plans for hiring and evaluating certified special education teachers and licensed related service providers

Special education is a particularly challenging area to fill with high quality teachers, a trend that has been exacerbated during the Covid-19 pandemic. 98% of school districts nationally report special education teacher shortages. While there are teacher shortages in all areas, special education has been impacted more heavily. Twin challenges of rising special education numbers nationally and increasing teacher attrition have left districts with a shortage. Barnabas School of Leadership recognizes and will plan for this shortage with enhanced recruiting efforts for special education teachers and service providers.

[https://exceptionalchildren.org/blog/why-now-perfect-time-solve-special-education-teacher-shortage\[3\]](https://exceptionalchildren.org/blog/why-now-perfect-time-solve-special-education-teacher-shortage[3])

Ahead of receiving definitive data about the needs of its student populations in Year 1 of operation, Barnabas School of Leadership will plan based on comparable data within Dothan City Schools. That staffing model will grow as grade levels are added each year of the school's charter. All teachers working with students with special needs will be hired based on their credentials and demonstrated success working with special populations. This staff will be hired through a process that includes a robust faculty recruitment strategy to ensure that educators of the highest quality teach at Barnabas School of Leadership as indicated in Staffing Plans, Hiring, Management, and Evaluation.

The staff includes a Lead Special Education Teacher that will partner with Barnabas School of Leadership administration to support the special education program through professional development facilitation and supervision of special education staff. School administrators will formally evaluate the lead special education teacher and other special education staff in accordance with timelines, resources, and regulations from the State of Alabama.

Barnabas School of Leadership will identify and contract with any related services required for the students that are served in the school. Speech, occupational therapy, psychometry, and other required services will help to support the staff in the initial years of the school.

Specific instructional programs, practices, and strategies the school will employ to ensure students with disabilities are provided a free, appropriate public education in the least restrictive environment.

Barnabas School of Leadership will offer special education services specific to students' IEP to ensure special education students are learning within the least restrictive environment appropriate to their needs. Special education services and accommodations provided will be research-based and will be designed to meet the following objectives (aligned to the Alabama Administrative Code (AAC) chapter 290-8-9):

- enable the child to advance appropriately toward annual goals within his/her IEP
- facilitate the child's participation and progress within the general education curriculum
- allow the child to participate in extracurricular and nonacademic activities offered at Barnabas School of Leadership.
- ensure the child participates in learning with other children with disabilities and nondisabled children

The program will make the following considerations to support special education students within this inclusion model:

- consideration of behavioral needs
- consideration of language needs
- consideration of visual impairment
- consideration of communication needs
- consideration of need for assistive technology

Instruction for special education students will occur within the general education setting unless "the nature or severity of the disability is such that education in regular education classes with the use of supplementary aids and services cannot be achieved satisfactorily." (Alabama Administrative Code). This means that special education students will learn alongside their peers for all core content subjects (e.g., English Language Arts, Math, Science, Social Studies, Social Emotional Learning) and all enrichment courses (e.g., physical education, music, art).

The general education teachers (homeroom teacher and enrichment teachers) responsible for implementing a child's IEP will have access to the IEP document and will have support from Barnabas School of Leadership lead special education teacher to understand their role in providing accommodations when the student is within the general education setting (homeroom class and enrichment classes). When students' needs necessitate placement in a setting other than

the general education classroom the IEP team will determine the appropriate time and support that will be needed to meet annual IEP *goals*.

Plans regarding continuum of placements, access to the general education curriculum, and the opportunity for students with disabilities to be educated with non-disabled peers to the greatest extent appropriate.

Per Alabama State Board of Education guidelines, instruction for special education students will occur within the general education setting unless “the nature or severity of the disability is such that education in regular education classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Alabama Administrative Code (AAC) chapter 290-8-9) At Barnabas School of Leadership this means that special education students will learn alongside their nondisabled peers for all core content subjects (e.g., English Language Arts, Math, Science, Social Studies, Social Emotional Learning) and all enrichment courses (e.g., physical education, music, art).

The general education teachers (homeroom teacher and enrichment teachers) responsible for implementing a child’s IEP will have access to the IEP document and will have support from Barnabas School of Leadership lead special education teacher to understand their role in providing accommodations when the student is within the general education setting (homeroom class and enrichment classes).

A culture of teacher professional development and collaboration further supports opportunities for special education students to learn alongside their peers in the general education setting. Special education teachers receive the same professional development (e.g., curriculum training, research-based strategies for instruction and assessment) as general education teachers to ensure they have a deep understanding of the general education program.

They participate in curriculum development meetings with grade-level teams to inform instructional planning that will be accessible to all students (general education and special education). This collaboration also allows the special education teachers to anticipate and plan for any services or supplementary aids their special education students may need to succeed within this general education curriculum.

This continuum of services for special education students that result leverages a variety of settings (whole-group settings, small-group settings, one-on-one settings), instructional delivery strategies (e.g., co-teaching) and resources (aids and technology to supplement general education strategies) depending on the students’ needs. These special education services will be based on peer-reviewed research and best practices and designed for each special education

student with the following considerations to ensure every opportunity for their success within the general education setting:

- consideration of behavioral needs
- consideration of language needs
- consideration of visual impairment
- consideration of communication needs
- consideration of need for assistive technology

Educating Students in the Least Restrictive Environment (LRE)

In accordance with Section 290-8-9-.06 of the Alabama Administrative Code, the Barnabas School of Leadership will provide qualified students with special education services in their least restrictive environment (LRE). Every student qualifying for special education services will have his or her LRE determined on a case-by-case basis during the development of their IEP. At BSL, students with disabilities will be educated with their peers without disabilities to the maximum extent appropriate and not removed for the general education classrooms unless they are not progressing with the support of supplementary aids and services. Some examples of supplementary aids and services BSL staff will implement to support student growth in the general education setting are:

- Preferential seating in the classroom and other locations
- One-on-one support provided by a special education or general education teacher in an including classroom
- Intentional planning between the general and special education teachers
- Alternate presentation of materials (recorded classes, audio books, etc.)
- Explicit instruction in time management and organizational skills
- Access to communicative software
- Small group instruction from the general education or special education teachers Testing adaptations, such as having the test read aloud or presented in modified formats

(IRIS Center, 2019)

The Barnabas School of Leadership's individualized approach to learning supports students receiving special education services towards meeting their annual progress goal. In addition to the special education teacher/case manager and any consultative services students receive, the student's general education teachers and advisors will be active participants in the special education programming.

Plans for monitoring and evaluating the progress and success of students with disabilities.

Barnabas School of Leadership administrators and the Lead Special education teacher will collaborate to manage implementation of special education services at Barnabas School of Leadership. Responsibilities within this leadership structure include the following during the identification, evaluation, and implementation processes:

- Conducts activities related to the identification, evaluation, placement and provision of a fair and appropriate public education (FAPE) in the least restrictive environment (LRE) for students with disabilities
- Receives and reviews referrals from the Problem-Solving Team for students suspected of/identified as having a disability that impairs learning
- Secures pertinent and comprehensive data necessary for decision-making
- Facilitates the eligibility determination process and the completion of related reports

Facilitates the establishment and maintenance of Special Education confidential records/folders and IEP Online records, including locking records and ensuring their accuracy at appropriate times during the school year:

- Schedules and facilitates IEP Team meetings
- Ensures that appropriate and comprehensive evaluations are scheduled and conducted at required intervals
- Ensures that all aspects of the IEP are followed
- Collects student data and maintains the Powerschool Special Programs reporting information
- Maintains In-School Suspension and Out-of-School Suspension records for students with disabilities
- Communicates with Dothan City Schools as needed to attain student records
- Communicates with Dothan City Schools as needed to attain student records
- Completes records of student progress within required timelines under the IEP
- Evaluates special education teachers and pertinent staff using the mandated evaluation tools
- Provides ongoing support and supervision to the special education staff
- Provides ongoing professional development for teachers in the areas of co-teaching, differentiation, and other areas pertinent to Tier 3 and special education students

The IEP Team structure allows for regular sharing and reviewing of student progress with the school's administration, the student's special education and general education teachers, and

the student's parent(s). Barnabas School of Leadership will follow all requirements included within the Alabama Administrative Code (AAC) chapter 290-8-9 for the IEP Team membership, team meeting frequency, team meeting structure, and team meeting attendance.

Plans regarding self-monitoring of disproportionality in the areas of identification, least restrictive environment, and disciplinary actions, including suspension/expulsion of students with disabilities.

Special education students will build college and career readiness through 21st Century skills development (grades K-5). In the elementary grades, special education students will participate in the general education curriculum which is designed to build 21st century competencies in students. These skills (communication, collaboration, creativity, and critical thinking) will equip all students for future success in post-secondary education opportunities and the workforce.

This curriculum will align to the Comprehensive Counseling and Guidance State Model for Alabama Public Schools and will include specific activities designed to help students establish personal goals and develop future college and career plans. Assessment tools (e.g., RIASEC Holland codes, Kuder assessment) will be used to help students align their post-high school career paths with their personal interests. Content for this curriculum includes career awareness, career exploration and career management. Instruction around 21st Century skill development and college and career counseling will be delivered in compliance with the requirements of special education students' IEPs.

Barnabas School of Leadership will comply with any federal law regarding student discipline for children with disabilities and will stay apprised of any changes in the law. Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses.

If a student with disabilities has an IEP that includes disciplinary guidelines, that student will be disciplined according to those guidelines as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policies discussed within the "Student Discipline" section of this application.

Any student who is receiving special education services or has been identified as a student with a disability under the Individuals with Disabilities Act (IDEA) and whose acts are determined by the Principal to have violated any rules, regulations, or laws as alleged, shall be referred to the IEP Team. The IEP Team will be responsible for determining if the student's conduct is a manifestation of his/her disability and whether such conduct warrants a change in placement, amendments to the individual educational plan (IEP) and/or disciplinary actions.

If the IEP Team determines that the student's conduct is not a manifestation of the student's disability, the discipline process as described in the "Student Discipline" section of this application will be applicable for the student. However, in accordance with IDEA, services must be provided to students with disabilities on the 11th day of exclusion; cessation of services is prohibited. The IEP Team shall also have the authority to consider, recommend and implement any changes in a student's IEP or educational placement. Nothing in these rules shall alter or adversely affect the rights of students with disabilities under applicable federal and state laws.

Self-monitoring of the coordinated early intervening services (CEIS) requirements

As required by IDEA, Barnabas School of Leadership will collect and maintain the following information on students with disabilities:

- The count of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are ELs.
- The number of students provided with test modification, the types, and the number of students assessed on state-mandated alternative assessments
- The setting in which students with disabilities receive their services, specifically the portion of the day they receive services with non-disabled peers, including time away from the regular classroom
- The number of students with disabilities suspended in-school and out-of-school, organized by disability and length of suspension

In the event that these data reveal disproportionality in the areas of identification, least restrictive environment, and disciplinary actions for students with disabilities, Barnabas School of Leadership will:

- launch an official review of its policies, procedures, and practices for identification or placement and revise if necessary to better align with IDEA Requirements
- Fund and provide coordinated early intervening services particularly, but not exclusively, for students at Barnabas School of Leadership will: in those groups that were significantly overidentified (in compliance with Alabama State Board of Education CEIS requirements)

Self-monitoring methods to evaluate procedural and substantive compliance with special education rules and regulations.

Barnabas School of Leadership’s administrators and the Special Education Coordinator will collaborate to manage implementation of special education services at Barnabas School of Leadership. Self-monitoring documents prepared for state monitoring will inform each area of compliance that will continually be monitored at Barnabas School of Leadership.

This program oversight will ensure compliance with special education rules and regulations through specific leadership responsibilities. The following items will be required for state monitoring and will guide Barnabas School of Leadership Special Education policies and procedures.

Areas of monitoring that Barnabas School of Leadership will participate in for special education rules and regulations will include but are not limited to:

- Protection in evaluation procedures
- Development and Management of Individualized Education Programs (IEPs)
- Child Find procedures
- Assurance of free and appropriate public education
- Assurance of least restrictive environment
- Procedural Safeguards
- Professional Development
- Fiscal: IDEA grants
- Case management
- Inservice Training
- Professional licensure of educators
- Non-English-speaking students/parents
- Current data information

How BSL will identify and meet the needs of intellectually gifted learners, including the following:

1. Approach to defining gifted, methods for ensuring equity and comparability in the definition of gifted in the Alabama Administrative Code is:

“Intellectually gifted children and youth are those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing

these abilities are found in all populations, across all economic strata, and in all areas of human endeavor.”

In order to meet the needs of a diverse school population, BSL’s Gifted Education Program identifies students consistent with Alabama Administrative Code (AAC) chapter 290-8-9. The program for gifted students:

- Teaches the Alabama Courses of Study with appropriate enrichment, acceleration and in-depth study.
- Cultivates and encourages intellectual and creative abilities in a stimulating and challenging learning environment
- Fosters self-awareness, social awareness, and respect for all.
- Emphasizes problem-solving, critical thinking, creativity, concept development, and process skills.

Methods for identifying students in need of gifted services at Barnabas School of Leadership will comply with Alabama Administrative Code (AAC) chapter 290-8-9 to ensure equity within the identification process and the resulting student population identified to receive gifted services. These methods include:

- Opportunities for parents to learn about the gifted program and the referral process (e.g., information sessions, printed materials)
- Second Grade Child Find process to review all 2nd grade students for fit within the gifted education program (using standardized gifted behavior checklist from the Alabama State Department of Education)
 - Required activities for Child Find
 - Collaboration and training for 2nd grade teachers in child find activities
 - Schoolwide training on the nature and needs of gifted learners

Professional development for Barnabas School of Leadership teachers, counselors, and administrators about the profile of a gifted learner and the identification process to better equip them to make program referrals:

- Gifted Referrals Screening Teams comprised of individuals knowledgeable about gifted education and/or knowledgeable about the student being referred
- Structured evaluation process that includes review of a student’s aptitude, performance, and behavioral characteristics and uses measures that are sensitive to cultural, economic, and linguistic differences or disabling conditions that might affect student performance in the areas evaluated
- Eligibility Determination Team to facilitate gifted eligibility process in

compliance with timelines and criteria approved by the Alabama State Department of Education

Certification requirements (if applicable) for gifted specialists and professional development targets for general education teachers who teach gifted learners

All gifted specialists hired will have earned a gifted endorsement or certification recognized by the State of Alabama. Barnabas School of Leadership gifted education teachers will support general education teachers in implementing best practices for gifted learners. In grades K-2, general education teachers will deliver all gifted education services to their gifted learners. Barnabas School of Leadership gifted education teachers will consult with these K-2 teachers to develop differentiated lessons, activities, and centers.

Gifted learners in grades 3-5 will receive services directly from the gifted education teachers through a pull-out model. Gifted education teachers will also consult with general education teachers in these grades to inform the design of differentiated learning opportunities for gifted learners within the general education setting. Gifted specialists will attend ongoing professional development that will help them stay up to date with the landscape of gifted and talented education in Alabama and around the country. As part of their responsibility as a gifted educator, they will help to equip teachers with tools they need to be successful with gifted and talented learners.

Barnabas School of Leadership administrators and gifted education teachers will facilitate professional development for all faculty to support teachers in understanding the profile of the gifted learner and that learner's needs (within and across different subgroups - e.g., under-achieving, low socioeconomic, under-represented).

The following professional development opportunities will expand the capacity of Barnabas School of Leadership to work with gifted learners:

- Differentiating instruction for gifted learners
- Tools for developing creativity and critical thinking
- Twice exceptional learners
- Underachievement
- Perfectionism
- Social-Emotional Learning for gifted students
- Acceleration

Methods for ensuring the needs of gifted learners are met and continuum of service delivery options that will be offered (e.g., pull-out classes, advanced classes, interest clusters, cluster grouping with differentiated curriculum for gifted learner, acceleration procedures, field studies, mentors, all of the above).

Barnabas School of Leadership will provide a broad continuum of services for gifted education. Pull-out programs will be offered for all students who are identified for the gifted education program, but a variety of other strategies will be utilized for gifted students to ensure that their needs are being met both in and outside of the classroom.

Differentiated instruction in classrooms supports learners at all levels, particularly gifted and advanced students. By utilizing the strategy of small groups and Tier 2 instruction, students are able to work at their own pace and at their own level of understanding and skill. This strategy is highly effective for gifted students (Tomlinson, 1995)

Tomlinson, Carol A. *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1995.

- In grades K-2 at Barnabas School of Leadership general education teachers will deliver all gifted education services to their gifted learners. Barnabas School of Leadership gifted education teachers will consult with these K-2 teachers to develop differentiated lessons, activities, and centers to support these students. Gifted learners in grades 3-5 will receive services directly from the gifted education teachers through a pull-out model.

Gifted education teachers will also consult with general education teachers in these grades to inform the design of differentiated learning opportunities for gifted learners within the general education setting. The pull-out model for grades 3-5 will comply with state regulations around time/frequency and will leverage a curriculum that may include (but will not be limited to) the following components:

- concept-based learning experiences
- opportunities for problem-solving
- opportunities for service learning
- regular field experiences

Students receiving gifted services within this pull-out model will have those services documented within an individualized Gifted Education Plan (GEP). Regular meetings to review and revise a student's GEP will be held and will comply with regulations outlined within Alabama Administrative Code (AAC) chapter 290-8-9.

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Methods for determining cognitive and affective growth among gifted learners

Barnabas School of Leadership will monitor the cognitive and affective growth among gifted learners. When gifted students have reached a goal or are performing at high levels academically on assessments, educators will find other assessments in order to determine what gifted students need to learn to move forward towards mastery.

For example, if a student has reached the highest level on a reading assessment for their grade level, the teacher may provide a more challenging assessment in order to determine areas of growth for the student. This will help to inform instruction for the gifted student in order to provide additional enrichment in the content area or a differentiated instructional experience that is challenging so that the student continues learning.

For the effective growth of gifted learners Barnabas School of Leadership has a focus on social-emotional learning and assesses all students' growth in that area. This is helpful for gifted students as they often experience maturity in some domains over others and may be at greater risk for specific social-emotional difficulties if their needs are not met. Through a tiered approach to social-emotional needs all students will have Tier 1 instruction in the classroom for social-emotional learning.

Procedures related to the monitoring of achievement data for gifted learners, including plans for disaggregation and distribution of results to parents.

Student achievement data for gifted learners at Barnabas School of Leadership will be used to inform instruction within both general education (grades K-5) and gifted education settings (grades 3-5). General education teachers will collaborate around this performance data within their grade-level teams. If data from gifted learners suggests they are in need of additional support to master grade-level skills, Barnabas School of Leadership Multi-tiered Systems of Support model will be applied.

In addition to the performance data reports that parents of general education students receive throughout the school year (e.g., progress reports, summative assessment performance), parents of gifted learners will receive information about their child's performance during regular Gifted Education Plan (GEP) meetings. Barnabas School of Leadership gifted education teachers will maintain performance documentation for gifted learners within their individual GEP.

Barnabas School of Leadership will disaggregate student performance data in order to evaluate the efficacy of its specific instructional programs (general education, special education, gifted education, Limited English Proficiency). This process will inform revisions to these

programs (e.g., staffing, curricula, delivery methods) and will fulfill student data reporting requirements from the Alabama State Board of Education

Self-monitoring methods for the gifted program, including what, when, and by whom

Performance and placement for each gifted education student will be reviewed annually at a formal convening of his/her GEP committee. Oversight of the gifted program at Barnabas School of Leadership in general will be the shared responsibility of Barnabas School of Leadership administration and the lead gifted education teacher. Components of the program that will be monitored through classroom evaluations and student performance data include, but are not limited to:

- Gifted education teacher performance
- Implementation of gifted education curriculum and standards within pull-out settings
- General education teacher performance with differentiating for gifted learners
- Gifted education service comparability across classrooms and grade-levels
- Equity within population of students referred for gifted services
- Equity within population of students qualifying for gifted services

All areas of state monitoring will be self-monitored in advance utilizing the state-provided checklist.

The following areas of gifted monitoring will be completed by Barnabas School of Leadership:

- Referral process
- Public Notice
- Equitable identification of gifted students
- Second Grade Child Find
- Parental consent
- Evaluation for gifted services
- Performance
- Characteristics
- Aptitude Test Selection
- Eligibility Determination
- Timeline compliance
- Eligibility criteria
- Placement and service delivery options
- Gifted Education Plan (GEPs)
- General Education Accommodations
- Transportation

- Child Count
- LEA Plan for Gifted
- Transfer students
- Responsible staff person
- Caseloads
- Procedural Safeguards
- Gifted and Talented Students Education Grant program

Methods for notifying parents/caregivers in a language they understand about the procedures that the school will use to identify ELL students for possible language acquisition support.

Barnabas School of Leadership will contract with translators to support any communication (written or verbal) about the program for English Language Learners (ELLs) to their families. Methods/forums for communication that translators may support include in-person parent conferences (pertaining to or not pertaining to ELL services), printed materials with information about the school (e.g., events, policies, announcements), and school events (e.g., open house, curriculum nights).

Methods for identifying and evaluating ELL students with disabilities in a timely manner by administering special education evaluations in the child's native language, unless it is clearly not feasible to do so (ensuring that a student's language needs to be distinguished from a student's disability related needs).

Identification of students in need of ELL services begins at the enrollment process at Barnabas School of Leadership. All incoming students will complete the state-mandated Home Language Survey which will help Barnabas School of Leadership identify language-minority students whose primary home language is a language other than English.

To qualify for English Language services, language-minority students will be screened using the state adopted WIDA ACCESS Placement Test (W-APT) to determine their English proficiency level. Students whose English proficiency is below level 5 on the state adopted WIDA ACCESS Placement Test (W-APT) will be eligible for language assistance services.

A student's English proficiency level not only informs their placement within the EL program at Barnabas School of Leadership, but it is also critical knowledge to the special education identification process if the need for such screening arises. The school's robust Multi-tiered system of support model ensures that students are only considered for evaluation after sufficient intervention has been implemented and ample data has been collected to support this decision. Students considered for these services (whether they be English proficient or identified

ELs) will have a documented history of little academic progress resulting from Tier 1, Tier 2, and Tier 3 instruction.

Performance data for ELLs at this point will show progress even with appropriate accommodations and aids provided in the general education classroom. The school's Problem-Solving Team will have been convened multiple times to collaboratively review the student's lack of progress, design more intensive intervention when applicable, and communicate areas of concern to parents (Note: ELLs cannot be referred to the Problem-Solving Team if language is their only barrier to success). When even the most-intensive Tier 3 interventions prove unsuccessful at meeting a student's needs, the Problem-Solving Team (with consent from a parent) will refer the student to Barnabas School of Leadership IEP Team for evaluation consideration.

A student's English proficiency level and home language are considered during the Special Education evaluation process. Barnabas School of Leadership will use measures that are sensitive to cultural, economic, and linguistic differences that might affect student performance in the areas evaluated. For ELLs, this means the assessments will be administered in their native language to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English language skills.

Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

The ELL program offers support through a combination of self-contained services, push-in services and pull-out services based on individual students' English proficiency levels. This individualized instruction will be designed and delivered by ELL certified teachers. The purpose of this program is to assist such students to develop proficiency in the English language, including listening, speaking, reading, and writing, sufficient to perform effectively at their currently assigned grade level.

All students will be instructed using the state recommended program (e.g., SDAIE, Sheltered Instruction) as well as through use of modified materials from content area classes with an emphasis on language learning. Program selection will follow a comprehensive needs assessment to determine the language proficiency profiles of the students it will serve. Using the program, Grades K-3 will receive no less than 225 minutes instructional time with an ELL endorsed teacher per week; grades 4-5 will receive no less than 250 minutes instructional time per week with an ELL endorsed teacher.

ELLs will learn alongside their English-proficient peers for all core content subjects (e.g., English Language Arts, Math, Science, Social Studies, Social Emotional Learning) and all

enrichment courses (e.g., physical education, music, art, robotics, engineering) The general education teachers (homeroom teacher and enrichment teachers) who deliver instruction to ELLs will have access to the I-ELP document and will have support from Barnabas School of Leadership EL teachers to understand their role in providing accommodations when the student is within the general education setting (homeroom class and enrichment classes).

A culture of teacher professional development and collaboration at Barnabas School of Leadership further supports opportunities for ELLs to learn alongside their English-proficient peers. ELL teachers receive the same professional development (e.g., curriculum training, research-based strategies for instruction and assessment) as general education teachers to ensure they have a deep understanding of the general education program.

They participate in curriculum development meetings with grade-level teams to inform instructional planning that will be accessible to all students (English-proficient students and ELLs). This collaboration also allows the EL teachers to anticipate and plan for any services or supplementary aids their students may need to succeed within this general education curriculum. Instructional strategies may include the following:

- Pre-activities to preview content/language demands before instruction
- Explicit teacher modeling
- Access to reading material in a student's native language for classroom and homework assignments
- Availability of bilingual books
- Meaningful hands-on activities that contextualize abstract concepts
- Use of student's native language in writing and speaking activities (even if the teacher does not know this language).

Training will be provided for general education implementing these EL strategies. (2015-2016 EL Policy and Procedures Manual Instructional Services Division)

Plans for monitoring and periodic evaluation of the progress and success of EL students, including using a reliable English language proficiency (ELP) assessment that tests in the four language domains, identifying benchmarks for exiting students from EL services, and defining plans for providing follow-up support for at least two years after students exit the program.

The EL program implementation and evaluation will be the shared responsibility of Barnabas School of Leadership administration and EL teachers. Data will be collected and analyzed yearly to determine the program's success at meeting goals set by this leadership team. Goal setting and program evaluation will align with state adopted WIDA English Language Proficiency (ELP) Standards designed to assess the progress of children in attaining English

proficiency, including a child's level of comprehension in the four recognized domains of speaking, listening, reading, and writing. The WIDA English Language Proficiency Standards are based on the academic language content of PreK-12 students.

Students receiving EL services will be assessed annually by the state adopted test *ACCESS for ELs* which assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains of speaking, listening, reading, and writing.

All ELL students at Barnabas School of Leadership will participate in this assessment except to the extent that ELL students may receive deferment from tests administered during the 12-month period following their initial entry into U.S. schools if testing is not in their best interest. ELLs who score at or above proficiency level 5 on ACCESS (Tier C) and at or above proficiency on state assessment of reading comprehension will be considered English proficient and no longer in need of language assistance service. However, students who have exited the ESL program will be monitored for two years to ensure they are successful in their core curriculum classrooms.

Regular data collected through the Response to Intervention program will facilitate this progress monitoring. EL teachers and administration will continue to support professional development for general education teachers in best practices and strategies for ELs so that they may continue supporting their ELs even after they achieve English proficiency.

Means for providing qualified staffing for EL students.

Ahead of receiving definitive data about the needs of its student populations in Year 1 of operation, Barnabas School of Leadership has the staffing model to serve students with special needs. Four specialized teachers (a combination of special education, EL, and gifted teachers), and a qualified counselor will serve students in the school's founding year. That staffing model will grow as grade levels are added each year of the school's charter.

All teachers working with students with special needs will be hired based on their credentials and demonstrated success working with special populations. All EL teachers hired will have earned an EL endorsement or certification recognized by the State of Alabama. This staff will be hired through a process that includes a robust faculty recruitment strategy to ensure that educators of the highest quality teach at Barnabas School of Leadership (See the "Staffing Plans, Hiring, Management, and Evaluation" section for more details about the hiring process).

9. Unique/Innovative Program/Offering

There are three innovative, unique components to the Barnabas School of Leadership's approach to improving student's outcomes. They include: 1. a fully immersive educational experience that leverages culture and equity to improve learning outcomes; 2. implement an integrative "whole community" approach to garnering broad support for the Barnabas School of Leadership; and 3. establish detailed SMART goals to set timelines and assess student's academic progress

Equity and School Culture will serve as "bookends" to improve learning outcomes for the Barnabas School of Leadership students. According to Thompson's Educational Equity and Quality in K-12 Schools, equity in education means that personal or social circumstances such as gender, ethnic, origin or family background, are not obstacles to achieving educational potential and that all individuals reach at least a basic minimum level of skills.

The Barnabas School of Leadership understands that Fairness means that students' social, economic, racial status should not be a factor in whether they reach their educational potential. The BSL combines a more equitable approach to effectively address the individual needs of our students. Also, our school will use cultural knowledge, prior life experiences, frames of references and performance style to improve student learning outcomes.

Several members of the Governing Board hold leadership positions in several community organizations. They will leverage their respective positions within the faith-based and service communities to form the BSL's "Education Support Collaborative (ESC)." The primary goal will be to provide financial, volunteer, and other in-kind support of the Barnabas School of Leadership.

All members of the Education Support Collaborative agreed to help sustain the BSL both financially and programmatically. Individual members of all the groups that are signatories to the written agreement would commit to a monthly contribution of \$5.00 per person and provide other volunteer services to the BSL

Based upon the respective number of members in each of the organizations, the ESC has a fundraiser goal to raise between \$5,500 to \$22,000 per month or \$66,000 to \$264,000 per year. The funds will benefit the Barnabas School of Leadership and the broader Dothan community by:

- Aligning the academic curriculum with a wider range of services and activities, particularly enrichment and arts activities that may not be available during the school day.

- Reinforcing concepts taught in school without replicating the school day, often exposing classroom teachers working in the after-school program:
- Improve the BSL's culture and the community image through in school and off premise exhibitions, performances that highlight students' talents.
- The ESC's broader goal will be to ensure the whole community is invested in the BSL and are stakeholders in BSL's mission.
- To determine the BSL student's academic progress, specific SMART goals have been established, using "low stakes" I Ready or other similar assessment will be administered for proficiencies, ELA, Math, and Science. The assessment will determine the areas needing additional [academdocs.google.com/document/u/0/d/1UmVBgcyDxt4d70HwIRsHmRGcWY5AdFE/edit](https://docs.google.com/document/u/0/d/1UmVBgcyDxt4d70HwIRsHmRGcWY5AdFE/edit) support

10. Student Recruitment and Enrollment

Attachment 7-School Enrollment Plan

The Barnabas School of Leadership's recruitment area is the greater City of Dothan area. In accordance with the Alabama School Choice and Student Opportunity Act, a second student recruitment will extend beyond the boundaries of the City of Dothan if the first enrollment period does not put the school at capacity. For this, enrollment will be compared to capacity following the first enrollment period for students. At the end of the second enrollment period, the number of applications will be counted, and if that number exceeds the number of spaces available within capacity, those applicants will be placed on a waiting list, and a random lottery drawing will be held to enroll the number of students who will be accommodated within the capacity limits.

According to the Census, there are three zip codes in the City of Dothan in which approximately 85 percent of the city's population resides. Table 5 depicts those three zip codes, the percentage of African Americans that reside in that zip code, number of students between the ages of 5 thru 10 years old, and the percentage of students attending enrolled in private schools.

Please note that only 9 percent of African American reside in one of the zip codes. Consequently, the Barnabas School of Leadership's student enrollment/recruitment efforts will be primarily concentrated in the 36301 and 36303 zip codes.

Table 5						
Student Enrollment/Recruitment						
Zip Code	%African American	# of Student 5-10 years old	% Attending Private School	Planned Student Recruitment Sites	Median Income	Median Age
36301	27%	2543	12%	St. James Baptist Church	\$37,546	36
36303	41%	2138	16%	Greater Beulah Baptist Church/GW Carver Museum	\$39,439	38
36305	9%	1040	26%	NA	\$61,259	40

Source: U.S. Census

More specifically, these zip codes were targeted because the larger percentage of African Americans reside in these zip codes and residents earned less than 75 percent of the State of Alabama median household income. African American households and subsequently their children residing in these two zip codes have fewer financial resources and educational options comparatively to the more well-off residents in the 36305 zip code which is 55 percent more than the median household incomes of the other two zip codes.

Additionally, three locations have been identified to host the recruitment meetings, the St. James Baptist Church, the Greater Beulah Baptist Church, and the George Washington Carver Museum. The two churches have very large congregations within their specific zip codes. The Barnabas School of Leadership will conduct recruitment and enrollment sessions for interested parents and their children at the three locations to discuss the need, purpose, and mission of the school. BSL staff will enroll students.

At the George Washington Carver Museum, the BSL staff and supporters will conduct a reception with light refreshments that will have several goals: 1. present to attendees the museum’s history and the contribution of noted African Americans; 2. discuss the BSL school’s mission; and 3. enroll prospective students. During the months prior to the 2023/2024 school year, the goal would be to enroll approximately eight percent (350) of the 5-to-10-year population for the 2023/2024 school year.

Barnabas School of Leadership understands that the lottery process is an emotional and difficult time for students and parents. The lottery will be operated in an open and transparent

manner. After available slots are filled, BSL will keep drawing names of the remaining applicants and place them on a wait list in the order they were drawn.

All students are welcome at the Barnabas School of Leadership, regardless of family income, race, gender, or academic achievements. BSL plans to customize its outreach efforts to the individual students and their needs. BSL believes the best plan for outreach to families in poverty, academic low-achieving students, students with disabilities and other youth at risk of academically underperforming is developing personal relationships and connections, not only with the student, but the family.

The Barnabas School of Leadership Student Enrollment schedule is as follows:

Registration

January 2023 - May 31, 2023

Beginning the second week of January, BSL will open its registration process using the InfoSnap digital platform. Families will be able to complete all required forms for registration during this time and manage/monitor their accounts from a computer, tablet, or smartphone. We will use the “intent to enroll” contact information to have students complete the registration process.

Lottery

June 1, 2023

If any target grade is oversubscribed, we will conduct a lottery. The BSL lottery process has been certified by a CPA and meets all requirements to ensure fairness and equity. All students selected and those not selected will be notified of their status on June 2, 2023.

Family Meetings June 2 - July 28, 2023

Students who have successfully registered and been selected by the randomized lottery will schedule their family meetings during the months of June and July. All students are required to have a family meeting ahead of student orientation. BSL hears about student and family academic and life goals and provides information about BSL core values and expectations.

New Student Orientation July 31 - August 11, 2023

All students have two weeks of orientation ahead of the first day of school. During these orientation days, students will 1) meet their classmates, 2) learn and practice BSL academic and cultural expectations, 3) meet their teachers, 4) begin to practice classroom expectations and lessons.

Waitlist Management August 14, 2023 - Ongoing

BSL will manage the waitlist of any grade that is oversubscribed throughout the year. Students will be ordered by the lottery and will be contacted in that order to fill seats if seats open during the year.

11. Student Discipline Policy and Plan

Barnabas School of Leadership plans to implement Positive Behavioral Interventions and Supports (PBIS) methodology (<https://www.pbis.org>). PBIS is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. By implementing this model, students will achieve improved social and academic outcomes. Data shows that schools following PBIS experience reduced exclusionary discipline practices, and school personnel feel more effective.

Effective implementation of PBIS practices are critical components of our school sculpture and proactive approach to discipline- the use of positive reinforcement to encourage positive behavior.

Tier 1: Universal Prevention (ALL)

Tier 1 systems, data, and practices impact everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior.

Tier 1 foundational systems include:

- An established leadership team
- Regular meetings
- A commitment statement for establishing a positive school-wide social culture On-going use of data for decision making
- Professional development plans
- Personnel evaluation plan

Tier 1 practices include:

- School-wide positive expectations and behaviors are taught
- Established classroom expectations aligned with school-wide expectations
- A continuum of procedures for encouraging expected behavior
- A continuum of procedures for discouraging problem behavior
- Procedures for encouraging school-family partnership

Tier 2: Targeted Prevention (SOME)

Tier 2 systems, data, and practices provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before those behaviors start. Tier 2 supports often involve group interventions with 10 or more students participating. The support at this level is more focused than Tier 1 and less intensive than Tier 3.

Tier 2 foundational systems include:

- Behavioral expertise
- Fidelity and outcome data are collected
- screening process to identify students needing Tier 2 support
- Access to training and technical assistance

- **Tier 2 practices include:**
- Increased instruction and practice with self-regulation and social skills Increased opportunities for positive reinforcement
- Increased focus on possible function of problem behaviors
- Increased access to academic supports

Tier 3: Intensive, Individualized Prevention (FEW)

Tier 3 systems, data, and practices provide targeted support for students who are not successful with tier 1 and Tier 2. At most schools, there are 1-5% of students for whom Tier 1 and Tier 2 support haven't connected. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, or students with no diagnostic label at all.

Tier 3 foundational systems include:

- A multi-disciplinary team
- Behavior support expertise
- Formal fidelity and data are collected

Tier 3 practices include:

- Function-based assessments
- Wraparound supports
- Culture and context fix

Students with disabilities involved in disciplinary proceedings will have a team present that includes a special education teacher, behaviorist, and family to review the students IEP.

The parents/legal guardians will be informed of the school’s discipline policy during an orientation meeting and in writing in an information packet. This information will also be available on the school’s website. Our draft discipline policy outlines restorative justice practices and behaviors Barnabas School of Leadership plans to embody.

Source:

<https://www.pbis.org/resource/is-school-wide-positive-behavior-support-an-evidence-based-practice>

Rationale for School Discipline Policy:

The purpose of our school discipline and policy plan is to understand the “why” behind behaviors and to bring absolute clarity of culture expectations to teachers, scholars, and families. Teachers who consistently implement a High Structure, High Support Behavior management system work to identify the “why” behind scholar misbehavior and assist with managing behaviors through implementation of our routines and procedures. Consistent maintenance of routines and procedures are essential to creating an environment where scholars feel safe and are challenged to grow and develop their personal character.

Summary:

This table below demonstrates what teachers and students should do when students do not meet expectations within a given class period. It is important to note that our policies are rooted in the belief that students should engage in restorative justice practices with their peers and others in the school community. These protocols are important to follow and are further outlined in our attached draft discipline policy.

Source:

<https://www.wested.org/wp-content/uploads/2019/04/resource-restorative-justice-in-u-s-schools-an-up>

Consequence Steps	Student Action	Teacher Action
1st Incident	<p>Acknowledge and Engage</p> <p>Student should immediately correct behavior to meet expectations and get back to the task at hand</p>	<p>Redirect and Track</p> <ul style="list-style-type: none"> ● Verbal Redirection, reminding the student of expectations, the whole group. ● Teachers should utilize classroom management strategies. I.e.: proximity or non-verbal directives (eye contact, hand on shoulder)

<p>2nd Incident</p>	<p>Comply and Engage</p> <ul style="list-style-type: none"> ● Participate in Restorative Conversation ● Student will complete written reflection in relaxation station 	<p>Personally Redirect, Investigate, Intervene, and Track</p> <ul style="list-style-type: none"> ● Restorative Conversation - addresses because; ends with action steps for correcting behavior ● Assign Reflection or calming activity at relaxation station. Give an option for break, if necessary, etc. drink of water, stretch <p>Track Student's Infraction</p>
<p>3rd Incident</p>	<p>Reflect and Restore Harm</p> <ul style="list-style-type: none"> ● Student will complete the logical consequence <p>Engage in restorative conversation with teacher</p>	<p>Logical Consequence</p> <ul style="list-style-type: none"> ● Issue logical consequences that make sense for the behavior - apology, cleaning area, picking up items... in the moment or at a later time. <p>Notify guardian of logical consequence and timeline for completion</p>

<p>4th Incident</p>	<p>Student Removal</p> <ul style="list-style-type: none"> • Student is waiting in reflection station for pickup 	<p>Communicate and Track</p> <ul style="list-style-type: none"> • Log referral and call for student to be picked up <p>Please document all calls to parents</p>
<p>Automatic Referral</p>	<p>Report to Administrator's Office</p> <ul style="list-style-type: none"> • The student will be escorted down to the administrator's office by staff or administration 	<p>Teacher calls the Administrator's Office</p> <ul style="list-style-type: none"> • Communicate to Administrator's Office
	<p>Restorative Meetings and Interventions</p>	<p>Teacher Process</p> <ul style="list-style-type: none"> • Engage in restorative conversation using the affective statements to guide the conversation vs. to blame. • Assign and collect logical consequence • Teacher can schedule restorative

<p>Restorative Practices</p>	<ul style="list-style-type: none"> ● Students will participate in a restorative meeting or interventions with other parties involved. <p>The student will participate in a restorative meeting with parents and administration</p>	<p>Administrator's Process</p> <ul style="list-style-type: none"> ● Administrators will speak with the student about the infractions. ● Administrator can schedule restorative meetings with Students and teachers Administrators can schedule parents' conferences
<p>Out of School Suspensions</p>	<p>Suspensions</p> <ul style="list-style-type: none"> ● Students will write statements in their defense about the major infraction they committed. ● Students will return back to school with their parents and participate in a restorative circle BEFORE returning back to class 	

Expulsion	<p style="text-align: center;">Expulsions</p> <ul style="list-style-type: none"> ● Students will write statements in their defense about the major infraction they committed <p>Students will be given a hearing to explain their reasoning for the major infraction committed</p>	<p style="text-align: center;">Teacher Responsibility-</p> <p style="text-align: center;">Record incident</p> <ul style="list-style-type: none"> ● Principal Responsibility- Lead investigation with the help of the Administrator
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Auto-Referral to an In-School Suspension

- Physical contact out of anger or frustration
- Continuous class disruptions after a restorative conversation have taken place Walking out of class
- Open defiance of a staff member
- Inability to de-escalate with administrator

Auto-Referral to an Out of School Suspension

- Fighting
- Real and look-alike weapons Drugs/Tobacco
- Profanity towards staff member

Emergency Removal

- Three Repeated ISS assignments
- Open defiance requiring security/restraining Refusal of Restorative Practice

Administrative Office Referral In-take Process:

- Teachers will call main office for assistance
- Front office calls on radio for administrator
- Student is retrieving by administration
- Teacher immediately submits referral in Kickboard
- Administrator does an investigation with teachers and students
- Phone call/ conference with family is scheduled
- Administrator determines consequence - logical consequence, restorative conversation, ER/suspension Administrator communicates conclusion to teachers via email

Return Back to Classroom Process:

- Restorative conversation with student, administrator, and parent/guardian if available
Option 1: Pass notification back to teacher
- Option 2: Administrator escorts student to class for restorative conversation with teacher
- Administrator covers class during restorative conversation

Return Back from Suspension Process:

- May include but are not limited to:
- Restorative meeting with all parties involved Conference with family
- Morning checks in with Assistant Principal
- Goal setting and progress monitoring with

POSSIBLE CLASSROOM MANAGED INTERVENTIONS

(To be documented by classroom teachers)

- Change/re-assign seat
- Conference with student outside of room (Restorative Conversation) Pre-correct student
- Contract with student
- Parent Contact
- Safe Space in class
- . Time-out in another class/Class Buddy

<p>Classroom Managed: Minor Infraction- is one that is a low intensity and will be corrected within the classroom setting</p>	<p>Office Managed: Major Infraction- are those deemed severe in nature and may not only affect themselves, but others in the setting as well.</p>
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<ul style="list-style-type: none"> ● Defiance/Insubordination (mild) ● Preparedness ● Yelling out ● Put-downs ● Throwing small objects Refusing to work Dishonesty (copying assignments) ● Minor Physical contact Tone/Attitude ● Minor dress code ● Food or drink in class ● Excessive talking ● Cheating/plagiarizing ● Minor vandalism (writing on desk, etc.) ● Minor inappropriate display of affection – hugging & kissing Cell phones ● Excessive violations of teacher managed behaviors 	<ul style="list-style-type: none"> ● Directed/abusive profanity/language ● Throwing objects w/intent to harm ● Defiance/Insubordination (severe) ● Major horse playing ● Constantly failure to comply ● Major dress code violations ● Weapons ● Fighting or aggressive physical contact ● Chronic minor infractions ● Threats/Intimidation ● Bullying/Harassment of students or teachers ● False reporting of a serious matter ● Truancy ● Smoking ● Major vandalism (graffiti, gang related) Destruction of property ● Alcohol (under the influence, possession) ● Drugs (under the influence, possession) ● Gambling ● Forgery ● Leaving campus ● Sexual Misconduct
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[Attachment 8 - School’s Approach to Student Discipline](#)

[Attachment 9 - Plan to Inform Students and Parents of School Discipline Policy](#)

12. Parent and Community Involvement

The Barnabas School Leadership began with parents and community members. With a combination of rapidly declining enrolling, unacceptable disparity in educational proficiency scores, significant decline in year-to-year proficiency scores, especially for minority students in math, it is imperative that these students are offered educational options to stem the decline in their educational performance.

Several thousands of families are enrolling in surrounding public and private schools within the City of Dothan. They are the families who have the wherewithal to seek other educational opportunities/options.

Several questions of educational equity will be posed to the larger Dothan City community. They are:

“Why should DCS’ students of color experience disparate educational achievement and opportunities simply of geography and economic status as compared to other students within the school system?”

“Do students of color deserve or have a right to achieve academically as their fellow students?”

“Should they simply be bound or confined to an educational environment that is not successfully serving their educational needs?”

“Should a distinction be made between educational equality and educational equity?”

In response to the questions above and others, the emergence of the Barnabas School of Leadership was conceived. To more effectively solidify the answers to the inequitable disparity existing among different demographic groups, the BSL engaged the community with a series of focus groups and listening sessions to gather input, gain consensus and buy-in to the need for the BSL. The focus groups included representatives from broad sectors within the City of Dothan community, parents, educators, local businesspeople, and community leaders to name a few.

Barnabas School of Leadership Community Meetings

After the needs of the children in the community were assessed and the Barnabas School of Leadership was formalized, BSL held community meetings. Two community Public Information/Interest meetings were held in two locations within the City of Dothan to cater to diverse populations and ease racial tensions

The community meetings had several objectives: 1. conduct a Charter 101 for attendees; 2. establish/explain the need for the Barnabas School of Leadership; and 3. assess interest or garner support for the Barnabas School of Leadership. There were sixty-six attendees to the two meetings.

[Barnabas SL January 26, 2022 Community Meetings](#)

[Barnabas SL March 7, 2022 Community Meetings](#)

Attendees pose questions to the BSL’s Governing Board members and two members of the Black Alabamians for Education, Neonta Williams and Christa Andrews.

Information was provided in regard to BSL and concerns and suggestions from parents and community members were addressed. During the community meetings, the one misconception that became apparent was the idea that a charter school is not a public school.

Also, the case was made for the Barnabas School of Leadership using the Anticipated Educational Need data. Attendees were not aware of the significant disparities between black and white students

Racial divisions have divided the City of Dothan for generations. It became apparent that action was needed to address equity issues. Local schools are segregated by family choice and economic status. So many families and community members found it difficult to accept that a charter school is for everyone, regardless of race, ethnicity, or economic status.

As mentioned in question one, the community meetings were vital to the design of Barnabas School of Leadership. The information campaign through social media postings and in person community meetings will continue. Along with those efforts, information will be published on social media, and in flyers distributed throughout the community.

Prior to opening in the 2023/2024 school year the goal is to reach approximately 4,800 households with five- to 10-year-old students in the two zip codes where 70 percent of the African Americans, low-income families reside.

Upon approval, the Barnabas School of Leadership plans to host workshops for children and their families prior to the official opening of BSL to further acquaint families with the school and its opportunities and educational options. After-school activities and tutoring will be available to the community and led by BSL staff and experienced volunteers.

Developing personal connections and being present in the community is vital to Barnabas School of Leadership's success. BSL plans to participate in local events to further communicate the mission/vision to a larger community.

In the local community, there are a wide variety of household structures and family schedules. Barnabas School of Leadership staff will make every effort to ensure that involvement is accessible to and equitable for all stakeholders.

Barnabas School of Leadership Parent Advisory Committee

In order to ensure parents are truly stakeholders in the Barnabas School of Leadership, a formal Parent Advisory Committee (PAC) will be established. It includes the following positions: President, Vice President, Secretary and Treasurer.

The PAC's President will be a designated member of the Governing Board. The BSL will designate one of the more experienced teachers to be the Liaison to the PAC. The PAC will play an active role for school decision-making, sharing accountability for student learning and soliciting funds to support the PAC and the school sanctioned activities.

To solidify parental support and investment in student learning, the BSL staff and PAC members will work to develop a School/Parent Compact for Student Achievement. The Compact will be a written formal agreement that parents, students, and teachers will jointly develop emphasizing their shared commitment to improve student learning, an action plan for a family-school-community partnership to help students significantly improve student learning and proficiencies.

The Compact has two important overarching goals. They are: 1. specifically define requirements, responsibilities and opportunities for all parties involved; and 2. communicate a

shared vision for teaching and student learning. More specifically, there are several components to the Compact. They include:

1. Link goals to the student learning plan Student Achievement Plan (SAP)
2. Focus on student learning skills
3. Describe how teachers will help students develop those skills using high-quality curriculum and instruction
4. Share strategies parents will be able to use at home
5. Explain how teachers and parents will communicate about student progress
6. Describe opportunities for parents to volunteer, observe, and participate in the classroom

Each party, student, teacher, and parent, will have their own responsibilities outlined, agreed to, and signed by all parties in the Education Compact:

1. Students
 - a. Attend school prepared and ready to learn
 - b. Listen to and respect teachers
 - c. Wear uniforms every day
 - d. Be responsible for completing their homework
 - e. Be respectful to teachers, students, and parents
2. Parents
 - a. Emphasize the importance of education to your child
 - b. Ensure regular and on-time school attendance
 - c. Attend parent/teacher conferences, parent informational meetings and school events
 - d. Provide a time and place for students to complete homework
 - e. Provide uniforms for students
 - f. Support school efforts in maintaining a safe and orderly learning environment
3. School/Teachers
 - a. Encourage parents to become involved in decision making related to school policies and academic priorities
 - b. Supply information to parents and students about academic progress and behavior
 - c. Hold regularly scheduled parent/teacher conferences
 - d. Collaborate with students and parents to develop SAP
 - e. Provide opportunities for parents to volunteer and participate/support school activities

Both the BSL and PAC will implement several strategies to ensure a mutually beneficial relationship to achieve the school's mission. Some of the strategies include:

1. Required attendance to regularly scheduled family meetings
2. Parent volunteering requirement
3. Create a PAC Facebook page/Instagram account
4. Host Periodic Coffee Hour for BSL staff and PAC members

5. Periodic scheduled meetings between BSL staff and PAC members to discuss school needs
6. Include a PAC section on the BSL website listing volunteer opportunities and volunteer monitoring capabilities.

13. Partnerships or Contractual Relationships

The partnerships are focused on three areas to support the Barnabas School of Leadership: technical, programmatic, and financial. Additionally, the partnership overlaps and involves some level of collaboration and cooperation.

The partnership's objectives are to establish a shared vision, common mission, and purpose. They are designed to enrich the educational experiences for students, families, schools, and the community. These partnerships supplement student's school experience. The partnership goals are to develop a "whole community" approach to garner support for the Barnabas School of Leadership. Additionally, and just as important, the relationship between BSL and our partners are not simply one way solicitation of various kinds of support rather are reciprocal and symbiotic. The broader goal is that all parties benefit from the partnership.

The Barnabas School of Leadership initial partners will be with the following organizations: New Schools for Alabama (NSFA), the faith-based community, local Greek chapters, and George Washington Carver Museum.

NSFA

The NSFA partnership with BSL will both provides operational and financial support to the Barnabas School of Leadership. They will provide significant upfront funding and operating support including back-office processing and ongoing technical assistance. The NSFA grant provides \$1.5 million dollars for critical start-up expenses.

Education Support Collaborative

Dr. Walter Green, Dr. Darryl Roberts, Ms. Cyla Fleming Harrel, Board Members will leverage their respective positions within the faith-based and service communities to form the BSL's "Education Support Collaborative (ESC)." The ESC will be members of both the faith-based and Greek service organizations. The primary goal will be to provide financial, volunteer, and other in-kind support of the Barnabas School of Leadership.

The fact that four of the six governing board members hold high profile religious and the National PanHellenic chapter positions in the greater Dothan Community. Two members are Senior Pastors of the largest membership churches in the city and the other one is an officer in a local chapter of a national Greek organization, the Alpha Kappa Alpha. The Greek organizations have a 100 year history of significant service to the community.

The three Board Members invite their respective constituent groups to a meeting to make their case for support of the Barnabas School of Leadership. The invite will include ten faith-based organizations, primarily the ten leaders of the largest churches, within the City of Dothan

Ministerial Association. The other Board Member and the BSL’s Principal invites leaders of the local Panhellenic Council which includes nine Greek chapter organizations within the city.

The major points they will make to the leaders of these organizations is absolute necessity for the Barnabas School of Leadership. The presentation will include:

1. Significant disparity between black and white students on recent statewide proficiency assessments in Language, Math, and Science
2. The 23 percent disparity between black and white students (15.9 v. 20.6) on the recently administered ACT
3. The net effects the disparities will have on the life chances for the personal and profession future of their children, grandchildren, and other students of color in the City of Dothan
4. The net effects the disparities will have on the growth, viability and living standards for the entire city if more than a third of its young people continue to underperform academically

The meeting’s primary goal is to gain consensus that the group needs to formally work together to establish an organization to provide financial and other in-kind support to ensure the Barnabas School of Leadership is successful in improving learning outcomes for students of color.

That support would be manifested by forming an Education Support Collaborative for which all members agree to help sustain the BSL both financially and programmatically. Individual members of all the groups that are signatories to the written agreement would commit to a monthly contribution of \$5.00 per person and provide other volunteer services to the BSL.

Based upon the respective number of members of each of the organizations, the projected net effects of the Education Support Collaborative would be as follow:

	Organization	Monthly	Annually
1.	Ten churches with a combined 4,000 members (average 400 members/church)	$4000 \times \$5.00 = \$20,000$ per month	\$240,000
2.	Seven Greek Organizations with a combined 350 members membership (50/group)	$350 \times \$5.00 = \$1,750$	\$21,000

3.	Total estimated Annual Contribution	4,350 X \$5.00 = \$21,750	\$261,000
	a. Assuming a 75% participation rate	\$16,313	\$195,756
	b. Assuming a 50% participation rate	\$10,875	\$130,500
	c. Assuming a 25% participation rate	\$5,438	\$65,256

Since Greek organizations have a commitment to service, as evident with their annual food distribution, toy drives, and clothes giveaways, members will commit to a relatively small monthly \$5.00 per contribution to support the Barnabas School of Leadership’s mission. Additionally, the faith-based community has a responsibility to serve the spiritual needs of their congregation but the earthly goals, dreams, and aspirations of the next generation of believers should also be a priority. The theme “Each One, Helps One” is one that resonates to both groups.

The financial and in-kind support of the Education Support Collaborative will:

- Provide continuity of services across the day and year, easing school transitions and promoting improve attendance in after school programs.
- Facilitate access to a range of learning opportunities and developmental supports.
- Provides opportunities for students and teachers allowing experiment with new approaches to teaching and learning.
- Facilitate information sharing about specific students to best support individual learning, and.
- Provide family members with alternative entry points into the school to support their student’s learning

Additionally, and more specifically, the ESC will benefit the Barnabas School of Leadership and the broader Dothan community by:

- Aligning the academic curriculum with a wider range of services and activities, particularly enrichment and arts activities that may not be available during the school day.
- Reinforce concepts taught in school without replicating the school day, often exposing classroom teachers working in the after-school program:
- Improve the BSL’s culture and the community image through in school and off premise exhibitions, performances that highlight students’ talents.
- Gain access to mentors, afterschool staff, and other resources to support in-school learning and improve the teaching and learning in the classroom.
- Create and support a shared vision for learning and developmental outcomes for students.

- Creating or enhancing learning opportunities.
- Providing bridges to local governments, businesses, and universities.
- Building bridges between schools and families.
- Raising the school’s profile in the community; and
- Providing bilingual resources, education support programs, and staff

George Washington Carver Museum

The George Washington Carver Interpretive Museum is in downtown Dothan, Alabama, is a community museum focused on “educating individuals of all ages, races and creeds on the rich historical contributions of African Americans.” The GWC Museum information thru presentation, exhibits and illustrations on the accomplishments of black scientists, investors, and explorers from the past and present. The exhibits include a replica of Dr. Carver’s Lab, highlights 19 scientists, inventors and explorers who have made it to the United States and the world, art shows and artist-in-residence demonstrations.

The Barnabas of School Leadership will execute a formal Memorandum of Understanding (MOU) to establish a partnership with the GW Carver Museum to provide in class and onsite programming to BSL students. The Education Support Collaborative will provide funding to underwrite the costs associated with the MOU.

14. Educational Service Providers (ESP) and Other Partnerships

NA

15. Educational Program Capacity

Roles of Organizational Leadership

The Barnabas School of Leadership’s model is based on “whole community” based leadership. The leadership team serves in high profile, respected positions, and involvement in the greater Dothan community. They hold long term leadership positions in several institutions in the City, including education, religious, corporate, legal, and healthcare. Their contributions are ingrained

Under the oversight of the Governing Board, the Barnabas School of Leadership’s team is led by **Ms. Trimeishia Cross**, Principal. The leadership team will consist of the following positions: Assistant Principal and the Community Engagement Liaison. During the planning year, BSL will recruit and train a team of high-quality people to fill the role of Assistant Principal.

[Attachment 11 - Job Description for Principal](#)

[Attachment 10- Oualifications, Resume and Professional Biograph of Principal](#)

Ms. Cross has 12 years of teaching and leadership experience. She has served in the following capacities:

- School-based Leadership Team Member
- Title 1 Facilitator/Contact, Reading and ESOL Tutor, Parent/School Activities Facilitator.
- Positive Behavioral Interventions & Support (PBIS) Facilitator,
- School-based Teacher Trainer (2014-2017)
- District Level Kindergarten Teacher Trainer (Summer 2016)
- Committee Chair/Leader: Positive Behavior Support Team, Student Advisory Committee, and Parental Involvement Committee

Additionally, she completed the Aspiring Leaders (Administrator Preparatory) Program for the Polk County Florida School District. As an Instructional Coach, she had the following responsibilities:

- Completed Aspiring Leaders (Administrator Preparatory) Program.
- Conducted coaching cycles with teachers to improve instructional practices.
- Facilitated weekly planning sessions and monthly professional learning committees (PLCs) with teachers.
- Delivered professional development to teachers.
- established and worked with small groups of students needing additional instructional support.
- Mentored new teacher

Also, she serves as the Positive Behavioral Interventions & Support (PBIS) Team Member and Summer Learning Program Teacher for low performing students for the local Charter School Association.

Additionally, she was selected as Clair-Mel Elementary School's Teacher of the Year in 2016-2017. Ms. Cross earned a Bachelor of Science degree, Magna Cum Laude, from St. Petersburg College and a Master of Arts from Grand Canyon University in Educational Leadership.

Consequently, the Barnabas School of Leadership's Governing Board believes she is uniquely qualified to improve the academic performance and learning as the Principal of the Barnabas School of Leadership.

Ms. Cross's experience in education has thoroughly prepared her to not only lead but also model the BSL's values. She is passionate about the power of education and its transformative nature.

Lastly, Ms. Cross plans to apply for either the NSFA's Founders Fellowship or the ***Build, Excel and Sustain (BES)*** organization to become a member of their Fellowship program. The Both Fellowship programs are designed for school leaders who want to build an equity-focused school that reflects and responds to the needs of their community, lead the school to excel academically in service of their mission, and ensure long-term sustainability so that in 5, 10, and 20 years, students continue to achieve at high levels.

Board Members

The Barnabas School of Leadership was conceived to level the educational playing field for underachieving students of color. Its purpose is to transcend equality of funding toward equity of results. The disparity between students of color and other students in the Dothan School System is not only unacceptable but more importantly lowers the life trajectory of the underperforming students.

As stated earlier and detailed in Attachment 12, the six Governing Board members will specifically and individually support the BSL within the sphere of influence and/or area of expertise.

For example, **Ms. Sherry Johnson** has been employed as a Legal Assistant and Paralegal for several law firms within the City of Dothan for 19 years. She has experience helping to prepare, review and monitor contracts between different entities. Additionally, she has developed professional relationships with law firms and will be able to identify and negotiate competitive legal services for the Barnabas School of Leadership.

Ms. Cyla Fleming Harrell is employed as the Senior Administrative Assistant-Investor Relations Department for the Southern Company. She also has been employed as Senior Administrative Assistant-Budgeting and Reporting and Customer Service Representative III for the Southern Company. She has experience in developing, implementing, and monitoring budgets for an entire division of a large regional company. She will help the Governing Board and the BSL's administrators to develop, review and ensure that revenue and expenses are within the approved annual budgets.

Dr. D'arcy Deveaux is employed as the Senior Organizational Consultant for Regional Medical Center and the Staff Chaplain for the Shelby County Sheriff's Department. He is a member of the Regional One Health Spiritual and Wellness Council. He is a member of the United Way of the Mid-South. He has in-depth leadership experiences in several sectors that will be critical to the Barnabas School of Leadership. His experience as Consultant for a large

organization will ensure BSL has the right staffing structure to meet the needs of its students. His administrative experience with the United Way's fundraising efforts, grant funds distribution to local nonprofits and the monitoring of those nonprofits' services to their constituent groups will help the BSL organization design and execution.

Dr. Walter Green, Governing Board Chairman, has broad-based experience in several sectors. He worked as a college administrator of federal programs designed for young adults, Director of numerous community organizations focused on improving the lives of young adults. He has mentored university and local high school students and served as Cultural Diversity Coordinator for a Runaway Shelter for young adults. As Director of the Wilberforce University Family Life Center in Dayton, Ohio, he was instrumental in helping to formulate and pass laws, develop, and implement programs to address gang violence and resolving interpersonal conflict among youth in the community. His in-depth experience in helping children in challenging situations. He understands the lives and experiences of children in different family situations. He definitely will be an asset to better understand the cultural background and experiences of BSL's students of color.

Rev. Dr. Daryl Roberts serves as the Senior Pastor for the Greater Beulah Baptist Church in Dothan Alabama. Initially, Rev. Roberts has been the visionary for the Barnabas School of Leadership. He has offered his church's Education Building to house the Barnabas School of Leadership, custodian, and kitchen services for a small cost to the BSL. He has a wealth of leadership experience in leading one of the largest religious institutions in the City of Dothan.

OPERATIONS PLAN & CAPACITY

16. Legal Status and Governing Document

[Attachment 13 - Proof of 501\(c\) 3 Non-Profit Status Application](#)

[Attachment 14 - Statement of Assurance](#)

17. Organizations Structure and Relationship

[Attachment 15 - School Organization Chart](#)

The attachment includes the school's organization chart as it evolves over five years. Barnabas School of Leadership's Charter School Organization Chart beginning in the 2023-24 school year and outlines how the Organization Chart and reporting structure shifts annually through reaching full capacity, as aligned with the Barnabas School of Leadership Budget.

18. Governing Board

The Barnabas School of Leadership's Governing has at least three main functions: 1. setting directions and strategy; 2. providing oversight and 3. ensuring resources. Additionally, BSL's Board and School Leaders will have two distinct and separate responsibilities/areas to promote and ensure the school's mission and vision are accomplished: 1. the BSL's Board will focus on achieving results; and 2. the BSL leadership team will focus on the actions needed to achieve those results.

[Attachment 16 - Governing Board Bylaws](#)

The Barnabas School of Leadership will be governed by a Board of Directors. This Board, ultimately to be composed of between 7 and 11 members, will hold the charter of the BSL and ensure accountability to its mission, financial viability, and adherence to the terms of the charter. This Board will be composed of a diverse, talented group of professionals, including community leaders, parents, business leaders, business owners, participants with technical skills in the areas of law, real estate, finance, federal programming, operations, project and construction management and fundraising.

Such a board is desirable to provide independent governance for Barnabas School of Leadership by a broad coalition of qualified leaders. This group will meet monthly for two hours (at least 10 times each year), in a public space with pre-announced meetings, in accordance with the Alabama Open Meetings Act. The Board will record minutes of all meetings and will make these publicly available, in addition to any other necessary documents, in accordance with the Alabama Public Records Act.

The Board's primary role is to provide oversight, while delegating the day-to-day management of school operations to the Principal. The Board will ensure that Barnabas School of Leadership successfully executes the school's mission, is fiscally responsible (implementing sound financial policies and procedures), adheres to the school's charter agreement with the authorizer and is compliant with all applicable local, state, and federal laws.

The governance and operational policies of the Barnabas School of Leadership will be designed to clearly delegate responsibility to appropriate parties and to set standards and expectations that will be used to measure performance and accountability. To guide the Board's

activities, a Board Manual will be created and distributed to all members. The Board manual will include, but not be limited to, the following items:

- Overview information, including the school’s mission statement and By-laws and Articles of Incorporation Charter contract
- List of current Board members, offices held and terms
- List of committees, including purposes and objectives of each Board policies – including conflicts of interest policies and legal requirements
- School information – educational and organizational information pertaining to the school, such as a brief description of the curriculum, student achievement data and organizational chart
- Operating plan and strategic plan
- Recent reports – financial, administrative, programmatic audit; annual report

Attachment 12 - Qualification, Resumes, Professional Biographies of School Leadership

Attachment 12A- Conflict of Interest

Attachment 12B - Board Member Training

Attachment 12C - Board Selection/Recruitment

The Barnabas School of Leadership Board of Directors will initially be made up of nine individuals’ representative from the Dothan area. The composition will have representation from parents, local community leaders, community organizations and educational leaders.

The governing board members were based on the criteria in Attachment 12C for selecting Board Members to ensure a diversity of needed talents, skills, interests, gender to best achieve the BSL’s mission, vision, and goals

Founding Board - Biographies

The Founding Board is a group of individuals who have worked formally on the organization Barnabas School of Leadership since July of 2020. Board members were initially invited based upon clarity of vision, relevant skills and expertise, and willingness to dedicate themselves to educational excellence, and this group has reviewed, contributed to, and supported this charter application and the school design.

Board members were selected after a comprehensive process and were evaluated on the criteria of skills/expertise, teamwork, available time and energy, and philosophical alignment with the mission of Barnabas School Leadership.

Dr. Walter Green

Dr. Green has been the Senior Pastor of the Friendship Baptist Church since 2002. Prior to serving as Senior Pastor, served as Cultural Diversity Coordinator and Counselor for Day Break Runaway Shelter in Dayton, Ohio. He also served as the Director for the Family Life Center for Wilberforce University in Wilberforce, Ohio. The Family Life Center staff was instrumental in working with local schools and government to pass laws, develop and implement programs to address gang violence, ATOD Prevention, and interpersonal conflict among youth in the community.

As part of his responsibilities as Director of the Family Life Center in Wilberforce, Ohio, he trained and mentored university students to work as mentors for local high students as well as college students. Subsequently, he was employed by the Central State University in Wilberforce, Ohio as the Director of their Family Life Center.

After several years as Director, he was employed by the Dayton City Schools as the Project Director for Project Well Being. Project Well Being received \$10 million from the federal government to develop programs to combat violence with the schools, to provide social, psychological, and cultural programs to ensure student achievement. He trained teachers in classroom management, as well as implementing Parent Education. He also worked with the Dayton Police Department to provide security for the Dayton City Schools.

Dr. Green received a B.S. in Mathematics and a minor in Secondary Education from Southern University. Additionally, Dr. Green earned a Master of Divinity from United Theological Seminary and Doctor of Ministry from the Memphis Theological Seminary.

Dr. D'arcy Deveaux

Dr. Deveaux is employed as the Senior Organizational Consultant for Regional Medical Center and the Staff Chaplain for the Shelby County Sheriff's Department. He is a member of the Regional One Health Spiritual and Wellness Council. He is a member of the United Way of the Mid-South. Dr. Deveaux is also Senior Pastor of the Emmanuel Missionary Baptist Church.

Dr. Deveaux earned a bachelor's degree in Business Administration from the Sojourner Douglass College and another bachelor's degree from the Lake Charles Bible College. He earned a master's degree in Theology from Newburgh Theological Seminary and a Master of Business Administration degree from MaKeree University and another Master of Theology from Oval Bible college. He was awarded an Honorable Doctor of Letters degree from Oval Bible College.

Sherry R. Johnson

Ms. Robinson is employed as a Paralegal for The Cochran Law Firm/. She has worked as Paralegal for 19 years with various law firms in the City of Dothan. She has considerable experience preparing and filing pleadings for general litigation specialty to include Personal Injury, Worker's Compensation and Medical Malpractice. Mrs. Robinson completed a B.S. in Criminal Justice and Medical Terminology certification. Troy University-Dothan. Additionally, she completed certification in Paralegal Studies at the Baton Rouge College in Baton Rouge, LA.

Rev. Dr. Darryl Roberts

Rev. Roberts serves as the Senior Pastor for the Greater Beulah Baptist Church in Dothan Alabama. He completed a B.A. degree in biblical Studies from Crichton College located in Memphis, TN. He obtained a Masters of Divinity degree from the Mid-America Baptist Theological Seminary in Memphis, TN. Additionally, he completed a Ph. D in Leadership Studies at Carolina University Winston-Salem, NC.

Cyla Fleming Harrell

Ms. Harrell is employed as the Senior Administrative Assistant-Investor Relations Department, for the Southern Company. She also has been employed as Senior Administrative Assistant-Budgeting and Reporting and Customer Service Representative III for the Southern Company. She also was employed with the U.S. Census Bureau as Partnership Assistant.

Ms. Harrell earned a bachelor's degree in business administration from Troy University, master's in divinity from Morehouse School of Religion's International Theological Center. She also completed a degree in Computer Science from Riley Business College.

Ms. Harrell is a member of the following organizations:

- Alpha Kappa Alpha Sorority
- State of Alabama Licensed Minister of the Gospel

- President – Citizens of Georgia Power
- Graduate- VOICE Mentoring Program

The Board members listed on the will govern the Barnabas School of Leadership. The BSL will add Members to better equip the Governing Board to achieve its mission. The BSL Governing Board will complete the Training session. (add training attachment

- a. The school will be an educational and operational success.
- b. The board will evaluate the success of the school and school leader(s); and
- c. There will be active and effective representation of key stakeholders, including parents.
- d. The school will be an educational and operational success.

The BSL's board will ensure that the vision and mission of the school remain the guiding statements of purpose and will align financial, programmatic, and human resources around fulfilling those aspirations. In addition, the Board will agree to certain outcomes as part of the contract with the authorizer and will receive regular updates regarding attainment of those goals from the school leadership.

The BSL's Board will also ensure that the school is operated as a public, nonsectarian, nonreligious nonprofit school organized and operated under the laws of Alabama. The board will evaluate the success of the school and school leader(s); and

The Board who will be responsible for the implementation of the contract with the authorizer and the student and programmatic outcomes contained within the contract. The BSL's Board will regularly receive updates from the school leadership team which in turn will be used, in part, to guide their evaluation of them individually and collectively. There will be active and effective representation of key stakeholders, including parents.

Parent and community members will be represented on the board. Input from the broader community will be sought as the progress and success of the school is measured.

The BSL's Board members have been strategically selected for a variety of skills necessary to provide oversight for the work of developing BSL and staying true to the mission and vision as the school grows. The Board meets bi-monthly from August through June and holds special called meetings as needed.

Board members are elected at the annual meeting of the BSL's Board of Directors in August of each year from recommendations received by current and past board members, members of the school faculty and students, and members of the Dothan community the event of a vacancy on the board, the vacancy may be filled at any board meeting. Regular Board meetings will be held monthly.

19. Advisory Board

Advisory Bodies will provide insight in areas such as community, leadership development, athletics, extracurricular activities, etc. Each Advisory Body will be composed of at least one board member, parents, educators, and local and community/civic leaders, as applicable. The sitting board member on each advisory body will be responsible for facilitating communication between the Advisory Body and the Board of Directors.

At this point in time, the Founding Board has identified the need for the following advisory bodies:

Advisory Councils will be created as follows:

Leadership Council

The Barnabas School of Leadership's Advisory Bodies will assist the BSL's Board and staff of the charter school. The BSL's Advisory Bodies will include but not limited to:

- Raising funds
- Serve as advocates for the BSL to the larger community
- Provide important feedback to the BSL from the community
- Provide an opportunity for community members to offer technical assistance, if they have time or unable to serve on the BSL Board
- Gather input from or serving as a liaison with key constituencies of the BS

Parent/Guardian Advisory Council

The Barnabas School of Leadership will be composed of one parent representing each advisory to meet regularly with the school leader and others regarding the school program, support programs and other items as identified by the parents. Minutes of these meetings will be kept and shared with the Governing Board by the school leader.

20. Grievance/Complaint Process

The Barnabas School of Leadership is committed to providing the best possible conditions for all members of the school community including students, families, visitors, teachers, and administrators. Part of this commitment is encouraging an open and candid atmosphere in which any problem, complaint, suggestion, or question receives a timely response from school supervisors and administrators. Fair and honest treatment of all students, family members, visitors and employees are our goal. In pursuit of that end, we will encourage everyone to treat the other with respect.

If a student or parent/guardian disagrees with established rules of conduct, policies, or practices, or feel that he/she have been treated unfairly, he or she may express his or her concerns through an informal grievance resolution procedure. A student, parent or guardian may initiate a formal grievance procedure, which is outlined below, to appeal any final decision of school personnel. A person may initiate the formal grievance procedure to resolve complaints of discrimination based upon race, color, national origin, sex, age, or disability. A grievance policy and more detailed procedures will be developed, vetted, and approved by the Board.

Grievance Procedures:

- I. Step I: Principal Conference – a parent or guardian shall make a written request for a conference with the Principal to discuss the grievance and seek resolution.
- II. Step II: Appeal to the Chairman of the Board of Directors – if the grievance is not resolved in Step I, the grievant may appeal the decision in writing to the Chairman of the Board of Directors.

Step III: Appeal to the Public Charter School Commission – If the grievance is not resolved at Step II, and it involves an alleged violation of state or local Board policy or state or federal law or state rule, it may be appealed to the State Public Charter School Commission.

STAFFING

21. Staff Structure

[Attachment 17 - Complete Staffing Chart](#)

The Barnabas School of Leadership plans to open year 1 with kindergarten to 5th grade. The overall staffing strategy is based on ensuring smaller class sizes and a commitment to supporting teachers with adequate help from supplemental staff and administrative support that allows them to focus on instruction and targeted intervention.

The staffing model includes special education staffing and multiple assistant/aide roles as well as elective teachers to provide art, music, and PE/wellness opportunities for all students. Barnabas School of Leadership will seek to hire several staff with multiple certifications in Special Education and ELL

22. Staffing Plans, Hiring, Management, and Evaluation

[Attachment 18 - Employee Manual](#)

The school plans to open year one as a Kindergarten to 5th grade school. The overall staffing strategy is based on ensuring smaller class sizes and a commitment to supporting teachers with adequate help from supplemental staff and administrative support that allows them to focus on instruction and targeted intervention. The staffing model maintains special education staffing and multiple paraprofessionals as well as elective teachers to provide music and PE/wellness opportunities for all students. The Barnabas School Leadership will seek to hire several staff with multiple certifications in Special Education and ELL.

The Barnabas School of Leadership's Board is committed to recruiting, hiring, and retaining strong talent that will exhibit a commitment to realizing our mission and vision.

Outreach – Barnabas School of Leadership Is prepared to make every effort to engage in strategic local and national outreach by posting on several job boards. The Barnabas School of Leadership also plans to leverage connections with Teach for America's alumni network. Members of either the Barnabas School of Leadership Board and its Leadership Team are also prepared to attend various job and career fairs to promote employment opportunities with our institution. Fortunately, Troy State University has a campus located in the City of Dothan. The University has a teacher training program and the BSL plans to establish a relationship with the TSU to recruit and hire teachers thru direct hires and providing student teaching opportunities

Referrals – The Barnabas School of Leadership plans to take best practices from other successful charters by encouraging and incentivizing staff members to provide referrals. Staff members will be asked to refer past coworkers, network peers, and schoolmates who have experience and a successful past in education.

Residencies and Certification Programs— The Barnabas School of Leadership plans to explore potential partnerships with various universities and programs that can cultivate talent pipelines.

Hiring

The Barnabas School of Leadership will take all necessary steps to ensuring the most qualified candidate is selected for the position, following a standard set of hiring procedures

- Post the Position – All positions will be posted for a minimum of 1 month.
- Interview & Sample Lessons (teaching positions) – The top five candidates for each position will be interviewed by a selection committee, appointed by the leadership team. All teaching applicants will be required to provide a sample lesson for the selection committee.

Certification Reviews and Selection- The selection committee for the prospective position will perform due diligence in checking references and certification reviews. The committee will submit their selection based on qualifications to the board for final approval.

Employment Contract – Upon selection, Barnabas School of Leadership’s Employees will be offered an annual employment contract, which outlines their terms of employment, annual pay, supervisor, and explicit description of expected responsibilities. All employee contracts will be eligible for annual renewal.

Staffing

The leadership team will consist of the Principal and the Assistant Principal. By year 3, the BSL will employ a Community Engagement Coordinator. The leadership team will monitor all facets of Barnabas School of Leadership and ensure all activities are in alignment with the mission, vision, and core values. The Principal, as the instructional leader, will be responsible for all aspects of day-to-day operations and administration of the school. The Assistant Principal will work directly with and report to the Principal to ensure effective management of the financial model.

The Principal will oversee and evaluate the facility and staff. The Principal will establish and implement procedures for the day-to-day operations of the school including but not limited to procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, testing, parental communication, and professional development. The Assistant Principal will conduct data analysis and oversee non-instructional support services, facilities, and internal financial controls, etc. The Principal will conduct evaluations of the instructional staff and report all findings to the Governing Board.

The board will provide a written evaluation to the Principal. This evaluation will be completed during a board meeting and will then hold a separate meeting to deliver the feedback.

The Principal will be responsible for evaluating all teaching positions. Evaluation of instructional staff will include a mixture of announced and unannounced classroom observations. Teachers can anticipate one unannounced observation every 9 weeks that will be followed with a post-observation counseling session. Teachers will also have at least one formal evaluation each semester, with more if the need presents itself. Each formal evaluation will be prefaced with a

A working employee handbook is attached for review. This handbook is an example of what will be proposed for adoption upon approval. All employees will be provided a handbook that details. After review of the handbook, employees will be required to sign a document acknowledging receipt. [Attachment 19 - Principal’s Evaluation](#)

The Principal will be responsible for evaluating all teaching positions. Evaluation of instructional staff will include a mixture of announced and unannounced classroom observations. Teachers will receive at least one unannounced observation every 9 weeks that will be followed with a post-observation counseling session. Teachers will also have at least one formal evaluation each semester, with more if the need presents itself. Each formal evaluation will be prefaced with a Pre-observation meeting with the principal to establish professional growth goals. Each formal evaluation will be followed with a post-observation meeting, in which teachers will be given clear feedback outlining gaps and identifying next steps towards improvement.

During the first year, the Barnabas School of Leadership will use the State of Alabama's Continuum for Teacher Development. BSL intends to develop an internal evaluation rubric after the first year. This Educator Evaluation rubric is provided in: [Attachment 20 - Educator's Evaluation](#)

Approaches to earning Alabama Educator and/or Leadership Certification for individuals working in conversion public charter schools or start-up public charter schools are the same as those for individuals in the public local education agencies of Alabama.

After approval of a public charter school, a certification specialist at the Alabama State Department of Education (ALSDE) will be available to help the school's human resource department to provide assistance with certification approaches and/or questions just as they do with local education agencies and registered private schools in Alabama.

Discipline

All Barnabas School of Leadership employees will be subject to the same discipline plan. This plan will be shared with all employees. The discipline plan for employees, will mirror our discipline plan with students in that it will have restorative components which will attempt to educate the employee towards improvement. Taking best practices from University Charter School, the Barnabas School of Leadership plans to implement the following policy.

The dismissal of underperforming BSL employees will be progressive. They include the following actions

1. **Verbal Warning.** A Verbal Warning will be used in situations involving minor infractions or early signs of poor work performance. Multiple Verbal Warnings may be used in situations where the conduct is of a minor nature. For major issues/infractions, Verbal Warnings may not be appropriate.

2. Written Warning. A Written Warning will be used in situations involving repeated minor infractions following the use of Verbal Warnings, or for more serious infractions. For major issues/infractions, Written Warnings may not be appropriate.

3. Performance Improvement Plan/Final Warning. A Performance Improvement Plan and/or Final Warning may be used in situations of repeated minor infractions or for more serious and major infractions. This step will incorporate the Leadership Team and applicable supervisors in determining a course of action to improve the employee's work performance by a certain date. If proper improvement has not been made by date certain, termination may be recommended. A Performance Improvement Plan / Final Warning may not be appropriate for major issues/infractions.

4. Suspension. Suspension may be used for repeated minor infractions or for more serious and major infractions. Suspensions may be in length up to 14 days.

5. Termination. Termination may be used in situations of repeated minor infractions or for more serious and major infractions. The Leadership Team will make the decision on termination of the employee after consulting with the employee, supervisors, and other interested parties. An employee terminated will have the right to appeal to the Barnabas School of Leadership Governing Board to have the termination overturned

6. Include a statement acknowledging the school's understanding of the ALSDE, Educator Certification Section, criminal history background check process and, if approved, the school's plan to comply with this process. Information can be found at www.alsde.edu/EdCert (Background Clearance).

Compensation

The Barnabas School of Leadership is prepared to offer competitive salaries, at or above state minimums in accordance with the ALSDE Teacher Salary Schedule. All full-time employees will be offered a standard benefits package comparable to those offered at public schools to include medical insurance, sick leave, and state retirement packages

Job Descriptions

Principal

The Principal embodies the mission of the school and articulates the mission for all aspects of the school's program. In keeping with the school's mission, the Principal fosters the traditions, relationships, and practices that determine the school's climate and culture. The

Principal is the sole employee of the board of trustees and is responsible for the overall management of the school, in accordance with the board's policies. The Principal is the spokesperson for the school with all its internal and external constituencies including students, parents, faculty, staff, alumni, neighbors, business community, governmental agencies, and local, state, regional and national educational organizations, and accrediting agencies.

Though much of the work is properly delegated, the Principal has ultimate and overall responsibility for board relations, curriculum and instruction, student life, business affairs, admission, and advancement. The Principal advises the board but is not responsible for governance matters just as the board advises the Principal but is not responsible for management matters. Together, the Principal and board form an equal partnership in running the school, each in their respective spheres of management and governance. The Principal is an ex officio, non-voting, member of the board and all board committees.

The Principal also:

- Keeps the board informed of all matters relating to the school through reports at board meetings and immediate communication following major school events or happenings. • Provides data to assist the board in its work.
- Makes recommendations to the board for approval of the operating and capital budgets, including all categories of income and expenditures.
- Seeks direction from the board on new initiatives.
- Assists the board chair and/or executive committee in setting board and committee meeting agendas and discussion topics.
- Staffs the board's strategic planning process.
- Jointly with the board, sets annual goals for his/her performance.
- Provides documentation materials for the board to use in his/her evaluation.
- Sees that board records and minutes are properly filed, and otherwise assists the board in its works as asked.

Curriculum and Instruction

- Upholds the academic and ethical standards of the school
- Hires, supervises, evaluates, and dismisses all administrators, faculty, and staff members.
- Fosters professionalism, collegiality, and ethical conduct in the faculty.
- Provides for the professional development of the faculty.
- Stimulates and participates in the dialog about teaching and learning at the school.
- Supervises the selection of curricula, class schedules, assessments, graduation requirements, and all aspects of the school's academic program.
- Optimizes the physical learning environment and technology in all instructional areas.

Student Life

- Organizes student activities and extracurricular opportunities.
- Administers the school's discipline policies and standards of conduct.
- Supervises the school's support systems, such as counseling, academic support, before- and after-school programs, and health and wellness, etc...

- Oversees the school safety programs including building security, emergency procedures, transportation regulations, tornado, and fire drills, etc.
- Promotes a healthy student culture in and out of school.
- Optimizes all-school gatherings including assemblies, sporting events, performances, etc.
- Reports student progress to parents on a timely and helpful basis.

Business, Finance and Operations

- Understands and supervises the business functions of the school, including budgeting; monitoring and reporting income, expenses, investments, and cash flow; maintenance of appropriate records; and assisting the school's auditors.
- Oversees all employment and human relations matters, such as contracts, salaries, benefits, job assignments, job orientation, performance evaluation, retentions and dismissals, personnel records, employee handbooks, etc.
- Oversees the maintenance and cleaning of the buildings, grounds, and all plant operations including vehicles, grounds, etc.
- Plans and executes all major capital campaigns, including administration of the school's financial aid program. Advancement and Fund-Raising
- Plans and optimizes the school's fund-raising programs such as the annual fund, capital, repairs, and building projects.

Admissions and Marketing

Supervises and assists the admissions functions of the school, including recruitment programs, internal marketing, external outreach, website development and maintenance, information dissemination, and applicant testing and interviewing.

- Supervises the admissions decision-making public relations campaigns, planned giving, and major events.

Fund-Raising

Supervises the school's development efforts in identifying, cultivating, thanking, and communicating with past and prospective donors.

- Oversees the school's relations with its alumni including development and maintenance of the alumni database, communications programs, and special events.

Qualification

Education: minimum master's in educational leadership, preferably a doctorate in education leadership

Position Summary

Assistant Principal

The Assistant Principal reports to the Principal and is responsible for creating a positive, structured, disciplined school culture and for ensuring students have positive and productive learning experiences. The core responsibilities of this position include:

- Observe and coach teachers weekly, providing them with rigorous feedback and supporting them in the classroom
- Support teachers in developing their classroom management and instructional practice (unit and lesson planning, lesson execution, and collection and use of assessment data).
- Plan and execute professional development days in coordination with the Principal and other colleagues.
- Recognize and celebrate staff professional growth and success.
- Document all observations and feedback in Whetstone to track teacher growth
- Hold mid-year and end of year performance reviews to support teacher performance
- Plan and facilitate targeted professional development for teachers

Build Relationships

- Embody, maintain, and hold staff accountable to school's values, policies, and culture
- Develop positive relationships with students, families, teachers, and staff
- Model positive interactions with students, as well as a variety of ways to handle misbehavior and disruptions.
- Recognize and celebrate exemplary student achievement and behavior, communicating with families of students on a regular basis.
- Reinforce the effective use of a school-wide behavior plan and serve as a point person for discipline and culture issues.
- Assist teachers, students, and families in the effective creation and implementation of individual behavior plans

Drive Results Through Others

- Pursue challenging professional goals each year
- Receive and implement constructive feedback to develop your skills
- Problem solves around school-wide issues to best support your Team
- Use data and research to make sound decisions with the approval and support of your school leader

Develop and execute high-quality, standards-based school curricula and instructional content consistent with the values and mission of the school.

Community Engagement Liaison

Position Summary:

The Barnabas School of Leadership primary responsibility will be to engage students, parents, and key stakeholders to further the mission of the Barnabas School of Leadership: To empower learners to be agents of change for the problems they see in their world. This position will develop and maintain relationships with internal and external stakeholders, lead efforts for student recruitment and enrollment, and manage community partnerships. The Barnabas School of Leadership is a startup school and will require individuals who are highly flexible and willing to go above and beyond.

Position Responsibilities

- Educate families about the Barnabas School of Leadership and the application and enrollment process
- Recruit families and support them through application and enrollment.
- Manage the application, enrollment, lottery, and registration in collaboration with office staff.
- Represent the Barnabas School of Leadership at community events and outreach events.
- Act as the lead point of contact for prospective and incoming families.
- Conduct school tours
- Build and maintain relationships with community partners.
- Develop communications plans to educate parents on the school and what is going on with the school.
- Develop and liaise with the PTA to ensure a successful parent-school partnership
- Communicate effectively with families, staff, and other professionals on a regular basis.
- Identify student needs and locate and connect partners and services that meet those needs. Conduct home visits as needed.
- Coordinate with the marketing team to develop strategies to reach families and educate them about the Barnabas School of Leadership.

Skills and Qualifications

- Ability to communicate effectively across cultures
- Knowledge and cultural competence of local school community
- Excellent written and verbal communication skills
- Excellent organizational skills and ability to meet deadlines
- Meticulous attention to detail and passion for well-run processes
- Desire to develop professionally
- Excellent teamwork skills

- Excellent work ethic, positive attitude, flexibility, and willingness to perform tasks assigned
- Flexibility to work evenings and weekends
- Demonstrates ethical behavior and confidentiality of student information
- Thrives in a start-up environment.
- Must pass background check

Education and Experience

- Bachelor's degree preferred
- Experience and track record of community engagement, working with families, and experience working in a school setting
- Familiarity with the local community

23. Professional Development

The person/position responsible for planning, monitoring, and implementing professional development will be the Principal and Assistant Principal. However, other members of the school leadership team will collaborate with the school leaders to implement portions of the training.

BSL's professional development program is centered on the belief that we want our educators to have the same opportunities as our students. Our program is designed to ensure that each educator has a personalized plan for professional growth, the opportunity to work with at a high level.

While there are several training and professional development sessions that all educators will participate in, educators will have the opportunity to create their own professional development action plan. BSL will use the PowerSchool Professional Learning to keep track of all educator's PD. This will ensure that educators have the necessary course hours to obtain and/or renew their educator certifications. The following sections detail the professional development for teachers, including whether the PD is provided internally or externally.

Uniform Professional Development Sessions

Response to Intervention and Universal Design for Learning (Internal)

Researcher John Hattie has found that RTI has a 1.29 effect size on student learning. The hinge point for student learning rests at an effect size of 0.4. The UDL framework outlines the

principles needed to ensure that instruction is designed to include the unique learning and behavior supports, including technology, of all students. Teachers will learn the foundational principles of both frameworks and connect their learnings to successfully implement the individualized instruction and targeted intervention components of the school model. This training is the foundation of the Barnabas School of Leadership instructional model and will frequently be revisited throughout the school year during professional learning communities.

Data Driven Instruction (Internal)

Based on Paul Brambrick-Santoyo *Driven by Data: A Practical Guide to Improve Instruction*, the data driven instruction model prepares teachers to use formative and assessment data to plan effective lessons, reteach unlearned content, and individualize learning for students. The data collected and analyzed through this process will support student individualized learning plans.

Amplify CKLA

It is critical that all educators know the how and the why of the curriculum tools they are using. Professional development will be coordinated directly with Amplify to ensure that educators are well-equipped with all of the analog and digital tools provided in the CKLA curriculum, as well as best practices in utilizing the curriculum. It will take ongoing PD and multiple years of PD in this curriculum for it to be fully embedded in practice.

enVision Math

Math scores across the state of Alabama have declined in recent years. High quality curriculum and instruction in Math is not just a priority of BSL but also the state of Alabama. One way to accomplish this is to ensure that educators are equipped with an excellent curriculum. Professional learning will be provided through Savvas learning before the school year starts as well as throughout the year. This will be a multi-year implementation.

Student Supports: Special Services (Internal)

This session outlines the student supports available to students, including but not limited to, special education, mental health support, counseling services, and ELL services. Teachers will understand the process for referrals, implementation, and monitoring of student services while planning for daily classroom implementation of strategies for student learning. The information in this session will prepare teachers to write, support, and monitor individual learning plans.

Proactive Approaches for School Culture and Restorative Practices (External)

The foundation of our school culture, this session prepares educators to use proactive strategies to build relationships with students and create a positive culture inside and outside of their classroom. We will also learn, internalize, and practice restorative practices for student behavior. The concepts support comprehensive social and emotional development for all students.

Leader in Me Program (Internal/Online)

Educators will be trained on how to implement the Leader in Me curriculum with students. A foundational part of BSL's focus on developing confidence in the students that they have agency on the learning, academic and the ability to succeed in and outside of the classroom our comprehensive social and emotional program for students, all BSL Staff members are required to develop and thorough understanding of the Leader in Me concepts and be able to implement it successful and effectively.

Team Based Professional Development Sessions

Collaborative Planning Time: The Professional Learning Community (Internal)

Teachers will participate in three 60-minute PLC sessions weekly. PLC meetings will consist of training and planning for data driven instruction, individualized learning, social and emotional support for students, and other components to support educator growth. Under the guidance and support of the Director of Academics, PLC sessions will be led by teacher leaders and/or members of the instructional leadership team.

Book Study: The Power of Teacher Teams (Internal)

During the first semester, teacher teams will complete a book study on The Power of Teacher Teams by Vivian Troen and Katherine Boles. Teachers will learn to distribute leadership, have difficult conversations, and collaboratively plan for student success.

Instructional Rounds

Teachers and leaders at the BSL will also conduct instructional rounds across the entire school. The data ascertained from instructional rounds will be used to determine next steps for whole staff professional development. The steps of the instructional rounds process are as follows:

1. Identification of a problem of practice

2. Observation of the practice
3. Debriefing- identifying patterns and wonderings
4. Brainstorming next level of work

The instructional round process is not only designed to identify problems of practice and plan for improvement. It simultaneously prepares teachers to be active participants in the instructional leadership of the school.

School Culture Development

The Barnabas School of Leadership will attend a one-day Teacher Workshop conducted by “The Morgan Project.” Its mission is to teach civil rights and social justice through the history of conflict and courage. The workshop includes panelists that have been either unjustly affected by the discrimination and tragedy but had overcome it through personal courage.

Panelists include Lisa McNair, sister of Denise McNair who was murdered in the 16th Street Baptist Church bombing in the 1963, Dr. Carolyn McKinstry, a survivor of the 16th Street Baptist Church and Charles Morgan III, the son of the white man who had the courage to condemn the white community for the 16th Street Baptist Church bombing. The Workshop’s facilitator is Dr. Martha Bouyer, the curriculum developer.

The Teacher Workshop include a \$100 stipend for teachers, a curriculum instructional guide for teachers on the history of conflict and courage against societal discrimination and injustice and three textbooks, “*Time to Speak*”, “*While the World Watched*” and *Dear Denise: Letters I Never Wrote.*”

Individualized Professional Development Sessions

ASCD Activate Professional Development Library (External/Online)

The ASCD Activate portal contains readings, supporting videos, action plan templates, and courses to support educator growth in 9 distinct pathways. Each pathway contains over 50 readings and videos for educators to develop specific skills to grow professionally while supporting student learning. In collaboration with their instructional coach, educators will be able to select a distinct pathway to reach their goals. Each educator will be able to take 2 courses each year for free. The Activate pathways are:

- Classroom Management
- Curriculum & Lesson Design
- DI & Personalization

- Remote Learning
- Wellness
- English Language Learners
- Leading for Equity
- Social-Emotional Learning
- Special Education and Inclusion

Week 1: Working Together Barnabas School of Leadership	
Monday	<ul style="list-style-type: none"> ● Team Building Activity 1 ● Staff Introductions ● Compass Points Activity ● Roles and Responsibilities ● PD Online <i>Amplify</i> Training ● Community Bus Tour
Tuesday	<ul style="list-style-type: none"> ● Team Building Activity 2 ● HR Policies ● The Power of Teacher ● Introduction to PLC: Case Study ● Leader in Me Training
Wednesday	<ul style="list-style-type: none"> ● Team Building Activity 3 ● PD Online <i>Amplify</i> Training ● Educator SEL Training (Self-Paced) ● Educator Mental Health Supports
Thursday	<ul style="list-style-type: none"> ● Team Building Activity 4 ● Mock Instructional Rounds
Friday	<ul style="list-style-type: none"> ● Team Building Activity 5 ● PD Online <i>Amplify</i> Training ● Energy Leadership
Week 3: The Barnabas School of Leadership Instructional Model: Supporting for All Students	
Monday	<ul style="list-style-type: none"> ● Team Building Activity 6

	<ul style="list-style-type: none"> ● PD <i>enVision</i> Training ● Response to Intervention and Universal Design for Learning
Tuesday	<ul style="list-style-type: none"> ● Team Building Activity 7 ● Proactive Approaches for School Culture and Restorative Practices ● Leader in Me Training
Wednesday	<ul style="list-style-type: none"> ● Team Building 8 ● PD <i>enVision</i> Training ● Proactive Approaches for School Culture and Restorative Practices ● School Culture Scavenger Hunt
Thursday	<ul style="list-style-type: none"> ● Team Building Activity 9 ● Purpose Preparation: Student SEL Program ● MTSS training
Friday	<ul style="list-style-type: none"> ● Team Building Activity 10 ● PD <i>enVision</i> Training ● Student Support Services
Week 3: Putting It All Together: Effective Planning for Day 1	
Monday	<ul style="list-style-type: none"> ● Team Building Activity 11 ● Individual Learning Plans and Students ● PD <i>Amplify</i> Review and Lesson Planning ● School Operations/Logistics Training
Tuesday	<ul style="list-style-type: none"> ● Team Building Activity 12 ● PD <i>enVision</i> Review and Lesson Planning ● Mentoring and Advisory
Wednesday	<ul style="list-style-type: none"> ● Team Building Activity 13 ● PD <i>enVision</i> Review and Lesson Planning ● PLC: Creating a Common Instructional Culture
Thursday	<ul style="list-style-type: none"> ● Team Building Activity 14 ● PD <i>enVision</i> Review and Lesson Planning

	<ul style="list-style-type: none"> ● Classroom Preparation
Friday	<ul style="list-style-type: none"> ● Team Building Activity 15 ● Classroom Preparation

BSL faculty will receive on-going professional development that is necessary to meet the academic and social-emotional needs of its students. Faculty will first participate in a 15-day Summer Institute and participate in over 3 hours of weekly professional development and collaborative planning time. Faculty will also have 4 full days of professional development throughout the year.

They are encouraged to participate in state and national educational conferences that focus on content, instruction, and technology strengthening. Faculty are expected to integrate what they have learned during professional development training into their lesson plans and instructional practices; this will be evaluated through lesson plan reviews and routine classroom observations.

J. Hattie (December 2017) visiblelearningplus.co

Basham, J.; Israel, M.; Graden, J.; Poth, R.; Winston, M. A Comprehensive Approach to RTI: Embedding Universal Design for Learning and Technology. Learning Disability 2010. Volume 33. Issue 4.

City, Elizabeth; Elmore, Richard; Tietel, Lee; Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning. Harvard Education Press. 2009

24. Performance Management

The Alabama Public Charter School Commission (APCSC) will evaluate the performance of every school annually and for renewal and revocation purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter contract. The academic performance standards will consider status, growth, and comparative performance based on applicable state, federal, and school-specific measures. The financial performance standards will be based on generally accepted accounting principles for sound financial operation. Additionally, the school shall annually engage an independent certified public accountant to do an independent audit of the school's finances. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

At BSL, accountability begins at the top. As students are encouraged to keep track of their data and progress the administration will closely monitor its operations to be able to provide

all the evidence of performance standards. The Board of Directors reviews progress towards measures in the accountability plan. The Principal evaluates the most current performance data of the school through weekly meetings with his staff. Data meetings look at overall school performance. The chart below outlines our academic and organizational goals, considering category area and metric.

Area	Goal	Metric
Student Achievement	<ul style="list-style-type: none"> ● 70% of students achieving proficiency on state accountability tests 	<ul style="list-style-type: none"> ● 5% annual increase from baseline proficiency on state accountability ● Schoolwide proficiency average above Dothan City Schools average for equivalent grades level
Student Growth	<ul style="list-style-type: none"> ● 70% of students reaching academic growth targets 	<ul style="list-style-type: none"> ● At or above state average on annual academic growth targets
Service Learning	<ul style="list-style-type: none"> ● 70% of students completing service-learning projects 	<ul style="list-style-type: none"> ● 100% of students will complete a service-learning project annually

Long-Term Academic Achievement Goals

Our academic achievement goals are inspired by the belief in the potential of our students to excel academically at the same level as their most privileged peers. We also acknowledge our students’ average academic starting point may be below grade level, and so we know they will have additional rigors on their academic journey. We will establish annual academic goals that work towards our long-term measures of success through accomplishing annual targets as indicators of success. By doing so, we can ensure Barnabas School of Leadership students graduate on time. These benchmarks will align with the expectations outlined in the above chart.

In the Educational Need and Anticipated Student Population section, the analysis showed significant disparities in Alabama State Department of Education assessments of student proficiencies in ELA, Math, and Science between white and black students. On ELA

proficiency, white students scored 61 percent while American students scored 25 percent, 57 percent less than their white counterparts. On Math proficiency, white students scored 36 percent while black students scored seven percent, 81 percent less than their white counterparts. On science proficiency, white students scored 49 percent while black students scored 14 percent, 72 less than their white counterparts.

Consequently, the Barnabas School of Leadership's primary focus will be to significantly improve BSL's learning outcomes to increase the black students' proficiencies in ELA, Math, and Science to eliminate the disparities between black and white student scores in the Dothan School System and the Alabama State Department of Education's average proficiency scores.

The Barnabas School of Leadership's administrators and teaching staff will develop goals to steadily improve black students' proficiency scores. Secondly, SMART goals will develop to improve students' confidence and work toward achieving proficiency goals.

1. Goals for improving ELA proficiency scores

Within five years, the BSL's students will improve their ELA proficiency scores to a minimum score of 61 percent. Each year, students' proficiency scores will improve a minimum of 11 percent. At the beginning each school year, ELA pre-assessments (formative) will determine the proficiency level for students in each grade.

The assessments will determine their individual proficiency levels to determine proficiencies where applicable in the following areas: reading, writing, speaking, listening, and inquiry.

To address the proficiency levels more specifically in those areas, subgroups will be formed depending on areas needing improvement, Subgroup 1, 2, 3 or 4.

The teaching support will be designed to specifically address the weakness in each one of those areas for each subgroup. It is important that the BSL students made consistent progress towards achieving the year-to-year 11 percent proficiency goal.

Benchmark assessments administered throughout the year, such as *NWEA MAP* or other similar assessment, will be administered to determine the progress each student has made and what specific areas have improvement been made and what areas needing additional academic support. These will also help to determine proficiency on the annual ACAP test.

2. Goals for improving Math proficiency scores

Within five years, the BSL's students will improve their Math proficiency scores to a minimum score of 28 percent or higher. Each year, students' proficiency scores will improve a minimum of 16 percent. At the beginning each school year, Math pre-assessments (formative) will determine the proficiency level for students in each grade.

The assessments will determine their individual proficiency levels to determine proficiencies where applicable in the following areas: basic understanding, fluency, problem solving and reasoning of mathematical principles.

To address the proficiency levels more specifically in those areas, subgroups will be formed depending on areas needing improvement, Subgroup 1, 2, 3 or 4.

The teaching support will be designed to specifically address the weakness in each one of those areas for each subgroup. It is important that the BSL students made consistent progress towards achieving the year-to-year 16 percent proficiency goal.

Benchmark assessments such as *NWEA MAP* or other similar assessment, will be administered to determine the progress each student has made and what specific areas have improvement been made and what areas needing additional academic support.

3. Goals for improving Science proficiency scores

Within five years, the BSL's students will improve their Science proficiency scores to a minimum score of 49 percent or higher. Each year, students' proficiency scores will improve at a minimum of 14 percent. At the beginning each school year, Science pre-assessments (formative) will determine the proficiency level for students in each grade.

The assessments will determine their individual proficiency levels to determine proficiencies where applicable in the following areas: observing qualities, measuring quantities, sorting/classifying, inferring, predicting, experimenting, and communicating. problem, hypothesis, experiment, evaluation, and conclusion.

To address the proficiency levels more specifically in those areas, subgroups will be formed depending on areas needing improvement, Subgroup 1, 2, 3 or 4.

The teaching support will be designed to specifically address the weakness in each one of those areas for each subgroup. It is important that the BSL students made consistent progress towards achieving the year-to-year 16 percent proficiency goal.

4. Goal to implement the “Leader in Me” concept to Barnabas School of Leadership students

Using the BSL’s School Culture, a sense of empowerment will be modeled and instilled into BSL’s students. Previously, black students have significantly underachieved on the assessment of proficiencies in ELA, Math, and Science.

Typically, black students did not or were not afforded the opportunity to assume leadership roles within their school environment. It had an adverse effect on their confidence in themselves and their belief that they could achieve academically. Consequently, their performance on annual state mandated proficiency assessments were significantly lower than their white counterparts.

The Barnabas School of Leadership’s School Culture will provide an environment whereby students will assume leadership positions and be shown that black Americans had achieved at the highest levels through perseverance, persistence, and grit regardless of their life circumstances. Through research, discussion, and observation, BSL’s students will learn and be equipped with the requisite skills and belief that they can achieve at the highest level academically, personally, and eventually in their life choices.

The Barnabas School of Leadership’s staff, students and their parents will take the following steps for enculturating the BSL’s values and norms into each of our students:

1. Beginning the first semester of 2023, BSL staff, the student and their parents will discuss the academic strengths, weaknesses, and aspirations.
2. The information will be used to develop a Student Achievement Plan (SAP) agreed upon by the student, their parent, and the teacher.
 - a. The SAP will include specific tasks and actions needed to achieve the SAP goals. The specific task and actions will include but not limited to the following:
 1. Spend a minimum of two hours each night completing homework assignments and preparing for in-class discussions and tests.
 2. Participate in at least two teams assigned to research and present to their classmates the lives, challenges, and achievements of a member of the Gallery of Achievers which is composed of highly successful African Americans (See School Culture).
 3. Selected twice as one of the students honored each week that best exemplifies the BSL’s Values with the semester.

3. In December of the 2023 school year, the teacher, student, and their parents will assess what the students have made in meeting the agreed upon tasks and actions included in the SAP.

4. In April of 2024, the teacher, student, and their parents will re-assess the agreed upon tasks and actions in the SAP to reflect in additional academic support needed to address any subject areas that have not shown any improvement on the low stakes assessment.

Evaluating Academic Progress

The BSL has a set of clear academic goals for its students to ensure that they are prepared to excel in life by either going to college or entering a trade of their choice, starting in kindergarten. The goals are aligned to the Common Core & Alabama Standards. Standards will be central to our academic efforts to establish school options for families in the area. The measurement and tracking of daily, monthly, annual, and year-over-year (cohort tracking) academic growth is integral to the stated efforts. This tracking will help us assess student achievement and student growth.

The Board of Directors reviews progress towards measures in the accountability plan. The Principal evaluates the most current performance data of each grade level. The Principal tracks assessment data and publicly shares academic performance school-wide in a weekly dashboard.

Major cycles of accountability towards academic data occur during data cycles, our most significant types of data cycles. All data cycle dates are set forth clearly at the beginning of the year. Data analysis by subject, grade-band, and cohort occurs after each assessment and involves members of the school leadership team and teachers. Data meetings look at overall school performance on interim assessments, subject-level breakdown for reading and mathematics, performance by coaching cohort to determine the efficacy of our coaching support, and finally cohort level data to determine if each cohort of students is improving year-over-year as well as between interim assessments within an academic year.

The Principal will also track data assessing students' college and career readiness through assessment data and access to postsecondary opportunities.

Academic Corrective Action

Because students participate in frequent assessments cycles with data tracked in a dashboard, academic shortfalls can be predicted and identified early. If a classroom or grade-

levels are not on track to meet annual academic goals, a number of interventions may be put in place, which begins first with data analysis by the school leadership team. Academic corrective action strategies to be implemented might include but are not limited to adjustment of allocated time and enrollment in intervention programming to address students who are not meeting goals: this may include after-school tutoring,

BSL will provide Saturday school, and/or adjustments to the daily schedule to afford more time or access to intervention programming held during the school day. Increased and targeted professional development for instructional staff.

- Adjustment to schedule to provide more time in a target content area.
- Adjustment to unit plan to integrate target standards across content area lesson planning.
- Application of appropriate strategies to earlier grades or planning to proactively address challenges that may arise in the future.
- Temporarily placing Leadership Team member directly into the classroom

For issues whose challenges are rooted in culture, additional strategies may include:

- Increased support staff allocations.
- Intensive professional development and culture-focused feedback loop for all staff.
- Temporarily placing Leadership Team members directly into the classroom.

Should a school or schools not meet annual academic goals for the school year, the Principal and leadership team will plan intensive summer re-training for staff and students, as well as a coaching plan for the Principal for the following year that will be more intensive and closely monitored by the Principal and/or Board of Directors.

Data Analysis and Data Coaching

Maintenance of the weekly data dashboard is a collaborative effort of the Principal and Assistant Principal to help train staff on data analysis and action planning will be conducted by the Principal. In the summer professional development institute and Wednesday day professional development the Principal will create structured data analysis and action planning time, which will be followed up with individual data meetings the following week for each teacher.

Excellent documentation and bookkeeping are key to reviewing performance, achievements, and shortcomings. The school will incorporate regular data analysis and assessment by the administration, Board, and the Principal in terms of federal, state, and school-specific measures. Data analysis will allow the BSL to achieve and maintain excellence.

FACILITIES

25. Facility

The Governing Board has identified a location for the Barnabas School of Leadership. The BSL has obtained a commitment with the Greater Beulah Baptist Church. The Greater Beulah Baptist Church entered into an agreement with BSL. The Greater Beulah Baptist Church has two separate Education Buildings with 14 classrooms each.

See [Attachment 21 - Memorandum of Understanding \(MOU\) to Secure Facility](#)

Presently, one of the Education Buildings houses their existing PreK to 5 years old program. The other Education Building is not being used and is presently unoccupied and not being used.

In addition to the 14 classrooms, the Education Building has several rooms that can also serve as anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following:

Type of Anticipated Specialty Classrooms	Number	Number of Students to be Accommodated at One Time
a. Music Room	1	25
d. Library/media center	1	25
e. Performance/dance room	1	25
F. Gymnasium	1	25

Type of Anticipated Specialty Classrooms	Number	Number of Students to be Accommodated at One Time
a. Music Room	1	25

d. Library/media center	1	25
e. Performance/dance room	1	25
F. Gymnasium	1	25

The BSL Facility provides the Space Needs for Administrative/Support:

Anticipated Administrative/Support Space Needs	Number
a. Main office	3
c. Workroom/copy room	1
d. Supplies/storage rooms	1
e. Basketball/Volleyball	1
f. Other (please list) Conference Room	1

The BSL facility includes the following:

a. Playground - NA - <i>Facility includes a playground</i>
b. Large common space for assemblies and other large-group meetings -- <i>Facility includes a large common space for assemblies</i>
c. Other special considerations (identify and explain)

[Attachment 22 - Supporting Documents Providing Details of Facility](#)

OPERATIONS CAPACITY

26. Start Up Plan for School

Attachment 23 - Detailed Start Up Plan

BSL has been planning this school for more than 18 months and will have nearly two years of total time to organize and execute its startup plan, as well as the resources of New Schools for Alabama (NSFA) and its functional partners, and the capacity of New Schools Venture Fund (NSVF) to draw from as it continues its startup activities.

BSL has entered into an agreement to obtain an existing facility for the school and will require minimum cost for renovation because it presently houses a PK-5-year-olds program. The founding Principal has been identified. The back-office functions identifying a facility location has been done, a founding principal has been hired, a full back-office support function has been arranged (see finance plan), a transportation plan has already been identified down to the number of required routes in year one (2 or 3), a foodservice provider has been identified, safety plans and training are being developed with the assumption the COVID-19 situation will remain.

National and statewide partners and NSFA and NSVF further support BSL and other new charter schools by providing best practice startup examples, document tools, facilitating site visits to charter schools, and connecting founders and board members with key functional advisors whether it be leadership development, academics, finance, operations, or governance needs. NSVF has invested hundreds of millions of dollars in new schools over the last twenty years and is an exceedingly careful investor, choosing schools it feels have strong leadership, and the ability to innovate in support of new schools, ideas, and models that support equity in education.

BSL is applying for a NSFA grant totaling \$1.5 million grant to provide both financial and operational (back office) support specifically targeted for startup and ongoing operations. Other fundraising activities are underway but having these financial resources at this stage of development will further support a strong startup and ongoing operations function. See

The BSL Facility includes the spaces to support the school's athletic programs:

Type	Check if Essential
a. Gymnasium	<i>Yes</i>
d. Field(s) (footballs, soccer, multi-purpose)	<i>No</i>
e. Basketball	<i>Yes</i>

The BSL facility includes the following:

a. Playground - <i>Facility includes a playground</i>
b. Large common space for assemblies and other large-group meetings - Facility <i>includes a large common space for assemblies</i>
c. Other special considerations (identify and explain)

a. Does the applicant have a specific desired location(s) different from those being made available by the authorizer? Yes, X_ No _____

If Yes and the applicant has a specific facility under consideration, identify by current school name and/or neighborhood (you may add rows to the table as needed).

Desired Location(s):	<i>Greater Beulah Baptist Church</i>
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b. Is the applicant willing to share a facility with another school? Yes _No _NA X
If so, identify by school name and/or neighborhood (you may add rows to the table as needed)

Desired School Name and/or Neighborhood:	<i>The Barnabas School of Leadership</i>
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The Lessor, Greater Beulah Baptist Church will fund necessary upgrades, as needed, according to the lease agreement.

27. Start-Up Ongoing Operations

BSL has been planning this school for more than 18 months and will have nearly two years of total time to organize and execute its startup plan, as well as the resources of New Schools for Alabama (NSFA) and its functional partners, and the capacity of New Schools Venture Fund (NSVF) to draw from as it continues its startup activities.

BSL has entered into an agreement to obtain an existing facility for the school and will require minimum cost for renovation because it presently houses a PK-5-year-olds program. The founding Principal has been identified. The back-office functions identifying a facility location has been done, a founding principal has been hired, a full back-office support function has been arranged (see finance plan), a transportation plan has already been identified down to the number of required routes in year one (2 or 3), a foodservice provider has been identified, safety plans and training are being developed with the assumption the COVID-19 situation will remain,

National and statewide partners, NSFA, and NSFV further support BSL and other new charter schools by providing best practice startup examples, document tools, facilitating site visits to charter schools, and connecting founders and board members with key functional advisors whether it be leadership development, academics, finance, operations, or governance needs. NSFV has invested hundreds of millions of dollars in new schools over the last twenty years and is an exceedingly careful investor, choosing schools it feels have strong leadership, and the ability to innovate in support of new schools, ideas, and models that support equity in education.

BSL is applying for a NSFA grant totaling \$1.5 million grant to provide both financial and operational (back office) support specifically targeted for startup and ongoing operations. Other fundraising activities are underway but having these financial resources at this stage of development will further support a strong startup and ongoing operations function.

Safety and Security

The safety and security of the students, faculty, staff, and visitors at Barnabas School of Leadership is of the utmost importance. At the beginning of each year and upon the return each January, BSL will have mandatory safety-training meetings for all employees, and these will be constantly updated and revised. Given the school anticipates opening in what could still be a COVID-19 environment very specific planning has already been done to ensure that proper screens occur either daily or weekly (temperature checks, questionnaires, and staff observation of students) and additional distancing is arranged at events like breakfast and lunch, plans for how to temporarily quarantine students who exhibit symptoms, and an extensive daily cleaning routine will be part of the common staff training.

In a COVID-19 environment all staff and students will be trained on social distancing, handwashing, how to limit face touching, and how to sanitize hands (staff and students) and various surfaces (staff), etc. The use of modulars is beneficial in a COVID-19 environment as students use outside pathways to move between rooms and in the elementary grades are limited to single classrooms.

BSL anticipates expanding its annual safety and security meeting to include extensive training on how students and staff will arrive, learn, depart, and interact in ways that limit potential exposure. At this meeting, BSL administration will discuss crisis and emergency plans and go in depth with different situations that may arise. In addition to the meeting and ongoing discussions, BSL substitutes will be required to have access to the school safety information and specific procedures upon arrival.

All non-students or non-staff members who visit the school will be screened by a school security system known as Raptor Ware. The Raptor school security system is in place in thousands of schools, both district and charter, and helps to quickly screen individuals who are not allowed in the school (sex offenders, for ex.) and will help to manage custody issues, organize volunteers, and respond to emergencies.

The Raptor system will have faculty's numbers and information stored. In the case of an emergency, the system sends each member of BSL staff an email, text, and phone call notifying

them of the situation. In addition to Raptor Ware, cameras can be located throughout the school in various areas and on buses. School officials will have access to monitor the cameras, if needed.

Throughout the year, Barnabas School of Leadership will make certain all exit doors remain locked and the front door has controlled access. BSL will require that all guests use the main entrance of the building. Upon arrival, guests must sign in, Barnabas School of Leadership will utilize the Raptor Ware school security system before approving entry by a guest. After a completed scan by Raptor ware, the guest will receive a visitor pass to be worn for the duration of their visit. To exit, the guest must sign out at the front office and return their visitor pass.

Barnabas School of Leadership plans to use a fully executed crisis and emergency plan to handle situations that may arise. BSL will work with the local emergency responders to revise crisis and emergency plans and procedures on a recurring basis throughout the school year. BSL will work closely with the fire chief throughout the year to develop a plan for an active shooter situation, conduct bi-annual tests of the fire hydrants near the school, schedule walk-throughs of our campus and participate in drills.

Drills and emergency plans are kept up to date for emergency responders to access. In addition to the crisis and emergency plan, monthly fire and weather safety drills will be performed. After completion of the drills, employees at Barnabas School of Leadership will reflect on the drills and discuss solutions to any issues that may arise. A map of the school and the drills will be posted in every classroom. Barnabas School of Leadership is committed to working with the local emergency response agencies to keep our school safe.

Student safety begins with the location of the student. Teachers will have an electronic attendance count that must be submitted with each class and revised throughout the day – as required by Alabama law. Morning drop-off and afternoon pick-up procedures will be developed and implemented by the Assistant Principal with consultation with local law enforcement officials.

Barnabas School of Leadership will have a comprehensive set of insurance policies that include workers compensation, general liability, umbrella, directors and officers, employee practices liability, and vehicle coverage. These coverages will align to the state required limits and will be in place prior to launch of the school.

[Attachment 24 - Transportation Policy](#)

[Attachment 25 - Insurance Coverage](#)

28. Operation Capacity

The Barnabas School of Leadership applicant team includes a blend of local leaders dedicated to providing additional education options for the City of Dothan as well as additional capacity from NSFA's best in class technical assistance and back-office providers. The combination of a strong founding staff, a diverse board of directors, and key outsource support

from NSFA, and its partners gives BSL the depth and breadth required to successfully ensure strong operations capacity.

The board of the school is already in place and is described in the governance section. It includes members with backgrounds in accounting and finance, recruitment and enrollment, teacher training, higher education leadership, and local leadership and will add and rotate members in coming years.

Additionally, BSL has partnered with New Schools for Alabama for additional operations capacity. NSFA provides CFO/COO level technical assistance to their partner schools and also arranges additional providers for essential services. BSL will be utilizing NSFA's carefully selected foodservice, back-office, and facilities providers to ensure capable startup and operations functions occur in critical areas. All of these providers are best in class and have been supporting and advising charter schools for ten or more years. LBMC W Squared is the back-office provider and provides a cloud-based accounting, internal control, purchasing, cash management, financial reporting, payroll, benefits, and HR function for the school.

LBMC W Squared is a large regional accounting firm with extraordinary capacity and a niche in serving charter schools. NSFA's CFO/COO support provides senior leadership and advisory support that small schools are rarely able to access on their own and works with the board and leadership on annual budgeting, startup and operations, facilities financing, and strategic planning. NSFA also has access to SchoolPrint, a nonprofit facilities advisory program that provides guidance and support to charter schools who are developing or renovating facilities.

Key partners that bring operations capacity include NSFA's technical assistance team led by Chris Reynolds (a former charter leader with experience starting up and running ten schools in four states, including major school facilities renovation projects), the foodservice advisory firm School Food Wellness Group, the back-office accounting provider, LBMC W Squared, and additional support for federal programs, and technology partners, and strategic planning. Additionally, BSL has access to LISC's program of philanthropic facilities support to charter schools. This program assesses charter school finances and their development capacity, and then connects them to pre-qualified organizations that can support their plans for new or expanded school facilities.

Key members of the BSL team include local leaders in broad areas of the Dothan community. Dr. D'arcy Devenaux, Board Member, is employed as a consultant at the Regional Medical Center in the City of Dothan. His analytical experience will help in assessing the BSL's operational performance.

Ms. Sherry Johnson, Board Member, has been employed as a paralegal for more than 19 years. She has experience in preparing legal for general litigation documents. She adds the BSL team in reviewing legal agreements and monitoring vendor performance.

Dr. Walter Green, Board Chair, has served as Cultural Diversity Coordinator and Counselor for Day Break Runaway Shelter in Dayton, Ohio. He also served as the Director for the Family Life Center for Wilberforce University in Wilberforce, Ohio. He was also employed as Project Director for Project Well Being for the Dayton City Schools, where he applied for and managed a \$10 million federal grant to develop programs to combat violence within the school system, provide social, psychological, and cultural programs to support student achievement. He trained teachers in classroom management, as well as implementing Parent Education. He also worked with the Dayton Police Department to provide security for the Dayton City Schools. Dr. Green broad based experience will be critical to the BSL's success.

Ms. Cyla Fleming Harrell has served as a Budget Analyst for a large corporation. She also completed a degree in Computer Science. Ms. Harrell's experience will help in developing budgets and assessing the BSL's financial position.

FINANCIAL PLAN CAPACITY

29. Financial Planning and Accounting

The New Schools for Alabama (NSFA) will provide the back-office functions and operation for the Barnabas School of Leadership. The combination of strong governance and best in class outsource accounting provider ensures effective creation of internal policies, controls, and related financial practices.

BSL has selected NSFA's back office outsource solution to ensure a strong annual financial planning and accounting function for the school. Outsourcing to a skilled provider ensures proper accounting procedures, state reporting, and compliance are in place as well as appropriate levels of internal control.

Responsibility for accounts payable, payroll, benefits, taxes, purchasing, monthly financial statements, bank reconciliations, etc. will be provided by New Schools for Alabama's back-office provider LBMC W Squared. This firm services charter schools in several states and understands the unique aspects of local, state, and federal reporting. They have clients that are less than a million dollars in revenue to clients with hundreds of millions in annual revenues and have been in business for over 15 years.

The back-office provider has a team that provides support to clients that includes CPAs, controllers, and full A/P, payroll, and benefits staff. Costs for this service are included in the budget (\$140,000 annually).

The Principal and BSL's Board Finance Chair are the primary leadership charged with collaborating with outsource providers and liaising with the board to ensure strong financial controls and reporting. With approvals of major expenses coming from the Principal and Governing Board, this structure ensures a strong internal control environment.

Financial Policies

Upon approval, a thorough review of existing policies will be conducted to determine what changes may be necessary to ensure compliance with the Alabama code and to ensure effective procedures are implemented for vendor approval, purchasing, payables, cash management, bank authorizations, and other financial management systems.

BSL's board will review interim financial statements and approve a budget annually by a set date. The principal shall have responsibility for preparing and adhering to an annual budget as approved by the board of directors.

The board's role is to be ultimately responsible for the financial administration of the school and the principal is responsible for implementing the financial function timely and accurately and with appropriate transparency as required of a public school. It is expected the school will utilize an outsource accounting firm for full payroll, general ledger, and monthly financial statement preparation.

Each year, the board shall approve an audit by an independent accounting firm and provide it to the public, the LEA, and the state of Alabama. This audit will be posted on the school's website along with the annual Form 990 report. The process by which an audit firm is selected will include an RFP for an annual financial audit (GAAP) and also any necessary government accounting reports. LBMC W Squared will not bid on this work as they are the outsource firm and will instead assist in preparing the bid request form and evaluating for the board the various audit bids that are received.

Each year, BSL will adopt an annual budget in an open public meeting. Copies of the approved budget and prior year audited financial statements and Form 990s will be made freely available online. In accordance with open meetings laws in Alabama, all meetings of the board of each nonprofit LLC will be open to the public and appropriate notices published on the website.

BSL anticipates contracting with a skilled provider for various services including but not limited to accounting, payroll, insurance, legal, and audit services. Anticipated costs for

outsource accounting and payroll services are budgeted at 2.5% of revenues (less than the cost of a full-time director of finance), plus approximately \$10k annually for an audit.

Criteria for selecting such services will be determined by the Principal in consultation with the Governing Board but the final selections will be approved by the board of directors in accordance with financial policies and procedures of the school operator. Selection of providers will be based on the quality and merits of the proposal or quote, past experience, estimated cost, and other factors. The board is under no obligation to select the low bidder.

BSL will, upon approval, secure directors and officer's insurance and employment practices liability insurance as well as general liability insurance to protect the school, staff, and students in accordance with Alabama law. In addition, an umbrella policy increasing liability levels will also be part of the insurance package. Specifics of the coverage will be aligned with insurance requirements of public charter schools in Alabama.

30. Financial Management Capacity

Attachment 26 - Budget Narrative including Assumptions and Revenue, Expense and Staffing Projections - under review and to be finalized

Barnabas School of Leadership applicant team includes a blend of local leaders dedicated to providing an additional education option in the City of Dothan, as well as additional capacity from NSFA's best in class technical assistance and back-office providers. The combination of a strong founding staff, a diverse board of directors, and key outsource support from NSFA and its partners gives ECS the depth and breadth required to successfully ensure strong financial management capacity.

The board of the school is already in place and is described in the governance section. It includes members with backgrounds in finance, marketing, law, federal programming, fundraising, philanthropy, real-estate, project and construction management, K- 12 school experience, and community building.

Additionally, BSL has partnered with New Schools for Alabama for additional financial management capacity. NSFA provides CFO/COO level technical assistance to their partner schools and also arranges additional providers for essential services. BSL will be utilizing NSFA's carefully selected foodservice, back-office, and facilities providers to ensure capable

startup and operations functions occur in critical areas. All of these providers are best in class and have been supporting and advising charter schools for ten or more years.

LBMC W Squared is the back-office provider and provides a cloud-based accounting, internal control, purchasing, cash management, financial reporting, payroll, benefits, and HR function for the school. LBMC W Squared is a large regional accounting firm with extraordinary capacity and a niche in serving charter schools. NSFA's CFO/COO support provides senior leadership and advisory support that small schools are rarely able to access on their own and works with the board and leadership on annual budgeting, startup and operations, facilities financing, and strategic planning.

Key partners that bring financial management capacity include NSFA's technical assistance team led by Chris Reynolds (a former charter leader) with experience starting up and running ten schools in four states, including major school facilities renovation projects. Additionally, BSL has access to LISC's program of philanthropic facilities support to charter schools. This program assesses charter school finances and their development capacity, and then connects them to pre-qualified organizations that can support their plans for new or expanded school facilities. The Barnabas School of Leadership's Board of Directors include individuals who have experience in accounting, business development, and school finances.

