

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

CSP Non-SEA Dissemination (84.282C)

CFDA # 84.282C

PR/Award # U282C120009

Grants.gov Tracking#: GRANT11152454

OMB No. , Expiration Date:

Closing Date: Jun 06, 2012

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e168

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="06/06/2012"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Namaste Charter School"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="20-0285795"/>	* c. Organizational DUNS: <input type="text" value="1591498760000"/>

d. Address:

* Street1: <input type="text" value="3737 S. Paulina St."/>
Street2: <input type="text"/>
* City: <input type="text" value="Chicago"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="IL: Illinois"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="60609-2047"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Allison"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Isaacson"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director of Development"/>

Organizational Affiliation: <input type="text" value="Namaste Charter School"/>
--

* Telephone Number: <input type="text" value="773-715-9558x301"/>	Fax Number: <input type="text" value="773-376-6495"/>
---	---

* Email: <input type="text" value="aisaacson@namastecharterschool.org"/>
--

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-041312-002

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Grants to Non-State Educational Agency (Non-SEA): Dissemination Grants CFDA Number 84.282C

13. Competition Identification Number:

84-282C2012-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Learning the Namaste Way: Improving Student Achievement Nationwide Through the Dissemination of a Successful Holistic Educational Model

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="195,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="195,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Allison Isaacson	* TITLE Principal and Project Director
* APPLICANT ORGANIZATION Namaste Charter School	* DATE SUBMITTED 06/06/2012

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
--	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282C120009

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

Namaste_GEPA_6.2012.pdf

Add Attachment

Delete Attachment

View Attachment



Namaste Charter School

“Learning the Namaste Way”

CFDA 82.282C

June 5, 2012

GEPA Section 427

Namaste Charter Schools ensures equitable access to, and participation in, its Federally-assisted program for students, teachers and other program beneficiaries with special needs.

As a vital part of the school’s 2009-2010 facility renovation and addition project, Namaste elected to make its entire building accessible to students, staff and visitors with disabilities, in full compliance with the American Disabilities Act (ADA). The school now has an elevator, sloped entry to the cafeteria and other spaces and designated handicapped parking spaces in the school parking lot.

One barrier that may prevent someone from participating in the grant activities is if an individual interested in attending the Learning the Namaste Way Onsite Learning Institute has a physical disability and cannot climb the stairs. This individual will be able to attend because Namaste’s building is ADA-accessible and all rooms utilized in the Institute will be accessible from the elevator.

Additionally, the school ensures equitable participation from students and staff of diverse races, colors and national origins. The school actively recruits staff from a variety of networks and attends minority-focused job fairs. Additionally, the school reaches out to prospective families at a variety of Head Start, daycare and preschool centers across diverse areas of the city.

For additional information about Namaste’s non-discrimination policy and the school’s work to ensure full participation from a diverse community, please contact Allison Slade, Principal, at aslade@namastecharterschool.org.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="Namaste Charter School"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Ms."/>	* First Name: <input style="width: 200px;" type="text" value="Allison"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Slade"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Principal and Project Director"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Allison Isaacson"/>	* DATE: <input style="width: 150px;" type="text" value="06/06/2012"/>

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Ms. Allison Slade

Address:

* Street1: 3737 S. Paulina St.
 Street2:
 * City: Chicago
 County:
 * State: IL: Illinois
 * Zip Code: 60609
 * Country: USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

773-715-9558x 773-376-6495

Email Address:

aslade@namastecharterschool.org

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment Delete Attachment View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:



Learning the Namaste Way: Improving Student Achievement Nationwide Through the Dissemination of a Successful Holistic Educational Model

Namaste Charter School
3737 S. Paulina St. Chicago, IL 60609

Ms. Allison Slade, Project Director and Principal
773-715-9558 aslade@namastecharterschool.org

Learning the Namaste Way aims to support charter and traditional public schools nationwide in substantively increasing student academic achievement through the purposeful implementation of strategic health and wellness and core teaching and learning practices. Through eight years of growth and experience in a high-need, high-poverty community, Namaste Charter School has proven that attention to students' physical and social-emotional health, alongside innovative, collaborative teaching, results in increased academic achievement.

Namaste students' exceptionally strong student achievement results indicate the significant impact of our innovative, replicable model. In 2011, 86.7% of *all* Namaste students met or exceeded composite state standards on the Illinois Standards Achievement Test (ISAT), compared to 73% of all students in Chicago Public Schools. Nearly 96% of students in Namaste's general education program met or exceeded standards, compared to 79% of students district-wide.

Namaste's successful track record, capacity for dissemination and supporting other schools, and very high regard in the charter school and urban education worlds uniquely positions Namaste to implement an impactful dissemination initiative centered on four main prongs:

- Externally validate and disseminate the impact of Namaste's healthy lifestyle practices on student academic achievement throughout elementary, middle and high school. This evaluation process will provide important validity to facilitate school leaders' interest in the Namaste model and implementing the healthy lifestyles practices proven to impact student achievement.
- Externally validate and disseminate the impact of Namaste's core teaching and learning beliefs on increased academic achievement. This assessment will serve to guide and improve Namaste's academic curricula and methods of instruction, thereby allowing Namaste to further refine its model for future dissemination.
- Develop curriculum materials and online resources to provide educators the tactical strategies for program implementation. The dissemination of these resources will ensure school leaders and educators are best equipped to adapt and implement the pillar practices and construct a holistic educational environment that increases student achievement.
- Implement Onsite Learning Institutes for full immersion into Namaste's successful model. The Onsite Learning Institutes will provide school leaders and educators with the necessary tools, resources and support to build a high-quality, holistic educational program that provides the foundation for strong high school, college and career success.

Learning the Namaste Way supports the development of high-quality charter schools because this project supports schools in fostering focused, student-centered, holistic educational environments that allow all students to reach challenging academic standards. This project also supports the creation of high-quality, autonomous charter schools through the intensive Institutes and specific supports provided to "charter starters".

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Works Cited

Resumes: Allison Slade (Namaste Principal and Project Director); Allison Isaacson (Director of Development); Mara Lidacis (Communications and Outreach Manager); Abby Rose (Director of Health and Wellness); Rickie Yudin and Kecia Clark (Instructional Leaders); Lisa Vahey (Program Fidelity Consultant)

Letters of Support: YES Prep Public Schools; Illinois Network of Charter Schools; Get Smart Schools Colorado; Montessori School of Englewood; Dr. Aaron Beighle, University of Kentucky

2011 Chicago Public Schools' *Namaste Charter School Comparison Report; Performance Policy Report; and Financial and Compliance Report*

Contract with Chicago Public Schools, including performance measures

Illinois State Board of Education Resolution on HealthierUS School Challenge Gold Award

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Competitive Priority One:

Improving Achievement and High School Graduation Rates

“Learning the Namaste Way” will significantly increase the academic achievement and improve the high school graduation and college enrollment rates of underserved, high-need students nationwide. Learning the Namaste Way (LTNW) supports charter and traditional public schools across the country in purposefully implementing research-based strategies and practices proven to boost student academic achievement and ensure high school readiness, which is the top predictor of on-time high school graduation (Celio and Leveen 6). Through Namaste Charter School’s eight-year experience of successfully closing the academic achievement gap in Chicago’s underserved southwest side, the school is particularly adept at **improving the academic achievement and fostering improved high school graduation and college enrollment rates for: *students with disabilities, English Learners, high-need students and students in high-poverty schools, as well as high-need students who are served in an inclusive manner.*** Moreover, the project increases high school graduation rates by encouraging middle school graduates to attend high schools with significantly higher graduation rates than the traditional neighborhood high schools they would otherwise attend, coupled with a robust alumni support program that LTNW will support elementary and middle schools in developing.

(b) Students with disabilities

While all Illinois charter schools must serve students with disabilities (Illinois General Assembly), Namaste stands apart in our proportion of students with disabilities and the school’s successful history of accelerating the learning of students with disabilities. Approximately twenty-percent (20%) of Namaste Charter School students have a diagnosed disability, ranging from low- to high-incidence disabilities including autism, cognitive delays and Down syndrome; the disability prevalence at Namaste is nearly twice the district (12%) and national (13%)

average (Illinois State Board of Education). Namaste dramatically improves the academic achievement of students with disabilities and provides the rigorous academic and social-emotional curricula proven to correlate with high school and college success. Fifty-percent (50%) of Namaste students with special needs meet or exceed state standards, a percentage substantially higher than the district (34%) (Chicago Public Schools' Office of Performance).

The specific practices Namaste employs and LTNW will teach to foster higher academic achievement among students with disabilities include an inclusion-based instructional model, a low student-teacher ratio and a school-wide emphasis on fostering strong relationships with students; these strong relationships improve students' likelihood of high school graduation because students' perception that school personnel care helps prevent drop-out (Scanlon and Mellard). Strong adult-to-student relationships help ward off high school drop-out for students with special needs; one way Namaste implements this practice is through daily Advisory, a middle school initiative that matches one teacher with a small (12-15) group of students for a 30-minute class at the start of each school day that fosters community building and social problem solving. LTNW will support schools in implementing Advisory by assisting school leaders in developing the daily school schedule to allow this dedicated small-group time and by providing teachers direct instruction in specific community-building activities (e.g., disability awareness and bullying prevention) to boost special needs students' academic achievement and lead to high school graduation. These components of Advisory that support students with disabilities' academic success are replicable in the high school setting and LTNW will support high schools in adapting these successful practices in their own environments.

Namaste's commitment to individualized instruction and student supports for all students is especially vital for students with special needs. Namaste staff members, led by the bilingual Guidance Counselor, work closely with each family to find the high school that best matches

each student's need and individualize an application and transition plan for each child. Namaste's first class of 38 8th grade graduates (of which 21% have a disability) are attending 23 diverse high schools in fall 2012, a testament to Namaste's individualized approach that will support students in not only getting into high school but remaining in school and graduating on time. In addition to providing explicit guidance in this area, LTNW will directly link schools supported through this project to the partners that have contributed to Namaste's success in boosting special needs students' academic achievement, including Responsive Classroom.

(c) *English Learners*

Namaste Charter School has served a high proportion of English Language Learners (between 30-40%) each year since the school opened. Namaste's program accelerates learning and helps improve high school graduation and college enrollment rates for English Language Learners through several avenues: (1) a strong family engagement model, (2) an innovative Dual Language model that has been statistically shown to improve English Language Learners' academic achievement over all other bilingual program models (Thomas and Collier 63) and (3) an overall focus on academic rigor and individualized support for all students.

(1) It is especially critical to engage non-English speaking families to build their confidence in supporting their child for high school success and completion, and provide the tactical tools to balance for their own unfamiliarity with these academic milestones. LTNW will support participating schools in building internal staff capacity to support this engagement; Namaste's Guidance Counselor and Family Coordinator will share their proven family engagement strategies with educators and school leaders via the LTNW Institutes, webinars and technical assistance, and through the no-cost resources that will be available on the Namaste Shares site. Support from these Namaste staff members will ensure schools nationwide are equipped to better support English Learner families in engaging in their child's academic

education to support their child through the critical transition to high school (for elementary and middle schools reached through LTNW) and college and career (for high schools).

(2) Namaste’s Dual Language program allows native Spanish and native English speakers to learn both languages together in the same classroom beginning in Kindergarten, when 90% of instruction is in Spanish; the amount of English language instruction increases each year and by fifth grade, the day’s instruction is evenly split between Spanish and English. Through the Dual Language model, students graduate fully bilingual and bi-literate (Slavin and Cheung 2). Bi-literacy improves students’ attitudes toward school and supports increased high school graduation rates (Lindholm-Leary and Borsato). The LTNW Onsite Institute for individuals starting new charter schools (the “charter starter” Institute; details in *Selection Criterion [iv]*) will include in-depth instruction on the benefits of implementing the Dual Language model for English Learners and the tactical strategies for effective implementation to support students’ improved high school graduation rates.

(3) Namaste’s culture of high expectations coupled with targeted, individualized support is critical for all students’ development but is especially essential to accelerate the learning of English Learners, who benefit from small-group instruction (Slavin and Cheung). Namaste’s academic program provides these opportunities through a focus on inquiry-based, differentiated instruction with multiple adults serving a group of students, embodied through our Collaborative Practice and Balanced Learning Pillars, detailed in *Selection Criterion (i)*. LTNW directly supports schools in improving English Learners’ academic attainment by emphasizing these pillars’ instructional practices in the LTNW videos and online resources and including break-out sessions on English Learners’ needs during the Institutes. Furthermore, the Children’s Memorial Hospital study will include findings on the connection between Namaste’s wellness practices and

student achievement for English Learners, which will support schools in implementing the practices with greatest “return on investment”.

(d) High-need students

More than 90% of the Namaste student population meets one or more of the following criteria: living in poverty, English learners, homeless, new immigrant and/or have disabilities. Namaste’s specific strategies to boost academic achievement among these groups of high-need students include: a year-round school calendar, a longer school day with onsite after-school programming and the school’s purposeful wellness strategies (described in *Selection Criterion [i]*); each of these strategies is proven to accelerate students’ academic attainment and is especially impactful when implemented in schools serving high-need students (“A State Policymaker’s Guide to Expanding Learning Time”). Namaste’s attendance rate of 96.9% surpasses the district average by five percentage points (ISBE, Illinois Interactive Report Card), and studies show that high-need students who attend school more often are much more likely to graduate from high school and matriculate into college (ACT).

The 2011 – 2012 school year (Namaste’s 8th) marks the first year as a full Kindergarten – 8th grade school and Namaste has the data indicating the school’s successful model will have measurable impact on high-need students’ high school success and graduation. Namaste’s deliberate work with students on finding the right high school match and ensuring that students are attending schools with much higher graduation rates than their neighborhood school (Kelly, which had a 58% graduation rate in 2010) ensures that not only will Namaste students have higher high school on-time graduation rates but that their post-secondary opportunities will increase as well. Eighteen percent (18%) of Namaste graduates are attending a campus of the Noble Network of Charter Schools. All five of Chicago’s top five non-selective enrollment high schools with the highest ACT scores are Noble schools and the Network’s high school

graduation rate is 85%; providing explicit information about and access to these schools is just one way Namaste ensures our graduates are more likely to graduate from high school.

Twenty-four percent (24%) of Namaste 8th graders are attending Chicago's competitive selective enrollment high schools, which serve 10% of public school students citywide. Chicago's selective enrollment high schools have an 85% high school graduation rate compared to 55.8% for all public schools in the city. More than 90% of Namaste students are high-need and only 61% of students in the city's selective enrollment high schools are low-income so our community relies on Namaste's successful model that promotes high school and college readiness and supports students in getting into top college preparatory high schools.

Learning the Namaste Way ensures the maximum number of high-need students are impacted through the purposeful program outreach (described in *Selection Criterion [iv]*) to schools serving large populations of high-need students. The project's dissemination activities will provide educators explicit instructional and structural tools to create the student-centered holistic environment that improves the academic outcomes of high-need students.

(e) Students in high-poverty schools

More than 85% of Namaste Charter School students receive a free- or reduced-price school meal (ISBE). Namaste's rigorous instruction and implementation of our Six Pillars (*see Selection Criterion [i]*) improves the academic outcomes of all students and closes the achievement gap that typically exists between low-income students and their higher-income peers. Eighty-five percent (85%) of low-income Namaste students meet or exceed state standards compared to 70.9% of low-income students city-wide (Chicago Public Schools' Office of Performance).

Learning the Namaste Way supports all schools, but particularly high-poverty schools and schools serving high-need students, in implementing the same strategies that Namaste has

employed since 2004 to improve academic achievement, including the practices proven impactful in improving children’s health and academic performance: increasing physical activity rates, instituting more healthful food and nutrition policies and healthy lifestyle education (Hollar et al.; Mulheron and Vonasek 23), alongside rigorous implementation of Namaste’s successful core academic practices.

(f) High-need students in an inclusive manner

Namaste Charter School effectively meets the academic needs of the 90% of students who qualify as high-need, based on language, poverty, disability, housing and/or current academic status. Approximately 50% of Namaste students qualify as high-need in two or more categories. The Namaste staff team is fully equipped to provide students additional supports to ensure they are successful in the Least Restrictive Environment. These supports include differentiated instruction, providing students multiple avenues for demonstrating knowledge; high- and low-tech accommodations; and modifications to the general curriculum.

LTNW will support participating schools in serving all of their students in an inclusive manner by utilizing Namaste’s eight-year successful model as a “learning laboratory” that provides invaluable real-world learning on effective instructional practices in action. For example, LTNW Institute attendees will observe classroom instruction that includes Special Education and Literacy Intervention teachers working directly in the classroom with small groups to individualize instruction; LTNW’s “Namaste Shares” website will feature example behavior plans for students with specific behavioral needs, individualized learning plans and question-and-answer sections from Special Education and Learning Support staff members who will provide firsthand experience and proven strategies to inclusively serve all students.

Competitive Priority Two:

Promoting Diversity

Learning the Namaste Way promotes diversity by building upon Namaste's successful history of fostering a diverse, collaborative community. In the segregated city of Chicago where 64% of elementary schools have student populations that comprise at least 85% students of one race, Namaste stands apart. At Namaste, approximately 75% of students are Latino, 10% are African American, 10% are white and 3% are Asian. While admission is solely by blind lottery, Namaste promotes student body diversity through strategic prospective student outreach, including visiting Head Start and daycare centers in neighborhoods across Chicago. These outreach strategies are in full accordance with applicable federal and local laws, including Title VI of the Civil Rights Act of 1964. Learning the Namaste Way will address these tactical, replicable recruitment strategies to encourage diverse student enrollment and racial and ethnic diversity in charter schools nationwide.

LTNW will specifically instruct teachers and school leaders in bringing together students and families from different backgrounds to learn from one another and avoid racial isolation. A key driver in bringing together students from different backgrounds in a variety of school activities is strong family involvement. At the LTNW Institutes, educators will meet with Namaste's Family Coordinator and staff members who coordinate Namaste's diversity-promoting events, including an annual Multicultural Night and weekly family breakfasts that bring together students and families of all backgrounds. Institute participants will learn the specific strategies to implement these initiatives at their own schools, including how to recruit families and how to engage staff to promote strong attendance from all student backgrounds.

In addition to the Institutes, LTNW webinars and curricula materials will explicitly address strategies for teachers and school leaders to promote diversity in their schools through the following strategies: small-group Advisory (daily community-building time fosters

collaboration and helps middle school students avoid racial isolation); Peaceful People character education program (a comprehensive conflict resolution and character building curriculum across all grade levels that develops children’s skills and empathy to facilitate a lifetime of working with and living alongside diverse colleagues and friends); family engagement; and specific instructional practices (e.g., in-depth classroom “country studies” as a curriculum tool to promote diversity). LTNW also promotes diversity by supporting school leaders (through online resources and Institute attendance and technical assistance) in implementing impactful staff professional development that promotes self-awareness and staff members’ personal roles and responsibilities in fostering an environment that brings students of different backgrounds together and avoids racial isolation; these school supports will utilize Namaste’s innovative year-long Personal Identity and Professional Practice (PIPP) professional development initiative.

Competitive Priority Three:

Improving Productivity

Learning the Namaste Way builds upon Namaste’s strong history of increasing efficiency in the use of time, staff and financial resources and will guide schools nationwide to implement the same successful strategies. Learning the Namaste Way increases efficiency and improves productivity specifically and produces strong academic outcomes at lower per-pupil expenditures, while also providing guidance in enhancing instructional time and implementing impactful staffing models. Moreover, the dissemination program itself improves productivity by relying heavily upon virtual learning and a train-the-trainer model to improve the maximum number of students’ academic achievement by implementing purposeful, effective holistic educational strategies.

Chicago Public Schools spends an average of \$13,078 per student per year, while Namaste Charter School spends much less (\$10,380 in Fiscal Year 2011) with a significantly

higher return on investment (CPS At a Glance). Namaste students are outperforming their peers district-wide by nearly fifteen percentage points yet **spend 21% less** to educate each student. Moreover, Namaste’s innovative and impactful programming to increase student achievement is integrated *within* the existing school day and year and largely with existing resources. Learning the Namaste Way supports schools in restructuring their existing wellness-related programs (e.g., utilizing the cafeteria as a nutrition education “learning laboratory”) and implementing new low- or no-cost programs that align with Namaste’s Six Pillars (e.g., strategic Movement Breaks in the classroom taught by the existing classroom teacher; inquiry-based learning that promotes problem solving) specifically to increase student engagement in learning and improve student academic achievement. Detailed components of Namaste’s Six Pillars of Instruction and the efficient initiatives that Learning the Namaste Way will support schools in implementing are described in *Selection Criterion (i)*.

Learning the Namaste Way itself maximizes efficiency because online videos and easily reproducible manuals are used to instruct schools in implementing the specific strategies Namaste has proven, through our eight-year history and through researched best practices, to improve student academic achievement. Moreover, the program’s Learning Institute component allows school representatives to attend independently and receive training on how to educate his or her peers in implementing Namaste’s effective strategies and structures. The program’s ongoing technical assistance for Learning Institute attendees is delivered virtually (via phone and online communications) and includes the supported school’s wellness team (which Namaste helps each school establish) regardless of their Institute attendance, minimizing travel and other program delivery costs while maximizing efficiency and productivity through team collaboration. Detailed information on the program’s tactical dissemination strategies is found in

Selection Criterion (iv).

APPLICATION REQUIREMENTS

(i) Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used.

Namaste Charter School's educational program is described within the response to *Selection Criterion (i)*.

(ii) Describe how the charter school will be managed

The management of Namaste Charter School is described within the response to *Selection Criterion (iii)*.

(iii) Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives.

Namaste was founded in 2004 to **foster higher academic achievement among inner city, under-served students** by providing a holistic, rigorous elementary and middle school education that supports high school success and college matriculation. To achieve this goal, Namaste staff members purposefully implement six core "Pillars of Instruction" to ensure all students attain strong and lasting educational, social-emotional and health outcomes through holistic education and supports. These pillars and the impact Namaste's instructional practices and policies have on student academic achievement are described in *Selection Criterion (i)*.

Namaste monitors the school's progress toward our vision to *change the trajectory of underserved children's lives* through five purposefully selected measures in order to consistently move student achievement forward. These goals (our "charter promises") were outlined in Namaste's first charter application and have continued to guide our progress and growth over the past eight years:

- *At least 80% of Namaste students will meet end-of-grade level literacy expectations at the end of each year*
- *On the aggregate, Namaste will lower some of the early indicators of childhood obesity*
- *Namaste will ensure optimal teacher quality through purposeful development of its instructional staff*
- *At least 90% of parents will participate in at least one parent program per trimester*
- *Namaste will host at least one stakeholder per month to increase dissemination of the school's effective practices and obtain feedback*

Namaste employs the following assessment tools to measure progress toward the goals outlined above:

- Fountas and Pinnell Benchmark Assessment System (BAS), a one-on-one assessment to measure students' literacy achievement three times annually
- Fountas and Pinnell Sistema de Evaluacion de Lectura and the Evaluacion del Desarrollo de Lectura (EDL) to assess literacy achievement in the Dual Language classrooms
- NWEA's Measures of Academic Progress (MAP), a nationally-normed, computer adaptive assessment administered three times annually in reading, math and science

- Cooper Institute’s FitnessGram battery of assessments to assess students’ cardiovascular endurance, strength and flexibility to evaluate overall fitness levels
- “Plate waste” audits in the cafeteria to track students’ consumption of healthy meals and inform continued menu development
- Logs of staff professional development and one-on-one biweekly teacher/Instructional Leader coaching sessions
- Staff self-assessments and Instructional Leader assessments of instructional practice utilizing the Charlotte Danielson Framework for Teaching
- Logs of parent workshops, events and initiatives held and logs of attendance and participation
- Visitor logs and logs of conference presentations to monitor program dissemination

(iv) Describe the administrative relationship between the charter school and the authorized public chartering agency.

Illinois Charter School Law outlines the administrative relationship between the local school board and the charter school broadly and guarantees a significant level of autonomy to the charters that operate in the state. According to Illinois Charter School Law, a certified charter is a “binding contract and agreement between the charter school and a local school board” (105 ILCS 5/27A-6). The contract defines the terms under which the local school board (Chicago Public Schools) authorizes the governing body of the charter school to operate. The State law provides the widest degree of autonomy in how a charter school spends its budget, operates day to day and builds its staff.

Each charter school is held to high levels of accountability in terms of its compliance with required state and contractual provisions, as well as state goals, standards and assessments

(105 ILCS 5/27A-6b). At the end of a charter's five-year term, a charter school must submit an application for renewal to the local school board (Chicago Public Schools). Chicago Public Schools will only grant a renewal if it determines that the charter school is continually meeting its obligations and performing at the level outlined in its contract. Namaste received its first charter renewal in 2008 with full approval by the City of Chicago Board of Education to operate a second five-year term from 2009-2014.

In Illinois, charter schools maintain a significant level of independence over their budgets and expenditures, but there also is a level of oversight to ensure sound financial practices are followed. The law requires that an independent contractor audit each school's finances annually. A copy of the completed audit is forwarded to the local school board for review. In addition to the submission of a timely audit, each school submits their yearly budget and quarterly statements to the local school board.

(v) Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.

Since Namaste's inception, parents and the surrounding community have been intimately involved in the ongoing planning, growth and development of the school. Continual family involvement has been crucial to Namaste's success over the past eight years. Examples of how parents and other members of the community have been involved in the school's planning, program design and ongoing implementation include:

a) **Family Center:** Namaste maintains an onsite, dedicated Family Center, staffed by a full-time Family Coordinator and stocked with an array of educational materials and resources for family members to support their child's education at home, establish a healthier home and access educational and career resources. Creating a dedicated space for families inside Namaste

has helped engage families in their students' learning and increase their connection with the school, thereby impacting student achievement.

b) **Weekly Friday Family Breakfasts:** Namaste's Family Coordinator maintains a weekly Friday Family Breakfast program throughout the school year. After eating a healthy meal, families are invited to participate in an educational workshop. The successful program engages families in Namaste's wellness programs and ensures they create positive and long-lasting relationships with the school's staff and fellow parents.

c) **Monthly Family Events:** Namaste has an evening event each month centered on one of the school's Six Pillars, including Literacy Night, Multicultural Night and Wellness Night. Families not only volunteer at these events, but they are active participants, with attendance at some events topping 500 students, family members and school staff.

(vi) Describe how the authorized public chartering agency will provide for continued operations of the charter school once the Federal grant has expired, if that agency determines that the charter school has met its objectives as described in paragraph (iii) of this section.

The authorized public chartering agency, Chicago Public Schools (CPS), maintains a contract with each charter school in Chicago that outlines the school's funding for the term of their charter. The contract specifies the amount the school will receive per student (per capita funding) and the number of students per year for which CPS will provide funding. The funding amount must be in accordance with state law, which states the per-pupil reimbursement rate must be between 75-125% of the district's per-pupil tuition rate (per CPS contract). CPS currently grants charters for five-year terms; Namaste will undergo renewal again in 2014, at which time it anticipates the school's charter will be renewed for a third five-year term (five years is the maximum time allotted). If for some reason, CPS denied Namaste its renewal, the school has the

option to appeal to the independent review panel recently established through the passage of Senate Bill 79. Due to Namaste's continual strong academic, financial and operational performance, we do not anticipate any challenges when our renewal comes up again in 2014.

(vii) Request for Waivers

Not Applicable.

(viii) Describe how the grant funds will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary.

Namaste Charter School will use the grant funds to expand, evaluate and further develop its **Learning the Namaste Way** dissemination program through four core project prongs. Over the past eight years, Namaste has hosted hundreds of visitors seeking to learn how to integrate our school's proven principles into their own school environments. This project will ensure Namaste's successes reach the maximum number of students by formalizing the support provided to schools and school leaders nationwide. The detailed planned usage of grant funds is described in *Selection Criterion (iv)*.

Namaste is a recipient of additional federal funds through Title I, Title II, Title III, the National School Lunch Program and the School Breakfast Program, and was a grantee of the federal Carol M. White Physical Education Program grant from 2008 – 2011. Funds from the Charter School Program's dissemination grant align directly with the ongoing use of these categorical funds, all designated to improve the achievement of underserved students.

(ix) Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school.

At every opportunity and in all marketing, Namaste specifies that the school has an open enrollment policy. Any child entering Kindergarten through 8th grade who lives in the city of Chicago is eligible to enroll. One way the school facilitates citywide access to information and is by posting the application on our website. Families can download the application in Spanish or English and fax it or mail it to the school rather than traveling to the school. The school clearly explains if there are more student applications than spaces available, Namaste will conduct a blind admissions lottery at a specified date in the spring; all deadlines and information are available on the school website.

Namaste conducts three open houses during the open enrollment period each year. These open houses are publicized through neighborhood newspapers and community bulletins (in Spanish and English) and Namaste staff members make a concerted effort to visit local preschools and community centers to present on the school, invite the community to the open houses and ensure the community is well-informed about Namaste's application process.

Namaste is proud to partner with multiple neighborhood and citywide organizations, the community policing organization, the local library and local businesses that publicize Namaste's application and enrollment process during the open enrollment period each year. In 2012, Namaste received student admission applications from 29 of Chicago's 57 zip codes, indicating widespread interest in and knowledge of our school.

(x) Compliance with the Individuals with Disabilities Education Act (IDEA)

According to Charter School Law, the Chicago Public Schools is Namaste's Local Education Agency for the purposes of Special Education. However, Namaste has developed an internal plan to not only comply with, but to plan for the inclusion and success of special education students in the mainstream education curriculum at the school. Namaste is and will

remain accountable to the Illinois State Board of Education and the Chicago Public Schools for the purposes of assuring compliance with federal and state special education and disability laws.

Namaste staff make a devoted effort to provide outside professionals provided by CPS (e.g., psychologist) with as much needed information as possible in order to ensure each student receives his/her needed services or interventions. Throughout the process of developing and implementing each Individualized Education Program (IEP), Namaste ensures that all children are placed in the Least Restrictive Environment (LRE), in full accordance with the Individuals with Disabilities Education Act (IDEA), with the overarching goal to include all students with special needs in general education classrooms to the largest extent possible. General education teachers are trained in differentiated instruction and make appropriate modifications.

It is evident that Namaste has been successful in providing a successful continuum of services to students with special needs due to not only the high proportion of special needs students served by the school but also in their academic and social-emotional success. Namaste continues to receive many referrals and recommendations from preschools that serve high-need students due to our demonstrated success in providing students with disabilities an exceptional education in the mainstream environment. Namaste is proud of our ongoing success with students with special needs and looks forward to using Learning the Namaste Way as a model for other schools to implement special education best practices.

(xi) Dissemination Activities

Namaste Charter School's dissemination activities through Learning the Namaste Way are described within the response to *Selection Criteria (i)* and *(iv)*.

SELECTION CRITERIA

(i) The quality of the proposed dissemination activities and the likelihood that those activities will improve student achievement (15 points)

Learning the Namaste Way disseminates to schools and educators nationwide tactical strategies to improve student academic outcomes utilizing Namaste Charter School's proven holistic educational model. Learning the Namaste Way will assist individuals who are starting new charter schools as well as current school leaders and educators in traditional and charter public schools in implementing Namaste's Six Pillars, six core values evident in all aspects of Namaste's model that are purposefully implemented to boost student academic achievement by meeting the needs of the whole child.

Namaste's Six Pillars are six core, non-negotiable school values that reflect Namaste's commitment to holistic education that engages all students, families and staff. Effective implementation of the Six Pillars in diverse school settings nationwide is the goal of Namaste's dissemination model. This section (pages 20 - 33) will explain each of the Six Pillars and why each is purposefully selected and proven to improve student achievement. Following this background information, on pages 33-34, we will explain the specific Learning the Namaste Way project goals and provide an overview of the dissemination activities (detailed in *Selection Criterion [iv]*) that will allow school leaders, educators and individuals planning charter schools to effectively implement Namaste's successful practices and boost student achievement in their own public school communities.

Six Pillars of Instruction

Ample research, alongside rigorous analysis of Namaste student outcomes over the school's first eight years, indicates the tremendous impact on student achievement that results from successful implementation of our six core pillars. Namaste's Six Pillars represent the two

branches of our school’s innovative model: our healthy lifestyles program (the Movement; Nutrition, Health and Wellness; and Peaceful School Culture Pillars) and our core teaching and learning values (the Collaborative Practice; Balanced Learning; and Language and Culture Pillars).

Namaste is a nationally recognized pioneer in implementing successful innovative practices to boost student achievement (*see attached letters of support*), indicating our school is well-equipped to disseminate these practices and positively impact thousands of students nationwide. The validation and recognition of Namaste’s successes and groundbreaking model includes: the USDA’s Gold Award of Distinction in the HealthierUS School Challenge (Namaste was just the second school in the Midwest to receive this highest designation of a “healthy school”); recognition in the Alliance for a Healthier Generation’s Healthy Schools Program (a partnership of the American Heart Association and the William J. Clinton Foundation); recognition as a 2012 – 2014 Illinois School of Character by the national Character Education Partnership; and recognition of our Peaceful People curriculum as an Illinois Network of Charter Schools (INCS) Charter Up! honoree.

HEALTHY LIFESTYLES PILLARS

Pillar One: Movement

Namaste ensures ample student movement through four consistent daily routines and Learning the Namaste Way will support schools in implementing each of these practices, all of which are highly replicable in diverse school settings and that have proven successful in promoting student focus and academic success:

- *Physical Education* centered on research-based programming that increases students’ moderate-to-vigorous physical activity during class time.

- *Daily Morning Movement exercises* to help students begin their day effectively and efficiently through the use of a 10-minute developmental movement routine
- *Classroom movement breaks* led by the classroom teacher throughout the day to refocus students on academic instruction and improve academic behaviors
- *Daily recess* that promotes a stronger school community and promotes engagement with classroom instruction by providing dedicated time for free play with a purpose

Pillar Two: Nutrition, Health and Wellness

Nutrition, Health and Wellness is a critical pillar to establish in schools nationwide but especially vital in under-resourced schools serving primarily high-need students; LTNW's dissemination and outreach efforts will target these schools, as explained in *Selection Criterion (iv)*.

LTNW will support schools in improving students' nutrition, health and wellness –and subsequently boosting their academic achievement – by implementing:

- *Rigorous food policies* that outline foods students may bring from home for lunch, snack and class parties, as well as all food permitted at the school and served at school events; the policies are accompanied by proactive parental education on these expectations
- *School meals and snacks* that meet the USDA's HealthierUS School Challenge Gold Award of Distinction requirements, including all whole grains, a variety of produce served (with emphasis on the more nutritional items, e.g., dark green and orange vegetables), no fried foods and low-fat dairy products. LTNW supports schools in the increased provision of healthy food through explicit instruction (especially through the Institutes and curricula materials) in garnering student and family buy-in for the healthier food and in accessing

external funding (e.g., USDA Fresh Fruit & Vegetable Snack Program) to support the healthy changes

- *Comprehensive nutrition and wellness instruction* to promote increased student consumption of the in-school healthier food and ensure the development of lifelong knowledge of and interest in healthy eating

Pillar Three: Peaceful School Culture

The establishment of a peaceful school culture ensures students feel safe and secure at school as well as grow in their social-emotional health, important for continued academic success. Students who feel safe (importantly, this is regardless of *actual* exposure to community violence) perform better on cognitive and academic achievement measures.

The implementation of a peaceful school culture also includes the purposeful classroom and school-wide work to build community and develop students' confidence and academic discipline. The amount of progress students have made *by eighth grade* in their college and career readiness – which includes the development of academic discipline – is critical for their lifelong success (ACT). Elementary and middle schools must purposefully develop students' skills in these areas to impact high school, college and career success and Namaste is strongly equipped to help establish in schools nationwide the impactful peaceful school culture that supports students' security and development.

Learning the Namaste Way will support schools in introducing and implementing a peaceful school culture through:

- *Peaceful People curriculum* implemented across all grade levels and delivered by the classroom teacher weekly to promote conflict resolution skills

- *Middle School Advisory*, which is also applicable to high school, to ensure strong adolescent mental health and high school/college readiness through daily small-group sessions and team building
- *School-wide* norms and consistent rules and procedures focused on the implementation of logical consequences when community norms are not upheld
- *Development of student ownership over view positive behavior*, which is essential in maintain a peaceful, student-centered learning environment that supports students in reflecting on their own behavior and avoiding a severe, adult-focused environment

HEALTHY LIFESTYLES PILLARS: IMPACT ON STUDENT ACHIEVEMENT

Movement throughout the school day improves students' cognitive skills (aptitude, memory), academic behaviors (on-task behavior, concentration) and academic achievement (standardized test scores, reading literacy scores) (Wechsler). A Centers for Disease Control and Prevention analysis of 50 significant studies assessing the association between physical activity and student achievement conclusively points to the positive associations between movement and student academic performance (2010). Agatston et al. indicate the correlation between strong nutrition and healthy lifestyle education in improving students' academic performance, particularly among children from low-income backgrounds (2010).

Beyond the ample published research that indicates movement and healthy lifestyle activities facilitate student learning, Namaste's own analyses indicate the positive connection between improvement in student fitness and improvement in academic achievement. This expertise and Namaste's well-respected position as one of the few national models for successful school-based wellness programming (*see attached letters of support*) means LTNW participants

and recipients will be equipped to implement proven movement and wellness practices that not only foster positive health but also improve student learning.

In fact, Namaste’s analyses indicate students who improved their fitness levels from 2009 – 2011 (as measured by the FitnessGram assessment tool) demonstrated stronger gains in both reading and math standardized test scores than students with lower fitness levels over the same time period; these gains occurred in both average academic percentile gain and percentage of students with increasing test scores. Notably, these academic achievement gains were especially pronounced for students who began at lower academic achievement levels (many of whom qualify as “high need”, as defined by this Program): students who attained 70th percentile or below on reading achievement in 2009 *and* whose health outcomes improved from 2009 to 2011 demonstrated *statistically significant* stronger gains on the ISAT reading assessment over that same time period than students whose health outcomes did not improve. With support from the non-SEA Dissemination Program, Namaste will embark on a substantive research partnership with Children’s Memorial Hospital to more deeply analyze the impact of effective implementation of the healthy lifestyles pillars, and improved student fitness levels, on student academic achievement through elementary, middle and high school. Detailed information on this prong of the dissemination project and how the research will support improved student achievement in schools nationwide is described in *Selection Criterion (iv)*.

Feeling safe in school also supports better grades and performance on achievement tests by reducing children’s anxiety, redirecting resources otherwise drained by stress (Delaney). Bullying in school has a tremendous negative impact on student achievement; middle schoolers who are bullied can see their grade point average decline as much as 1.5 points (Why School Climate is Important). According to the district-normed Consortium on Chicago School Research (CCSR) student survey, Namaste ranks “strong” (on a scale of strong, average and needs

support) in safety. Ninety-six percent (96%) of Namaste students feel very to mostly safe in their classes and no students reported feeling unsafe. In comparison, 29% of students reported feeling not safe or only somewhat safe outside the school, underscoring the importance of safety and security within school (2011).

CORE TEACHING AND LEARNING PILLARS

Pillar Four: Collaborative Practice

Namaste's commitment to **collaborative practice** establishes a learning environment that maximizes partnership amongst students, teachers, school staff and families. Research shows a positive relationship between teacher collaboration around curriculum, instruction and professional development, and differences among student mathematics and reading achievement (Goddard, Goddard and Tschannen-Moran). Learning the Namaste Way will support schools in establishing this collaborative environment via the following strategies:

- *Consistent, dedicated time for school-wide staff professional development.* Namaste prioritizes staff professional development (PD) time and dedicates two hours each Friday for all-staff development. The professional development is led by Director of Assessment and Professional Development Rachel Dahl, together with the Instructional Leaders and Principal, with teacher leadership incorporated. This dedicated PD time is important to increase teacher knowledge of effective practices and provide time for teachers to evaluate student work and plan together for future instruction. While not all schools can devote two hours to weekly staff professional development, LTNW will support schools in prioritizing time to bring the staff together for group learning through more efficient use of existing student non-attendance days, summer orientation time, and existing meetings, and assist

schools in re-arranging schedules to allow for more horizontal and vertical team learning and planning within the current school day.

- *Consistent time for staff small group collaborative work and learning.* Namaste employs small group learning through weekly grade level team meetings, staff committees that each focus on one of the Six Pillars, and opportunities for staff to choose professional development topics of interest during small group PD throughout the year. LTNW will support schools in fostering environments that promote small group learning by coordinating the schedule to provide grade level teachers common planning time and also by creating effective meeting strategies including “kid talk” and efficient agendas.
- *Coordination among all staff who serve the same students.* Namaste has a very high proportion of English Language Learners (30%) and students with special needs (20%). Because we operate an inclusion model and these students are included in their mainstream classrooms for the majority of the day, Namaste promotes strong collaboration among all of the teachers and staff who serve each child, which may include members of the Special Education team (including Special Education teacher, case manager, social worker and/or other support staff) and/or a Literacy Intervention Teacher (four full-time Literacy Intervention team members see small groups of students who are one or more trimesters behind grade level for 30 minutes daily). Collaboration is critical for students who struggle, as lack of consistency is especially challenging for special needs students. LTNW will support schools in fostering this collaboration by providing specific professional development trainings for teams of teachers.

Pillar Five: Balanced Learning

Balanced Learning represents Namaste’s commitment to high-quality instruction that extends beyond traditional textbook-based teaching to ensure all students are fully engaged in their learning and develop the critical thinking skills essential for lasting success in high school, college and career. Namaste has expanded the “balanced literacy” approach – now popular in schools due to the model’s emphasis on shifting ownership from teacher-driven to student-driven learning – into “balanced learning”, marking the school’s commitment to raise all students’ academic achievement through exemplary, holistic teaching and learning across all subjects and grade levels. The effectiveness of the balanced learning program lies in the range of learning activities – modeling and mini-lesson instruction, guided practice with students and self-directed independent work. During independent work time, the teacher is able to support individual and small group student learning to ensure appropriate growth for all students across the academic ability continuum. Through our dissemination activities, LTNW will support educators and schools in implementing the following core instructional practices that exemplify the balanced learning approach and promote higher-order student thinking:

- *Use project-based learning across all subjects* to engage students in “real world” examples that extend beyond the textbook. This inquiry-based exploratory education results in lessons and findings that stay with students and inform their continued learning.
- *Emphasize problem solving.* Consistent opportunities for problem solving builds students’ critical thinking skills and helps them move from simply *understanding* concepts to *applying* their knowledge and *evaluating* difficult decisions. These skills are essential for lifelong strong decision making, critical for success not only at Namaste but in high school, college and career.
- *Model the “think aloud” strategy.* Namaste provides our teachers the training and supports to regularly “think aloud” with students. When teachers verbalize their decision making

processes, students begin to internalize the steps they need to take to succeed academically and successfully solve problems.

Pillar Six: Language and Culture

Implementation of the **Language and Culture** pillar creates a learning environment that increases knowledge, respect and appreciation for the languages and cultures in our community and the world at large. The beliefs behind this pillar align strongly with our Peaceful School Culture pillar and reflect Namaste’s commitment to diversity and working respectfully with individuals from many different backgrounds and cultures. While implementation of this pillar explicitly teaches respect for other cultures, it is also designed to meet the learning needs of our English Language Learners and promote strong family engagement. LTNW will support educators and schools in implementing the following instructional practices:

- *Dual Language Model.* Namaste’s Dual Language Spanish program is a Two-Way Immersion Model (TWI). One of the two classes at each grade level is the Dual Language strand, in which children from English and Spanish-speaking homes learn to read, write and speak in both languages. The program begins with intensive Spanish-language instruction and the English instruction increases through the grades until by 5th grade, half the day is taught in Spanish and half in English. The LTNW Dual Language supports will be most beneficial to the individuals starting new schools, as the Dual Language model requires school-wide adoption for maximum impact on student learning. The “charter starter” immersion Institute will provide participants with a rare and invaluable in-depth look into the successful Dual Language adoption in grades K – 8. LTNW will also scaffold the supports so educators and schools can implement proven Dual Language concepts (e.g., “bridging” Spanish to English) without full program adoption.

- *In-depth country studies.* Each grade intensively studies one country for the entirety of the school year, so students develop deep understanding of and appreciation for the country's language, culture, history, challenges and more. Effective implementation of this instructional initiative melds closely with collaborative practice, as the horizontal (grade level) teams work closely to ensure consistency between classrooms and utilization of teachers' different strengths.
- *Family engagement and education* through family events (also described in *Application Requirements [v]*) and collaboration. This commitment to respecting all families' backgrounds and the strengths they bring to the school community is essential for both student achievement and the promotion of a welcoming, safe school environment. In addition to implementing specific family events that promote diversity (e.g., Multicultural Night and Thanksgiving potluck dinner), Namaste works closely with families to foster students' strong language and culture at home by encouraging parents to read to and speak with their child in their native language, which validates the home language and promotes robust language skills.

CORE TEACHING AND LEARNING PILLARS: IMPACT ON STUDENT ACHIEVEMENT

Namaste's effective implementation of our core teaching and learning pillars results in exceptionally strong student achievement outcomes. One demonstration of success is through our students' literacy achievement; as noted above, Namaste facilitates strong collaboration among Literacy Intervention Teachers (who serve approximately 17% of Namaste students), the Special Education team (who serve 20% of students) and classroom teachers to ensure all students are making appropriate growth. As of March 2012, 83% of Namaste students had demonstrated two or more trimesters of literacy growth and 85% of students were on grade level in English (for

students reading in English in both the Dual Language and English-only classrooms), according to the Fountas & Pinnell BAS that is administered three times annually to all students. There are even greater pockets of achievement excellence: 100% of 4th grade students in the English-only class (and 93% of all 4th grade Namaste students) are reading on level, while only 33% of 4th grade students in Illinois are reading on level (NAEP 2011).

Beyond the strong results from the formative assessments Namaste collects throughout the year, our students' very strong performance on the summative achievement tests indicate the hugely positive impact of our core teaching and learning practices. In 2011, **86.7% of all Namaste students met or exceeded composite state standards** on the Illinois Standards Achievement Test (ISAT), **compared to 73.3%** of all students in Chicago Public Schools. Nearly **96%** of students in Namaste's general education program (i.e., without an Individualized Education Program) met or exceeded standards, **compared to 79%** of students district-wide.

Namaste sets ambitious school-wide goals each year, and one goal this year focuses on increasing the "exceeds" percentage on the ISAT, which is a high predictor of high school persistence. As a key indicator of goal progress, already as of April 2012, almost one-third of students were scoring at or better than the mean score for at least one grade level *above* their current grade, as measured by the nationally-normed Measures of Academic Progress (MAP) assessment. For example, the mean mid-year math score for 2nd grade is 185 (on the equal-interval RIT scale) and the mean mid-year score for 3rd grade is 198; 2nd grade students who are scoring at 198 or above are considered at least one grade level ahead and 28% of Namaste students are achieving at that level in math.

Namaste effectively engages English Learners and students from multiple backgrounds and this welcoming instructional environment is evident through many student outcomes. One hundred percent (100%) of Namaste 8th grade students who come from Spanish-speaking

households and who previously qualified as English Language Learners are now bilingual and bi-literate, meaning their literacy achievement scores are at or above grade level in both English and Spanish, as measured by the BAS. Namaste's English Learners are also *outperforming English Learners citywide by more than 23 percentage points* (59.5% vs. 36.6% of students meeting/exceeding state standards) on the state standardized assessments.

Beyond boosting academic assessment results, Namaste's collaborative, focused environment promotes strong student/teacher partnerships, which are vital for maximum student learning (Goddard, Goddard and Tschannen-Moran). Namaste's proven success in establishing such a community positions our school to be a respected leader among LTNW participant educators and schools. On the 2011 Consortium of Chicago Schools Report (CCSR), a student survey conducted across the city, Namaste received a "strong" rating (on a scale of strong, average, needs support) in "student-teacher trust" with 97% of students strongly agreeing or agreeing that "my teachers treat me with respect" and 93% reporting "my teachers will always listen to students' ideas."

Disseminating Namaste's Successful Practices: Objectives of Dissemination Grant

Learning the Namaste Way is built on simple, successful dissemination tools to ensure the program reaches the maximum number of schools (particularly under-resourced, high-need schools) and students. The project aims to improve student achievement in schools nationwide through wellness-centered, holistic education and will attain this primary goal via four core project prongs: 1) **Validate and disseminate the impact of Namaste's healthy lifestyles practices on academic achievement;** 2) **Validate and disseminate the impact of Namaste's core teaching and learning beliefs on academic achievement;** 3) **Develop curriculum materials and online resources to provide educators the tactical strategies for program**

implementation; and 4) **Expand and implement Learning Institutes for full immersion into the Six Pillars model.** Detailed information about each of the four project prongs is described in *Selection Criterion (iv)*.

Namaste aims for Learning the Namaste Way to attain the following goals:

- Support at least 20 schools in Year One and 30 in Year Two, directly impacting at least 20,000 students over the project period
- Impact the achievement outcomes of at least 15,000 high-need students (at least 75% of impacted students), defined as students who attend a high-poverty school, qualify as English Learner, and/or have a disability
- Enhance and refine the Six Pillars' instructional practices based on the healthy lifestyle and core teaching and learning evaluations

We will measure the project's success by:

- Continued high student achievement at Namaste in the areas of literacy, math, and science, as well as critical thinking, problem solving and higher-order skills
- Increased student achievement outcomes in the supported schools
- Increased staff collaboration, strengthened student/teacher partnerships and evidence of student-centered learning environments at supported schools
- Continued high parent involvement at Namaste and increased parent engagement and support in the supported schools
- Satisfaction reports from the supported educators and schools
- Published and highly-disseminated reports of the Pillar practices with maximum impact on student achievement to support maximum adoption in schools nationwide

(ii) Performance Contract (1 point)

Namaste Charter School's current contract with its public chartering agency, Chicago Public Schools, is included in *Other Attachments*. Section 9b of the contract specifically states that Namaste is required to fully participate in the Illinois Standards Achievement Test (ISAT). Further, Namaste's Accountability Plan (Section 9a and Exhibit D of the contract) contains several academic measures against which Namaste's performance is evaluated each year, and included foremost amongst those indicators is Namaste's score and gains on the ISAT.

(iii) Demonstration of success

(1) Substantial Progress in Improving Student Achievement (25 points)

Namaste Charter School has a strong history of improving student academic achievement; in each year of ISAT administration, Namaste students have significantly outperformed Chicago Public Schools students district-wide, as well as in the schools where our students would have attended had they not been admitted to Namaste (*see attached Namaste Charter School Comparison Report*). In 2011, 86.7% of all Namaste Charter School students met or exceeded state standards, compared to 73.3% of all Chicago Public Schools students; notably, these achievements include all students receiving Special Education services, representing 20% of Namaste students but 12% of students district-wide, *and* English Language Learners (30% of Namaste students and 12% district-wide) (Chicago Public Schools' Office of Performance). There are even greater pockets of excellence within Namaste: **100% of Namaste 7th grade students** (the highest grade tested in 2011) **without an IEP met or exceeded 2011 composite standards**.

Moreover, Namaste Charter School is *improving* student achievement at a rate far surpassing Chicago Public Schools'. From 2010 to 2011, Namaste students' aggregate achievement increased more than 12 percentage points (74% to 86.7% of students meeting or

exceeding standards) compared to Chicago Public Schools’ less than four point increase (69.5% to 73.3%). As noted previously, Namaste is doing significantly more with less, as the school spends approximately 20% less per pupil yet student achievement is 15% greater than Chicago Public Schools’ (Chicago Public Schools, “Popular Annual Financial Report”).

Beyond Namaste students’ exemplary accomplishments compared to their peers in traditional public schools in Chicago, our school-wide achievement compared to other local charter schools is equally impressive. In 2011, Namaste’s percentage of students meeting or exceeding reading standards (84.2%; or 88.3% without English Learners) was the third highest among Chicago’s 56 charter elementary and middle school campuses and our percentage of students *exceeding* composite standards was also the third highest, placing **Namaste in the top 5% of high-achieving local charter schools**. Notably, these performance measures include Namaste’s special needs students (20% of our population) while the other top charter schools have much lower proportions of students with IEPs; the average special needs population for Chicago charter schools is 9% (Catalyst 2012).

Students Meeting or Exceeding Standards on the Illinois Standards Achievement Test

Reading, Math and Science Composite Scores

	Namaste Charter School	Chicago Public Schools (District-Wide)	Chicago Public Schools – Comparison School Average	Chicago Charter/Contract Schools Average
<i>Not including English Language Learners; including students receiving Special Education services</i>				
2011	88.8% of all students meet or exceed state standards	75.6%	75.5%	75%

2010	81.9%	71.8%	70.4%	72%
<i>Including English Language Learners; including students receiving Special Education services</i>				
2011	86.7% of all students meet or exceed state standards	73.3%	Not calculated by district	74%
2010	74%	69.5%		71.6%

Source: Chicago Public Schools ISAT Overtime Report, 2010 - 2011

Chicago Public Schools calculates the *Comparison School* figures as the weighted averages of ISAT achievement from the traditional neighborhood public schools Namaste students would be attending if not attending Namaste; for example, if 70% of current Namaste students would have attended Greene Elementary School, Greene’s composite ISAT achievement scores are weighted at 70% of the comparison school calculation.

Namaste assesses our students’ and school’s success through numerous avenues in addition to ISAT performance. Namaste teachers administer the Fountas & Pinnell Benchmark Assessment System (BAS), a nationally acclaimed literacy assessment, and the NWEA’s Measures of Academic Progress (MAP) computerized assessment in math, reading and science, three times annually. Namaste staff utilize the student achievement outcomes to target students’ immediate needs and differentiate the curricula so all students make appropriate gains.

As of the second trimester in the 2011 – 2012 school year, 85% of Namaste students reading in English are reading on level and 86% of students reading in English, and 83% of students in both English and Spanish, had demonstrated two or more trimesters of literacy growth as assessed by the BAS. One hundred percent (100%) of students in six Namaste classrooms demonstrated two or more trimesters of literacy growth in the first two trimesters. These accomplishments are especially notable because according to the 2011 Nation’s Report

Card on Reading, only 18% of students from low-income families are proficient in reading (NAEP 2011).

Twenty-eight percent (28%) of Namaste students are at least one grade level ahead of their expected achievement levels in math, as measured by the nationally-normed MAP assessment. One-hundred percent (100%) of students in Namaste's 8th grade Algebra class are scoring above the expected *10th grade achievement levels* in math. As previously described, Namaste is succeeding with students at both ends of the educational spectrum, the highest achievers and the students in most need of assistance.

Additional indicators of success include:

- Namaste's 2010 – 2011 average daily student attendance rate was 96.9%, compared to 91.4% for Chicago Public Schools overall; students must be in school to learn
- Namaste's 2010 – 2011 transfer-out rate was 1.4%, compared to 10.2% for our comparison school average
- Twenty-four percent (24%) of Namaste 8th grade students were admitted to Chicago's competitive selective enrollment high schools, which serve just 10% of the district's high school students and boast an average 84% high school graduation rate (compared to 55.8% for the district overall)
- 55% of Namaste 8th grade students were accepted to a high school with a competitive admissions process (i.e., selective enrollment, International Baccalaureate, magnet, or private school); notably, this figure does not include students who will attend charter high schools, many of which rank among Chicago's top schools but are not a competitive admissions process because admission is by lottery. Eighty-nine percent (89%) of Namaste graduates will be attending either a competitive admissions high school or a charter high school.

(2) High Levels of Parent Satisfaction (5 points)

Namaste enjoys very high levels of parent satisfaction and engagement and our staff works hard throughout the year to ensure families feel respected and welcomed as vital members of our school community. The 2011 *My Voice, My School* Chicago Public Schools Parent Survey rated Namaste “strong” (on a scale of strong, average or weak) on both of the key survey indicators: engagement and environment. Ninety-six percent (96%) of Namaste parents strongly agree or agree that “teachers and the principal help me understand how my child is doing in school” and 98% of Namaste parents strongly agree or agree that “my child’s teacher treats me with respect.” Namaste’s commitment to promoting healthy students and lifelong healthy living is appreciated by families who recognize the impact Namaste’s health and wellness initiatives have on their children’s academic performance and overall wellbeing; 99% of families rate Namaste’s nutritious meals program as excellent or satisfactory and 100% of families rate the gym/fitness facilities as such.

Because Namaste serves such a high proportion of Spanish-speaking families (nearly 40%), it is critical for these families to feel as engaged and welcomed as all other families. Namaste’s Principal, Elementary Instructional Leader and Director of Assessment & Professional Development, along with the majority of the teaching staff, are bilingual. Ninety-five percent (95%) of families report “the school provides information and events in the language I speak,” critical because limited English speaking parents are at high risk of disengagement with the school, which negatively impacts student achievement and can contribute to high student drop-out rates (Rumberger 2001). High parent satisfaction is also evident through the high levels of family engagement throughout the school; 98% of families attended this school year’s second trimester family/teacher conference and a notable 90% of families attended each of the three conferences throughout 2010 – 2011.

(3) Management and Leadership Necessary to Overcome Initial Start-up Problems and Establish a Thriving, Financially Viable Charter School (10 points)

Over the past eight years, Namaste has been incredibly successful in implementing the practices and policies to ensure our school became and remains a financially viable, successful charter school. From the school's inception, we have focused on creating strong internal financial controls and accurate financial reporting procedures. During our first year, we partnered with CPAs for the Public Interest. The highly experienced accounting professional we were partnered with assisted the school in setting up our QuickBooks accounting software and intensively mentored the school's Business Manager and Director of Operations on financial reporting. During our first year, Namaste also contracted with an audit firm to review our financial and compliance procedures to ensure we were establishing strong internal financial controls. During each summer, Namaste undergoes a financial audit with an independent audit firm, and Namaste has always received a clean audit with no management findings.

During Namaste's eight years of operation, we have always maintained a balanced budget and generated a positive net income. Indeed, even the school's \$7 million facility renovation and construction project was completed on time and under budget. In addition, Namaste has always successfully met the financial covenants on its tax exempt bond issuance. Finally, Namaste has always received the highest rating by its authorizer, Chicago Public Schools, on its financial performance. Namaste's financial performance is closely monitored by the Finance Committee of the Board of Directors. The Finance Committee meets monthly and is chaired by a certified public accountant. The detailed scrutiny and high standards of the Finance Committee ensures that the school continues to be a thriving, financially viable institution.

As the Director of Operations for Namaste Charter School, Kathleen Clarke oversees the financial, facility, compliance, and human resources' operations of Namaste and ensures our

school remains financially viable. Prior to joining Namaste, Ms. Clarke actively supported the creation and successful operation of Chicago charter schools through her work in the Chicago Public Schools' Charter Schools Office. Before making the transition to the world of charter schools, Ms. Clarke worked in the non-profit finance division of Standard and Poors. Ms. Clarke obtained her BA from Grinnell College and her master's degree in public policy analysis from the University of Chicago as a Levin Fellow. Information on Namaste's other senior management team members is included in *Selection Criterion (v)*.

(iv) Dissemination Strategy (15 points)

For the past eight years, Namaste has made a measureable difference in children's lives by implementing and sharing a groundbreaking educational model that combines health and wellness with academic rigor within a peaceful environment. By breaking down the barriers to good health and improving opportunities for high academic achievement, Namaste allows each and every student to reach his or her true potential. As part of the school's mission, Namaste sees the dissemination of these developed and honed best practices as part of our responsibility.

The dissemination initiative focuses on **four core efforts**:

1) Validate and disseminate the impact of Namaste's healthy lifestyles practices on academic achievement. Namaste will support stronger data collection and deeper analysis of the correlation among implementation of Namaste's Movement; Nutrition, Health and Wellness; and Peaceful School Culture pillars, student health outcomes and academic performance through a new research and evaluation partnership with Children's Memorial Hospital (CMH). This partnership will be an extension of a five-year research study conducted by CMH researchers from 2005-2009, after which results indicated the Namaste model merited further study. During this new two-year research partnership, CMH researchers will specifically examine how implementation of Namaste's healthy lifestyle practices impact student academic achievement.

The new partnership comes at an important time as fall 2012 marks Namaste's second year as a full K – 8 school and first year with an 8th grade class that began as Kindergarteners. The research design will be substantively different and the impact much greater because Namaste's healthy lifestyle practices have matured, our students now range from 5 – 14 years of age, and we will soon have alumni to follow throughout their high school careers. The research findings will be compiled into easily understood and replicable materials; this documentation of Namaste's successful practices will provide important validity to facilitate school leaders' interest in the Namaste model and implementing the Pillar strategies proven to impact student achievement.

Namaste will internally assess health and wellness program fidelity and effectiveness by conducting an evaluation led by Namaste's Director of Health and Wellness and Communications & Outreach Manager (whose background in public health is key to successful evaluation). The evaluation will examine alignment of Namaste health and wellness programming to the aims of the Movement, Nutrition, Health and Wellness, Balanced Learning and Collaborative Practice Pillars, and will ensure Namaste's program continues to adhere to the National Association for Sport and Physical Education (NASPE) and Illinois social-emotional learning standards. The assessment results will guide program design and implementation, thereby allowing Namaste to further refine its model for continued successful dissemination.

2) Validate and disseminate the impact of Namaste's core teaching and learning beliefs on academic achievement. Namaste will assess academic program fidelity and effectiveness by conducting an internal evaluation led by accomplished educational consultant Lisa Vahey (*see attached resume*). The consultant will evaluate the alignment of observed practices to the aims of the Collaborative Practice, Balanced Learning, and Language and Culture Pillars—while also examining the relationship between Namaste practices and student academic achievement. This

evaluation process will serve to guide and improve Namaste's academic curricula and methods of instruction, thereby allowing Namaste to further refine its model for future dissemination.

3. Develop curriculum materials and online resources to provide educators the tactical strategies for program implementation. Namaste will support the development and large-scale dissemination of the tactical strategies surrounding implementation of the components of a holistic school environment that most impact student achievement. These materials include: videos of Namaste initiatives (including classroom movement breaks, Peaceful People instruction, Middle School Advisory, coaching sessions with Namaste's Instructional Leaders, and small-group and whole-group staff Professional Development sessions) hosted on a new "Namaste Shares" page that will be added to the school's website widely; print materials including photos and descriptions of impactful practices, lesson plans and detailed strategies for implementation; and the thorough dissemination of the externally validated evaluation materials referenced above, so school leaders are best equipped to implement the Pillar practices that demonstrate maximum impact.

4. Expand and implement Learning Institutes for full immersion into the Six Pillars model. Namaste's three-day intensive Learning the Namaste Way Institute will allow educators to immerse themselves in the culture, day-to-day programming and resources that have built Namaste and are critical to the program's success. The Institutes provide a unique and impactful onsite experience for school leaders and teams of educators from districts or individual schools who are looking for tactical strategies to boost student achievement while providing students a high-quality, holistic educational program that provides the foundation for strong high school, college and career success. Namaste hosts well over 100 visitors per year (already more than 200 in 2011 – 2012), many of whom are educators and school leaders from across the country and world. We recognize educators' clear need to see Namaste practices in action and the Learning

the Namaste Way Institutes efficiently increase our capacity to maintain a high number of visitors so that our practices can be widely disseminated.

At the Learning the Namaste Way Institutes, participants will work closely with Namaste's leadership team and will be coached to adapt the Namaste pillars and strategies for implementation within their own school sites through: intensive observations of classroom instruction and wellness programming school-wide; purposeful debriefing sessions with Namaste teachers and staff; and strategic planning time with peers, supported by strong technical assistance by Namaste. Attendees will also receive support in being the program lead at their own school site, maximizing project efficiency through a "train the trainer" approach to reach many more individuals than are actually able to attend the Institutes. Namaste will continue assisting these supported schools through quarterly conference calls (with video conferencing, as applicable), webinars and targeted technical assistance as necessary.

With the support of the Charter Schools Program Dissemination funds, Namaste will host two intensive three-day Institutes per year, one for educators and school leaders in currently operating schools and one "charter starter" Institute for individuals planning to start a charter school within the next three years. Namaste has recognized the significant "charter starter" need and interest through applications for our small pilot Institute this June. Of the 30 applicants, 17 were individuals looking to start a new charter school within the next four years. The capacity to implement Namaste's Six Pillars varies greatly between educators in existing schools and "charter starters" and we seek the resources to effectively and thoroughly differentiate our best practices and impact student achievement in both settings. Namaste's principal, Allison Slade, is also the school's founder and is exceptionally poised to meet the needs of individuals starting new schools while the other members of our administrative team (Rachel Dahl, Rickie Yudin, Allison Isaacson, and Kecia Clark) all previously worked in other charter and traditional public

schools so are well-equipped to provide targeted support to school leaders and teachers in existing schools.

Reaching Students Most In Need

Through all dissemination programming, Namaste will specifically target schools in under-resourced, low-income and predominately minority communities – the communities that face disproportionately lower student achievement and high rates of poor health when compared to more affluent areas. These communities are in greatest need of Namaste’s leadership and our experience implementing effective and academically-impactful wellness programming in a challenging, under-resourced school environment. Namaste will strive to ensure educators serving high-need students comprise the majority of professional development participants through the following strategies:

- Require school demographic information (i.e., poverty rate, percentage of students with disabilities, etc.) on the LTNW Institute application (*see attached application*) and give registration preference to educators from high-need schools (for the June 2012 pilot Institute, more applications were received than spaces available and 72% of accepted attendees represent schools serving at least 75% low-income students)
- Collect demographic information on the Namaste Shares site before no-cost resources (i.e., lesson plans, videos of instruction) can be downloaded and utilize this information to engaged in continued, targeted outreach (e.g., send information about accessing the resources to the dozens of charter school networks and individual schools serving predominately high-need, low-income students with which Namaste has existing relationships)
- Promote the Institutes, online resources and externally validated research findings through avenues that reach educators and future school leaders serving high-need students. This will be accomplished through the newsletters and websites of the Illinois Network of Charter

Schools (representing schools with an average 82% low-income rate), Teach for America and other groups; through outreach to the hundreds of educators who have visited Namaste over the last eight years, the vast majority of whom have been in high-need communities; and by leveraging the existing relationships Namaste has with high-need charter networks, including YES Prep Schools (*see attached letter of support*) and the KIPP Schools.

(v) Quality of the Personnel (14 points)

The project director will be Namaste's founder and Principal, Allison Slade (*see attached resume*). Ms. Slade leads the administration and oversees all school-based programming. Ms. Slade will also be an integral part of the dissemination plan. She began her teaching career in inner city Houston and is certified in bilingual education; she has since worked as a teacher, professional mentor and curriculum designer in suburban and urban settings, including Chicago Public Schools. Ms. Slade obtained her bachelor's degree in Spanish and Latin American Studies from Washington University in St. Louis and master's degree in Education Policy from the University of Chicago as a McCormick Tribune Fellow. She completed her Type 75 administrative credential through National Louis University and has presented at numerous national conferences highlighting Namaste's successful work in the area of increasing student achievement through the use of health, physical fitness and nutrition education.

The Instructional Leadership Team working under Ms. Slade comprises Rickie Yudin and Keecia Clark (Elementary and Middle School Instructional Leaders; *see resumes*) and Rachel Dahl (Director of Assessment and Professional Development). With ample instructional and leadership experience, each team member maintains the important skills necessary to increase student achievement through purposeful instruction and rigorous data analysis at Namaste on a consistent basis.

The Director of Development, Allison Isaacson (*see resume*), supervises the Communications and Outreach Manager, Mara Lidacis, and will maintain communications with the Charter Schools Program to ensure compliance with all spending and implementation requirements. Ms. Isaacson has served in this role for three years and has overseen the implementation and spending of over \$1,000,000 in grants, including more than \$300,000 in spending through the federal Carol M. White Physical Education Program. Through her prior own experience as a classroom teacher, Ms. Isaacson is well-equipped to ensure Institute attendees and all supported schools receive the actionable support to successfully implement in their own communities Namaste's effective strategies to improve student achievement.

Namaste's Communications and Outreach Manager, Mara Lidacis, will be the project's primary point person to disseminate Namaste's successful instructional practices to schools and districts across the country; she will also spearhead the execution of the onsite Learning Institutes and oversee the ongoing technical support provided to Institute attendees and other supported schools. Ms. Lidacis will work closely with other members of the Namaste team, including the Director of Health and Wellness, Guidance Counselor and others, to deliver relevant technical assistance and support schools in effectively implementing practices from both Namaste's healthy lifestyles program and core teaching and learning pillars. Ms. Lidacis' background in communications and public health ensures she is uniquely qualified to provide these supports and outreach.

One of the core values at Namaste is teaching respect for all individuals and valuing different experiences. The school knows it is important to have the staff reflect the diversity of the student body. Thus, the school maintains a non-discrimination policy in terms of hiring, but also actively seeks out applications for employment from persons who have been traditionally underrepresented based on race, color, national origin, sexual orientation, gender, age, or

disability. The school participates in multiple minority job fairs, receives referrals from its professional associations with education associations such as Teach for America and uses professional networks to recruit underrepresented individuals. Additionally, with the school's focus on Dual Language instruction and parent communication, Namaste focuses on recruiting Spanish-speaking individuals in order to meet these needs.

(vi) Quality of the Management Plan (15 points)

Learning the Namaste Way will be primarily managed by three individuals on Namaste's Team: the school's Principal (who will devote approximately 10% of her time to the project), Director of Development (15% of her time) and Communications and Outreach Manager (75% of her time). The principal, Ms. Slade, will oversee all activities and will play an integral leadership role in the Learning Institutes and accompanying technical support of schools looking to adopt the Namaste Way. In addition to providing the program's strategic vision, Ms. Slade maintains important connections with school districts and charter management organizations nationwide, which will be important in the recruitment of program participants and for overall dissemination.

Ms. Slade will work closely with Allison Isaacson, Director of Development, and Mara Lidacis, our new Communications and Outreach Manager, to design, execute and refine the Learning Institutes and all resources provided to help educators in adapt Namaste's Pillars to their own community needs and still maintain the high degree of success that Namaste has maintained over the past eight years. Additionally, the Finance Committee, led by Kathleen Clarke, reviews the financial position of the school monthly and will ensure that Learning the Namaste Way is progressing on time and on budget.

Additionally, as Director of Health and Wellness, Abby Rose (*see attached resume*), will coordinate much of the wellness-based interactions for Institute participants, including observations of classroom movement, nutrition education and Peaceful People instruction. She will support school leaders and teachers, through the Institutes, technical assistance and online resources, in implementing many of the no-cost strategies (e.g., more active recess time, Peaceful People curriculum) to increase student achievement through purposeful wellness programming.

Project Timeline: June 2012– September 2014 (Project Years One and Two)

Activity/Milestone	Responsible Party	Timeline
Learning the Namaste Way Pilot Institute; subsequent Institutes will incorporate lessons learned for more impactful implementation	Mara Lidacis, Allison Slade, Allison Isaacson	June 20-22, 2012
Children’s Memorial Hospital evaluation begins	Children’s Memorial Hospital researchers, Namaste leadership team, Mara Lidacis	October 2012
Begin internal assessment of academic and wellness program fidelity and effectiveness	Lisa Vahey, Abby Rose, Mara Lidacis, Instructional Leadership team	October 2012
Develop and introduce new collateral material and web content for outreach and program dissemination	Mara Lidacis	October 2012
Ongoing technical assistance for Institute	Allison Slade, Abby	Quarterly, starting

attendees	Rose	October 2012
Recruit and plan for Year One “charter starter” Institute	Mara Lidacis, Allison Slade, Allison Isaacson	July-November 2012
Year One “charter starter” Institute	Mara Lidacis, Allison Slade and Allison Isaacson	January 2013
Produce an evaluation report summarizing internal assessment of academic and wellness program fidelity and effectiveness	Lisa Vahey, Abby Rose, Mara Lidacis, Instructional Leadership team	June 2013
Year Two “existing schools” Institute	Mara Lidacis, Allison Slade, Allison Isaacson	June 2013
Compile preliminary Children’s Memorial Hospital research data	Children’s Memorial Hospital researchers	July 2013
Update collateral material and web content for outreach and program dissemination using internal and external evaluation results, Year One Institute feedback and “lessons learned”, current health & wellness and academic data	Mara Lidacis	August 2013
Year Two research continues with Children’s Memorial Hospital	Children’s Memorial Hospital researchers, Namaste leadership team, Mara Lidacis	August 2013

Year Two “charter starter” Institute	Mara Lidacis, Allison Slade, Allison Isaacson	December 2013
Year Two “existing schools” Institute	Mara Lidacis, Allison Slade, Allison Isaacson	June 2014
Produce and disseminate a final evaluation report of the 2012 – 2014 Children’s Memorial Hospital research study	Children’s Memorial Hospital researchers, Mara Lidacis, Abby Rose	September 2014

As noted above, Year Two will see the strengthened analysis of the correlation between Namaste students’ academic achievement and the implementation of the school’s purposeful wellness programming, with the accompanying wide dissemination of this validation through our partnership with Children’s Memorial Hospital. We will also produce additional documentation, including new online resources and videos, on Namaste’s impactful practices, as well as include “lessons learned” and best practices from schools supported in Years One and Two.

Throughout the project, Allison Slade, Allison Isaacson and Mara Lidacis will disseminate the Namaste Pillars of Instruction and the school’s successful strategies to improve student achievement through conference presentations, outreach to media, press releases, maintenance of the Namaste website with Namaste Shares page, including online video and curriculum for program implementation in classrooms school-wide, and ongoing recruitment for the Learning the Namaste Way Institutes.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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Professional Experience

Namaste Charter School

Founder and Principal, 2004-present

- Wrote and obtained charter for Namaste Charter School and oversees daily operation and education in the school
- Created vision and mission for Namaste, continually creates partnerships and curriculum and provides general oversight and direction
- Responsible for modeling teaching practice, recruiting and hiring teachers, recruiting families and students, parent involvement plans, leading staff through evaluation which informs instruction and raising approximately \$1million per year in corporate, foundation and individual gifts
- Evaluates teachers and coordinates or provides all professional development for staff
- Works closely with the chair of Namaste's Board of Directors to create strategic plans for the Board and the growth of the school
- Monitors all compliance areas, maintains all school records, ensures overall success and daily school operations

Oak Terrace Elementary School

Dual Language Second Grade Teacher, 2002-2004

- Lead Bilingual Teacher modeling classroom bilingual balanced literacy instruction
- Initiated internal staff development reading group around writing goals and facilitated weekly staff discussions
- Created Parent Volunteer Center as part of the parent development committee
- Presenter at the State Bilingual Conference

Center for School Improvement (CSI), University of Chicago

Primary Literacy Specialist, 2000-2002

- Lead primary staff developer at Mitchell Elementary School planning and conducting monthly training workshops for first cohort of CPS teachers
- Create and modify comprehensive primary literacy framework
- Model, assist and evaluate teacher implementation of framework in network schools
- Lead school visits and conducted coaching and debriefing sessions with teachers, literacy coordinator and principal
- Created comprehensive tutoring curriculum and training modules for use in neighborhood schools
- Lead researcher in development of Spanish language assessment materials and analyzed research on school initiative projects including teacher professional development and literacy
- Responsible for compiling data, data analysis using SPSS literature reviews and program evaluation

Teach for America

Seminar Learning Team Leader, Alumni Recruiter

- Collaborated with university partner instructors to create scope and sequene for first year teacher seminar meetings
- Create and conduct monthly learning team meetings for first and second year teachers
- Provided professional development materials, corps member support and classroom visitation
- Designed and implemented campus specific strategies for recruitment of corps members and conducted application workshops and information sessions

J.W. Oates Elementary

Bilingual Teacher, 1998-2000

- Initiated several community outreach programs as Parent Involvement Committee Chair
- Participated in writing of school improvement plan, Annenberg Grant, and Mayor's After School Program grant
- Trainer for Peer Mediators and coach and member of critical friends group
- Created and organized long-term and daily lesson plans
- Wrote and won Impact II Developer Grant
- Finalist for Teacher of the Year

Education

University of Chicago/The Irving B. Harris School of Public Policy Studies

2000-2002

Master of Public Policy, Concentration: Education and Child and Family Policy
McCormick Tribune Fellowship Recipient

Loyola University Chicago

2003 - 2004

Type 75 Administrative Credential

Washington University in St. Louis

1994 -1998

Bachelor of Arts with College Honors

Majors: Latin America Studies and Spanish

Honors and Professional Associations

- National Board for Professional Teaching Standards, Selected Assessor
- Leads workshops for the Rochelle Lee Fund
- Member of National Association of Bilingual Educators and Illinois Association of Bilingual Educators
- 2001 Honoree: Tomorrow's Leaders Today, given by Public Allies Chicago
- 2007 Awardee: Susan Berkowitz Award for Outstanding Service to Children
- Conference presentations include Urban Physical Education Leadership Summit (2011), "Dreaming a Lean & Green School: A Symposium on Healthy Food, Fitness and Environments" (2008); Illinois Network of Charter Schools (2011)

June 5, 2012

100 Seaton Bldg
Lexington, KY 40506-0047

859 257-5826
fax 859 323-1090

www.uky.edu

Dear Charter Schools Program Reviewers:

I am very pleased to provide this letter in support of Namaste Charter School's application for the Department of Education Charter School Program's non-SEA Dissemination Funding. As Associate Professor at the University of Kentucky College of Education Department of Kinesiology and Health Promotion see firsthand the need for innovative, student-centered educational models that promote physical activity and movement in schools. In fact, in my research, writing, and speaking I advocate for schools like Namaste Charter School.

Ample research indicates the positive impact physical activity has on student achievement and student engagement in school and Namaste Charter School is a recognized pioneer in this field. Since Namaste's inception in 2004, the school has integrated innovative, successful health and wellness practices with its rigorous academic curricula and as a result, has demonstrated impressive student achievement gains and other metrics of success.

There are few other schools in the country that are as committed as Namaste to holistic education and improving student health in order to boost student learning. Student academic achievement is Namaste's primary goal and the innovative wellness practices they implement are a critical avenue to attaining that goal. Namaste serves a predominately low-income, at-risk student population and in these high-need communities that typically lack access to high-quality education and ample opportunities for physical activity, Namaste's model is even more important.

Moreover, Namaste is committed to sharing their best practices and supporting other schools in creating healthier, holistic environments that foster student learning. I have been at numerous conferences, including the Urban Physical Education Leadership Summit in New York and the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) National Conference, where Namaste school leaders have presented about their model. The Charter School

Program dissemination funds will allow undoubtedly go far in helping Namaste be even more impactful and positively impact thousands of students nationwide.

Namaste school leaders are clearly committed to dissemination and this funding will allow them to formalize and expand the important work they are already doing. I know of many schools that are eager to learn more about Namaste's model and adopt their practices for their own school communities.

Thank you for considering Namaste Charter School's proposal.

Sincerely,

A black rectangular redaction box covering the signature of Aaron Beighle.

Aaron Beighle, Ph.D.

June 4, 2012

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202

Dear Secretary Duncan:

The Illinois Network of Charter Schools (INCS) is honored to submit this letter in support of Namaste Charter School's application for the 2012 Charter School Program non-SEA Dissemination Grant. The Illinois Network of Charter Schools is a statewide organization that seeks to improve the quality of public education by promoting and strengthening charter schools throughout Illinois. INCS supports and advocates for the 124 charter public school campuses in the state, which serve over 50,000 Illinois children.

Namaste Charter School is a true leader in the Illinois charter school community. Now in its eighth school year, Namaste continues to significantly outperform traditional public schools across Chicago and Illinois on a variety of student achievement measures. Namaste students are outperforming their peers citywide by more than 13 percentage points on the Illinois Standards Achievement Test (ISAT) and while Namaste's proportion of low-income and minority students is equivalent to that of Chicago Public Schools' overall, their share of students with special needs is significantly higher. More than 20% of Namaste students qualify as special needs, compared to 12% district-wide. Namaste has consistently been one of the top-performing charters statewide.

Beyond their student achievement gains and student demographics, Namaste embodies the ideal of a public charter school. Since the school's opening in 2004, their leadership and school staff have created a welcoming environment with an almost-unparalleled "open door" policy. They understand the responsibility and opportunity charter schools have to be "houses of innovation" that will test and refine best practices and share proven results with traditional public and public charter schools nationwide. Namaste is committed to not only strengthening the charter sector but to helping redefine public education by emphasizing *holistic education* as the key to success, a model that has indeed proven highly successful in Namaste's community. INCS is appreciative



of Namaste's hospitality; they have hosted hundreds of educators and school leaders over the years, many of whom INCS has brought, to visit their innovative, successful model in action.

Namaste is an ideal recipient of dissemination funding because the resources will allow the school to significantly expand on the programming they have already begun. Namaste already shares their best practices and welcomes countless visitors; with the dissemination funding, they can formalize the support they already provide dozens of schools and charter networks annually and have the maximum impact on student achievement nationwide. We whole-heartedly support their application and urge you to grant them a Charter Schools Program Dissemination award.

Sincerely,

A large black rectangular redaction box covers the signature area, obscuring the name and any handwritten notes or dates.

Andrew W. Broy

President

— the —
MONTESSORI SCHOOL
of Englewood

June 5, 2012

The Honorable Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am opening the Montessori School of Englewood, a single-site charter which will grow to serve 240 K-8 students, this August in the Englewood neighborhood of Chicago. I was thrilled to discover that Namaste Charter School, a single-site operator whose philosophy focuses on the whole child, offers *Learning the Namaste Way*, an institute for educators like me to see how the school puts its value system in to operation. As a Montessori school leader, I, too, am focused on the whole child and am very interested to see how Namaste builds their six pillars in to their curriculum and programming.

I am particularly interested to see how their culture supports their academics. I want to hear about their successes and struggles with their longer school day and year-round calendar as we will use these schedules at our school as well. We use a team-teaching model in our classrooms, so I also am intrigued by their collaborative teaching model.

We are excited to have a like-minded charter model serving a similar student population near us in Chicago. Namaste's offer of follow-up support to Institute participants is something we will definitely use to buttress our efforts as we build our community and culture in year one. As a charter school leader of a community similarly focused on the social, emotional and physical well-being of our students, I'm excited to learn from Namaste how this whole child approach will boost our students' achievement.

Sincerely,

Rita Nolan
Executive Director

School: 7033 S. Honore, Chicago, Illinois 60636
Correspondence: 2053 N. Howe, Chicago, Illinois 60614



YES Prep Public Schools

East End Campus

8329 Lawndale
Houston, Texas 77012
713.967.7899
Fax 713.921.2305
www.yesprep.org

June 2, 2012

Dear Ms. Slade:

I wanted to take this opportunity to express my gratitude on behalf of YES Prep for your openness and guidance as we visited Namaste Charter School last October. Each year, YES Prep pushes our school leaders to improve by visiting the best charter schools around the country and finding innovative ideas to help us improve our schools. Namaste has served as an excellent model, and we have seen significant and subtle ways in which Namaste has influenced our thinking about the education and wellness of our students.

I would like to share with you a few examples of how YES Prep schools will serve students better because of our visit to Namaste. On a fundamental level, our original YES Prep campus, YES Prep Southeast, has developed a year-long goal around health and wellness, and they have built in an exercise time for the entire school to encourage healthier exercise habits. At our East End campus, the school leader has earmarked significant space in his new building for both individual workout stations and yoga classes.

These examples are just the beginning. Your attention to detail and willingness to share the heart and soul of your program was invaluable. I hope other schools take advantage of the opportunity to visit Namaste, as your staff's knowledge and insight into serving the entire student are highly effective and thoughtful.

Thank you again for hosting us and please know that YES Prep's schools will be stronger moving forward because of the time we spent at Namaste.

Sincerely,

Bill Durbin
Head of Schools
YES Prep Public Schools



RENEWAL OF CHARTER AND CHARTER SCHOOL AGREEMENT
(NAMASTE CHARTER SCHOOL)

THIS RENEWAL OF CHARTER AND CHARTER SCHOOL AGREEMENT ("Agreement") dated July 1, 2009 (the "Effective Date") is entered into by and between the Board of Education of the City of Chicago, a body politic and corporate (the "Board") and the **Namaste Charter School, Inc.**, an Illinois not-for-profit corporation (the "Charter School"), an independent public school established under the Charter Schools Law, 105 ILCS 5/27A-1 *et seq.* (the "Charter Schools Law").

RECITALS

WHEREAS, the State of Illinois enacted the Charter Schools Law as Public Act 89-450, effective April 10, 1996, as amended; and

WHEREAS, the Charter Schools Law was enacted for the following purposes:

- (1) To improve pupil learning by creating schools with high, rigorous standards for pupil performance;
- (2) To increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for at-risk pupils;
- (3) To encourage the use of innovative teaching methods;
- (4) To allow for the development of innovative forms of measuring pupil learning and achievement;
- (5) To create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- (6) To provide parents and pupils with expanded choices within the school system;
- (7) To encourage parental and community involvement with public schools;
- (8) To hold charter schools accountable for meeting rigorous school content standards and to provide those schools with the opportunity to improve accountability; and

WHEREAS, on June 30, 2004, the Charter School entered into a Charter School Agreement with the Board for a five (5) year term commencing July 1, 2004 and ending June 30, 2009, which was approved and certified by the Illinois State Board of Education

(the "State Board");

WHEREAS, on September 5, 2008, the Charter School submitted an application to the Board (the "Application") to renew its Charter School Agreement, a copy of which Application is incorporated by reference as described in Exhibit A; and

WHEREAS, the parties desire that the Charter School be authorized to continue to operate and conduct its affairs in accordance with the terms of this Agreement and the Charter Schools Law.

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties and agreements contained herein and for other good and lawful consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereby agree as follows:

1. Recitals Incorporated by Reference. The recitals to this Agreement are incorporated herein by reference and made a part hereof.

2. Grant of Charter. Subject to the final certification by the State Board, the Charter School is hereby authorized, and granted a renewal of a charter in accordance with the Charter Schools Law and the terms and conditions of this Agreement, to operate a charter school as described herein.

3. Term of Agreement. This Agreement shall commence on the Effective Date provided above, and shall expire at midnight, June 30, 2014, unless terminated or extended pursuant to the terms hereof.

4. Educational Program. The Charter School shall operate an educational program and program of instruction serving the educational needs of the students enrolled therein.

a. Name of School. The name of the school shall be known as the "Namaste Charter School".

b. Mission Statement. The Charter School shall operate under the mission statement set forth in the Application, and such mission statement is hereby accepted to the extent that it is consistent with the declared purposes of the General Assembly as stated in the Charter School Law.

c. Age, Grade Range. The Charter School shall provide instruction to pupils in grades Kindergarten through 8 as provided in the Application.

d. Enrollment, Attendance Boundary, Lottery. The Charter School's enrollment shall be no more than 450 students. The Charter School shall not permit

dual enrollment of any student at both the Charter School and another public school or non-public school.

i. Attendance Boundary. Enrollment in the Charter School shall be open to any pupil who resides within the City of Chicago, provided that the Board may designate attendance boundaries for no more than one-third of the charter schools permitted in the City of Chicago if the Board determines that attendance boundaries are needed to relieve overcrowding or to better serve low-income and at-risk students. In the event that the Board makes a determination that an attendance boundary needs to be created for the Charter School, the Board shall notify the Charter School at least thirty (30) days prior to Board approval to give the Charter School an opportunity to provide comment regarding the establishment of its attendance boundary. Establishment of an attendance boundary for the Charter School is within the sole discretion of the Board.

ii. Lottery. The Charter School shall not conduct its lottery until one month after the specific application deadline determined by the Board for its high school magnet school program, which date will be conveyed to the Charter School by the Board's Office of New Schools ("New Schools Office"). Each year, if on the date of the Charter School's application deadline, there are more eligible applicants for enrollment in the Charter School than there are spaces available, successful applicants shall be selected by lottery which shall be open to all applicants and the public. The lottery shall be witnessed by an independent third party or videotaped. The Charter School shall submit to the New Schools Office a copy of the lottery results, a written summary of its lottery process and the manner in which its lottery process complies with Article 27A of the Illinois School Code, and any supporting documentation within ten (10) business days of the lottery date. The Charter School shall not request information in the application process about a student's academic aptitude, special education needs or English language proficiency. Priority for enrollment may be given to siblings of pupils enrolled in the Charter School and to pupils who were enrolled in the Charter School the previous school year, unless expelled for cause. Using the lottery process required herein, the Charter School shall establish a waiting list of students who shall be offered the opportunity to enroll at the Charter School if additional space later becomes available.

e. Student Transfers. Any student transfer out of the Charter School shall be documented by a transfer form signed by the student's parent/guardian which affirmatively states that the student's transfer is voluntary.

f. Goals, Objectives, Pupil Performance Standards. The Charter School

shall pursue and make reasonable progress toward the achievement of the goals, objectives and pupil performance standards consistent with those set forth in the Application and in accordance with the Accountability Plan described in paragraph 9 of this Agreement, provided that such goals, objectives and pupil performance standards shall at all times remain in compliance with Section 2-3.64 of the Illinois School Code, 105 ILCS 5/2-3.64.

g. Evaluation of Pupils. The Charter School's plan for evaluating pupil performance, the types of assessments to be used, the timeline for achievement of performance standards, and the procedure for taking corrective action in the event that pupil performance at the Charter School falls below those standards, shall be consistent with the Application and as further described in paragraph 9 hereof.

h. Curriculum. The curriculum established by the Charter School shall be consistent with the Application and as otherwise modified or supplemented herein. The Charter School shall notify the Board of any material change in its curriculum subsequent to the date of this Agreement.

i. School Year; School Days; Hours of Operation. Instruction shall commence in the 2009-2010 school year and subsequent school years on dates established by the Charter School, provided that the beginning date of instruction shall be no earlier than August 15 and no later than September 15 of the first academic and fiscal year of the Charter School's existence. The days and hours of operation of the Charter School shall be as set forth in the Application or as otherwise established by the Charter School.

j. Discipline. The Charter School shall implement a system of uniform student discipline. The Charter School may develop and implement its own system of student discipline in accordance with paragraph 4.j.i. or may elect to adopt the Chicago Public Schools Student Code of Conduct (the "CPS Conduct Code") effective at the beginning of any academic year in accordance with paragraph 4.j.ii.

i. In the event that the Charter School elects to develop its own system of student discipline, the Charter School shall submit a proposed disciplinary code, including procedures for suspension and expulsion, to the Board for review no later than July 1, 2009, shall adopt such disciplinary code no later than September 1 of such year, including any reasonable modifications requested by the Board, and shall carry out all disciplinary actions in accordance with such disciplinary code. In the event that the Charter School makes modifications to its existing disciplinary code during the term of the Agreement, the Charter School shall notify the Board of such change and submit the modified disciplinary code to the Board for review and approval prior to such changes taking effect. The Charter School shall

comply at all times with applicable Federal due process requirements in its disciplinary activities. Students may only be expelled from the Charter School by a vote of the Charter School's governing board. In the event that any student is expelled from the Charter School by action of the Charter School, the Charter School shall promptly notify the Board of such expulsion and shall provide to the Board, no later than five (5) days following the expulsion of such student, a summary statement of the grounds and evidence warranting expulsion and a record of the proceedings in which the expulsion decision was made. The Board may initiate additional disciplinary proceedings against any student expelled by the Charter School in accordance with its rules and procedures for the expulsion of students. Should the Board initiate additional disciplinary proceedings against the student, the Charter School shall provide factual information relating to the offense, including live testimony in an expulsion hearing.

ii. The Charter School may, at its option, elect to adopt the CPS Conduct Code effective at the beginning of any academic year, provided that the Charter School shall notify the Board of its election to do so no later than July 1, 2009. If the Charter School fails to submit a proposed disciplinary code or fails to adopt a disciplinary code, the CPS Conduct Code will be deemed to apply.

k. Governance and Operation. The operation of the governing board of the Charter School shall be as set forth below:

i. The governing board of the Charter School shall consist of no fewer than 5 members.

ii. Membership and composition of the governing board shall be subject to and in accordance with the bylaws of the Charter School.

iii. Governing board vacancies shall be filled by the Charter School's governing board.

iv. Members of the governing board of the Charter School shall have duties and responsibilities consistent with the Illinois General Not-For-Profit Corporation Act of 1986, as amended, and as stated in the Application.

v. The governing board shall hold meetings at least four times a year.

l. Student Transportation. The Charter School shall meet the transportation needs of its students including, the needs of its low-income and at-

risk students, and homeless children and youth, in the manner set forth in its Application which transportation plan may include, but not be limited to, the following: coordinating with Chicago Public Schools to provide transportation for any students with disabilities who have Individualized Education Programs ("IEPs") in which transportation is required; participating in the state's Parental Transportation Reimbursement Program; providing Chicago Transit Authority reduced fare permits or cards to students based on income qualifications; assisting parents in the development of car pool plans; or working with students and their parents to highlight the best routes to and from school via public transportation, expressways and streets.

m. Bilingual Education. The Charter School shall provide bilingual education services in a manner consistent with that in the Application, provided that the Charter School (1) shall identify students who require bilingual education by administering the Chicago Public Schools' Home Language Survey Form or other suitable identification instrument to all incoming students; (2) shall assess the English language proficiency of all students identified as coming from a non-English speaking background by administering the state-prescribed screening instrument or other suitable screening instrument; (3) shall provide a bilingual education or English as a Second Language program for such students; and (4) shall annually assess the English language proficiency of all identified English Language Learners by administering the state-mandated English language proficiency assessment. Notwithstanding anything to the contrary in this subparagraph, the Charter School shall have no obligation to provide bilingual education to a greater extent than required under the Charter Schools Law and under any Federal consent decrees or other orders governing the provision of bilingual education services to students in the Chicago Public Schools.

n. School Calendar. No later than July 1 prior to the commencement of each academic year during which this Agreement is in effect, the Charter School shall submit to the Board its school calendar for such academic year and the following summer session.

5. Additional Covenants and Warranties of Charter School. The Charter School covenants and warrants as follows:

a. Compliance with Laws and Regulations. The Charter School shall operate at all times in accordance with the Charter Schools Law and all other applicable Federal and State laws from which the Charter School is not otherwise exempt and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or need for special educational services. The Charter School shall also comply with the following, to the extent applicable to Charter Schools (as amended from

time to time):

- i. The No Child Left Behind Act of 2001 (PL 107-110, signed January 8, 2002);
- ii. Section 2-3.64 of the Illinois School Code (105 ILCS 5/2-3.64), regarding performance goals, standards and assessments;
- iii. Section 10-17a of the Illinois School Code (105 ILCS 5/10-17a) regarding school report cards;
- iv. Section 10-21.9 and 34-18.5 of the Illinois School Code (105 ILCS 5/10-21.9; 105 ILCS 5/34-18.5) regarding fingerprint-based criminal history records checks and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment;
- v. Section 24-24 and 34-84A of the Illinois School Code (105 ILCS 5/24-24; 105 ILCS 5/34-84A) regarding discipline of students;
- vi. The Local Governmental and Governmental Employees Tort Immunity Act (745 ILCS 10/1-101 *et seq.*);
- vii. Section 108.75 of the General Not For Profit Corporation Act of 1986 (805 ILCS 105/108.75) regarding indemnification of officers, directors, employees and agents;
- viii. The Abused and Neglected Child Reporting Act (325 ILCS 5/1 *et seq.*);
- ix. The Illinois School Student Records Act (105 ILCS 10/1 *et seq.*);
- x. The Freedom of Information Act (5 ILCS 140/1 *et seq.*);
- xi. The Open Meetings Act (5 ILCS 120/1.01 *et seq.*);
- xii. The Illinois Pension Code (40 ILCS 5/1-101 *et seq.*), subject to the limitations set forth in paragraph 6.j. below;
- xiii. All applicable health and safety regulations of the State of Illinois and the City of Chicago including, without limitation, those laws specifically identified by the State Board as being applicable to charter schools. A current list of such laws, which may be added to, deleted from or

otherwise amended from time to time by the State Board, is attached hereto as Exhibit B;

xiv. All Federal and State of Illinois orders and agreements, including desegregation orders, orders regarding special education, orders regarding bilingual education, compliance agreements or other agreements with the United States Department of Education or other Federal or State agencies, applicable to the Chicago Public Schools. Upon the request of the Charter School, the Board shall furnish copies of any such orders or agreements. To the extent that the Charter School believes that it is exempt from compliance with any such law, order or agreement, the Charter School shall provide the Board's General Counsel with a copy of an exemption ruling or opinion rendered by the applicable Federal or State authority that has jurisdiction over such law or that issued the order or agreement. To the extent the Board is a party to a court action that is likely to result in a new order or agreement which will require compliance by the Charter School, the Board shall use reasonable efforts to notify the Charter School of such court action.

b. Compliance with Agreement. The Charter School shall operate at all times in accordance with the terms of this Agreement including the Accountability Plan attached hereto as Exhibit D, the additional specific terms and conditions set forth in Attachment 1 and all other Exhibits attached hereto.

c. Maintenance of Corporate Status and Good Standing. The Charter School shall at all times maintain itself as an Illinois general not-for-profit corporation capable of exercising the functions of the Charter School under the laws of the State of Illinois, shall remain in good standing under the laws of the State of Illinois, and shall timely make all required filings with the office of the Illinois Secretary of State. Upon request, the Charter School shall provide the Board with certified copies of its Articles of Incorporation, a Certificate of Incorporation evidencing its incorporation as a nonprofit corporation, its Bylaws, and all amendments or modifications thereto. The Charter School is also recognized as an organization exempt from Federal income taxation under Section 501(c)(3) of the Internal Revenue Code, and upon request, the Charter School shall provide the Board with copies of all filings relating to the Charter School maintaining 501(c)(3) exempt status.

d. Personnel. The relationship between the Charter School and its employees, and the manner in which terms and conditions of employment shall be addressed with affected employees and their recognized representatives, if any, shall be as set forth in the Application and this Agreement, provided that the Charter School shall comply with all Federal and Illinois employment laws and

regulations made applicable to charter schools under the Charter Schools Law.

No later than September 1 of each year during the term of this Agreement, the Charter School shall provide the Board with a current list of all of its employees, and shall cause each of its subcontractors to provide the Board with a current list of all of such subcontractor's employees who shall come into direct, regular contact with pupils at the Charter School. Such lists shall contain the names, job positions and social security numbers of all applicable employees. Such list shall also indicate: (1) for each employee, the date of initiation of the fingerprint-based criminal background investigation and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database required under Section 34-18.5 of the School Code and paragraph 5.e. of this Agreement, and the results of such background check; and (2) for each individual employed in an instructional position, evidence of certification, or evidence that such individual is otherwise qualified to teach under Section 27A-10(c) of the Charter Schools Law, including information regarding the additional mentoring, training and staff development, if any, to be provided by the Charter School pursuant to paragraph 5.f. of this Agreement. For any person hired in an instructional position after September 1 of any school year, the Charter School shall provide the Board with such evidence of certification or other qualification no later than ten (10) business days after the individual's initial date of employment.

e. Criminal Background Checks. The Charter School shall not knowingly employ and shall not permit its subcontractors to knowingly employ any individual who shall come into direct, regular contact with pupils at the Charter School (i) for whom a fingerprint-based criminal background investigation and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database has not been conducted or (ii) who has been convicted of committing or attempting to commit one of the offenses enumerated in Section 34-18.5(c) of the Illinois School Code.

f. Instructional Providers. The Charter School shall employ or otherwise utilize in instructional positions and shall require that its subcontractors employ or otherwise utilize in instructional positions only those individuals who are certificated under Article 21 of the Illinois School Code, 105 ILCS 5/21-1 *et seq.*, or who are otherwise qualified to teach under Section 27A-10(c) of the Charter Schools Law. If the Charter School receives Title I funds, all individuals in instructional positions must also meet the definition of "Highly Qualified" in accordance with the No Child Left Behind legislation. For purposes of this paragraph, "instructional positions" means all those positions involving duties and responsibilities which, if otherwise undertaken in the Chicago Public Schools, would require teacher certification. In the event that the Charter School employs or otherwise utilizes or any of its subcontractors employs or otherwise utilizes non-certificated personnel in

instructional positions, the Charter School and/or its subcontractors shall provide such additional mentoring, training and staff development as the Charter School determines is necessary to ensure that such individuals perform their instructional duties satisfactorily.

g. Facility.

i. Existing Facility. The Charter School shall be located at 3737 South Paulina Avenue, Chicago, Illinois (the "Attendance Center"). The Charter School shall have obtained and submitted to the New Schools Office for review no later than thirty (30) days prior to the commencement of operation of the Attendance Center: (1) all applicable occupancy permits and health and safety approvals for such Attendance Center; (2) an executed copy of the lease agreement for such Attendance Center, if occupied under a lease agreement; and (3) evidence of title to such Attendance Center, if owned by the Charter School. The Charter School shall take such actions as are necessary to ensure that the leases (for the Attendance Center not owned by the Charter School), occupancy permits and health and safety approvals for the established Attendance Center remain valid and in force, and shall certify to the Board by August 1, 2009 and thereafter no earlier than June 1 and no later than July 1 of each subsequent year during the term of this Agreement that such leases, permits, certificates and approvals remain in force.

ii. Change in Location. The Charter School may change the physical location of its Attendance Center, provided that the Charter School fulfills certain conditions of the Board and provides the information set forth in this subparagraph with respect to such new physical location, and provided further that (1) the Charter School notifies the Board of the proposed change in location not less than one hundred and twenty (120) days prior to taking any final action in connection therewith; and (2) the Board, or its Chief Executive Officer, does not issue a denial to the Charter School within fourteen (14) days of its receipt of such notification. Such a change in the physical location of an existing Attendance Center by the Charter School shall be deemed a material modification of this Agreement which requires the prior approval of the Board and State Board to be in full force and effect.

iii. Temporary Change in Location for Emergency. Nevertheless, the one hundred and twenty (120) days prior notice is not required in the event that the change in location is due to an emergency where the Attendance Center has been made untenable by fire, flooding, tornado, earthquake or other casualty or where its occupancy permit has been revoked due to a reason outside of the Charter School's reasonable control.

In such emergency situation, the Charter School shall provide immediate written notice to the Board after the Charter School becomes aware of the need to temporarily change the location of its Attendance Center. The Charter School shall use its best efforts to promptly repair any damages caused by the emergency to the damaged Attendance Center and to remedy any accessibility and building code compliance issues at its current temporary location until such time as the damaged Attendance Center is returned to the condition in which it was found prior to the emergency. While in its temporary location, the Charter School must provide monthly written status reports to the New Schools Office regarding the renovation work performed on the damaged Attendance Center.

iv. Compliance with Disability Access Laws and Regulations. The Charter School shall ensure that its facility and operations comply with: (1) all applicable provisions of Federal, State and local disability access laws including, without limitation, the Americans with Disabilities Act ("ADA"), 42 U.S.C.A. §12101 *et seq.*, the Rehabilitation Act of 1973, 29 U.S.C.A. §701 *et seq.*, as amended, their implementing regulations, the Illinois Environmental Barriers Act, 410 ILCS 25/1 *et seq.*, and the accessibility portions of the Chicago Building Code; and (2) the ADA and Rehabilitation Act aspects of the Accountability Plan; provided, however, if the Charter School enters into a lease agreement with the Board to occupy a Board facility to operate its Attendance Center, the terms and conditions of the lease agreement shall control as to that Attendance Center.

v. ADA Plan. The Charter School shall submit a facility plan for its Attendance Center which shall comply with the ADA and Section 504 of the Rehabilitation Act of 1973, as amended, their implementing regulations, the Illinois Environmental Barriers Act, and the accessibility portions of the Chicago Building Code ("ADA Plan"). Any such ADA Plan shall be submitted to the Board for approval which shall not be unreasonably withheld. Any such ADA Plan submitted to the New Schools Office and approved by the Board shall be incorporated herein by reference and made a part of this Agreement. Failure to submit an ADA Plan to the New Schools Office by the Board-specified date shall be deemed a material breach of this Agreement, subject to paragraph 13 herein, and the Board shall consider such non-compliance a factor in determining whether to revoke or renew the Charter School's charter.

h. Homeless Children. The Charter School acknowledges and agrees that the Chicago Public Schools are committed to serving the needs of children who are homeless and to protecting their rights under Federal and State law. The Charter School agrees that one goal of this Agreement is to ensure that all homeless children

who attend the Charter School receive the same services provided by the Chicago Public Schools to homeless children and agrees that it will provide services to homeless children at the same level that CPS provides those services. The Charter School also must protect the rights of children under the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11431 *et seq.*) and the Illinois Education for Homeless Children Act (105 ILCS 45/1-5 *et seq.*) and all other laws that protect the rights of homeless children. The Charter School further acknowledges that the Board has certain obligations under the Settlement Agreement in *Salazar v. Edwards*, 92 CH 5703 (Circuit Court, Cook County). The Charter School shall ensure that no member of the Salazar class is deprived of his or her rights under the Settlement Agreement and the Charter School shall not interfere with the Board's performance of its obligations under the Settlement Agreement.

6. Financial Operations of Charter School.

a. Financial Management. At fiscal year end, the Charter School shall prepare its annual financial statements in accordance with accounting principles generally accepted in the United States of America for not-for-profit organizations ("GAAP"). During the fiscal year, the Charter School shall operate in accordance with GAAP, the cash basis of accounting, or any other basis of accounting, provided that the Charter School's accounting methods allow it to prepare reports required by the Board, the State Board, and any other grantors.

b. Budget. The Charter School shall prepare and provide to the Board a copy of its quarterly and annual budgets for each fiscal year by no later than July 1 of such fiscal year. The fiscal year for the Charter School shall begin on July 1 of each year and end on June 30 of the subsequent year.

c. Distribution of Funds. The Board shall distribute the Charter School Funds, as determined in paragraph 6.d., in four quarterly installments payable on or about July 22, October 15, January 15 and April 15 of each fiscal year, or the first business day following each such day if any such day falls on a Saturday, a Sunday, or a holiday. All funds distributed to the Charter School from the Board shall be used for educational purposes only. The use of such funds for any other purpose is strictly prohibited.

d. Funding Procedure. The Board shall calculate the per capita tuition payment for each pupil enrolled at the Charter School for each academic year based on the per pupil rates set forth in the final Budget Book adopted by the Board each fiscal year and shall provide this amount to the Charter School for each pupil enrolled at the Charter School as set forth below. The Charter School acknowledges and agrees that the funding amounts provided to the Charter School by the Board may be adjusted or vary from year to year depending upon the amount of

appropriations authorized by the Illinois General Assembly and subsequent Board approval of the budget on an annual basis.

i. First Installment (July 22). The amount of the Board's first quarterly payment shall be based initially on a pre-enrollment report provided to the Board no later than June 22 of each year, which pre-enrollment chart shall contain the number of students enrolled in the Charter School. It is understood and agreed that the first installment for each school year will be remitted only upon the Board receiving all required submissions and documentation on such dates as set forth in the compliance chart compiled by the New Schools Office.

ii. Second Installment (October 15). The amount of the Board's second quarterly payment shall be calculated such that the aggregate amount of the first and second quarterly installments is equal to the number of students enrolled at the Charter School on the twentieth day of the first semester, as verified by attendance records, multiplied by one half the per capita tuition amount.

iii. Third Installment (January 15). The amount of the Board's third quarterly payment shall be based on the Charter School's first semester enrollment, as determined under paragraph 6.d.ii. and shall be equal to one half of the aggregate amount of the first and second payments.

iv. Fourth Installment (April 15). The amount of the Board's fourth quarterly payment shall be calculated such that the aggregate amount of the third and fourth installments is equal to the number of students enrolled at the Charter School on the tenth day of the second semester, as verified by attendance records, multiplied by one-half the per capita tuition amount.

e. Supplemental General State Aid and Title I Funds. The Charter School shall furnish the Board with eligibility data regarding Supplemental General State Aid ("SGSA") and Title I eligible students enrolled in the Charter School. SGSA revenues to which the Charter School is entitled shall be distributed to the Charter School quarterly on the dates set forth in paragraph 6.d. hereof on an estimated basis, provided that the Board may adjust any such payment to account for prior deviations between the estimated SGSA funds paid and the amount of SGSA funds to which the Charter School was entitled during such payment period. Such amounts shall be in addition to the per pupil funding amounts set forth in the final Budget Book adopted by the Board each fiscal year. Pursuant to the financial management requirements set forth in Section 80.20 of the Education Department General Administrative Regulations ("EDGAR")(34 CFR Part 80), the Charter

School will keep financial records of such funds separate from its other revenues and there shall be no co-mingling of monies in various accounts. During the first year of the Charter School's provision of educational services, any Title I or other Federal funding for which these students qualify shall be provided to the Charter School by the Board in accordance with the formulas set forth in the final Budget Book adopted by the Board each fiscal year.

Availability of SGSA and Title I Funds to a Charter School is conditional upon the amount of governmental funding available, and the Charter School's maintaining continuous reporting, inspections, and audits, the quality of which shall be satisfactory to the Board and other relevant regulatory organizations. The scope and frequency of program reporting shall be agreed upon by the Charter School and the Board prior to funding the relevant programs unless modifications are required by the governmental funding agencies.

f. Other Sources of Funds for Charter School. Paragraph 6.d. is not intended to increase or decrease the amount of per capita student tuition to which the Charter School is entitled under the Charter Schools Law. If the Charter School satisfies the funding criteria, and subject to funding availability, the Charter School will be eligible to receive additional funding from the Board by means of special education reimbursements and it may be eligible to receive additional funding per pupil allocations for English Language Learners, small schools and independent facility supplements. In addition, any Charter School receiving Federal categorical funding must comply with all federal regulations tied to such funds. The funding criteria and procedures related to the aforementioned categories shall be set forth in the final Budget Book adopted by the Board each fiscal year.

g. Refund of Unspent or Spent Funds. In the event that this Agreement is revoked or is not renewed by the Board, the Charter School shall refund to the Board all unspent funds in accordance with Section 27A-11(g) of the Charter Schools Law. In addition, if the Charter School does not expend or obligate all federal grant funds prior to the end of each fiscal year, the Board may recapture such unspent grant funds from the Charter School. In addition, if the Board determines that grant funds provided to the Charter School were not used or expended for the specific purpose for which they were intended, the Charter School shall promptly reimburse such grant funds to the Board within thirty (30) days of receipt of written notice from the Board.

h. Tuition and Fees. The Charter School shall not charge tuition to any student, unless such student would otherwise be liable for tuition costs under the Illinois School Code. The Charter School may charge reasonable fees, to the extent permitted by law, for textbooks, instructional materials, summer school programs, after school programs, and student activities.

i. Outside Funding. The Charter School may accept gifts, donations or grants pursuant to Section 27A-11(d) of the Charter Schools Law, provided that no such gifts, grants or donations may be accepted if contrary to applicable law or to the terms of this Agreement. In the event that the Charter School solicits funding from sources other than those set forth in this paragraph 6, it shall comply with all applicable State or Federal laws regarding the reporting of charitable solicitations.

j. Pension Payments. The Board shall make payments directly to the Chicago Teachers Pension Fund on behalf of any education, administrative or other staff member employed at the Charter School (whether by the Charter School itself or one of its subcontractors) who is certified under the law governing certification of teachers in the amount of that employer's proportionate share of State funds made available to the Chicago Public Schools for such purpose. The Board shall not have any duty to make the employee's or other staff's member contributions. Notwithstanding the foregoing, the Charter School acknowledges and agrees that the Board retains the right to collect delinquent employee contributions from the Charter School in accordance with Section 17-132 of the Illinois Pension Code (40 ILCS 5/17-132) and may deduct such delinquent contributions from any quarterly payments due the Charter School.

In the event that the Board elects to deduct delinquent employee contributions from quarterly payments due the Charter School, the Board shall provide the Charter School with forty-five (45) days prior written notice setting forth in detail the grounds for such action and the amount delinquent. If the Charter School fails to cure such delinquency to the Board's satisfaction within said 45-day cure period, the Board shall be deemed to have a sufficient basis to withhold such funds from any quarterly payments otherwise due the Charter School and to remit such funds to the Chicago Teachers Pension Fund.

The parties hereby acknowledge and agree that the Charter School shall comply with those provisions of the Illinois Pension Code which specify applicability to, or compliance by, charter schools and it is not the intent of the parties to have the Charter School comply with any other portions of the Illinois Pension Code.

k. Management and Financial Controls. At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) accounting methods as specified in paragraph 6.a.; (2) a checking account; (3) adequate payroll procedures; (4) bylaws; (5) an organizational chart; (6) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for

preparing such financial reports in the following fiscal year; (7) internal control procedures for cash receipts, cash disbursements and purchases; and (8) maintenance of asset registers and financial procedures for grants in accordance with EDGAR or the State Board.

l. Annual Audits. The Charter School shall cause a Financial Statement Audit and Financial and Administrative Procedures Controls Review (collectively, the "Financial Audit"), to be performed annually at its expense by an outside independent auditor that must be retained by the Charter School, and such auditor must be reasonably acceptable to the Board. The Financial Audit shall include, without limitation:

i. An opinion on the financial statements (and Supplementary Schedule of Expenditures of Federal Awards, if applicable);

ii. A report on compliance and on internal control over financial reporting based on an audit of financial statements performed in accordance with *Government Auditing Standards* and the Single Audit Act of 1984, as amended; and

iii. A report on compliance with requirements of applicable laws and regulations, including the audit requirements contained in the Accountability Plan.

The Financial Audit shall be made available to the Board no later than November 1 of each year during the term of this Agreement, beginning with November 1, 2010.

m. Quarterly Financial Reports. The Charter School shall prepare or cause to be prepared quarterly financial reports, in accordance with Board instructions, which shall be submitted to the Board no later than thirty (30) calendar days after the end of each quarter and no later than forty-five (45) calendar days after the end of each fiscal year.

n. Attendance. The Charter School shall maintain accurate enrollment data and daily records of student attendance. The Charter School shall provide the Board with current enrollment and attendance data, including Individualized Educational Plan and English Language Learner data, via the Board's IMPACT System ("IMPACT System"), or such other system as may be subsequently implemented by the Board. Such enrollment and attendance data shall be maintained and updated on the IMPACT System on a daily basis by the Charter School (or on any other time-frame basis consistent with district-level reporting). The Board shall provide the Charter School with the necessary IMPACT System or subsequent Board system access, software and training to allow Charter School

personnel to use the IMPACT System or subsequent Board system and input enrollment/attendance data.

o. Deductions for Facility Expenses. If the Charter School is located in a Board facility, the Board may offer to provide the Charter School with certain facility services including building maintenance, technology services, utilities, and safety and security ("Facility Services"). A Charter School located in a Board facility and utilizing the Facility Services will have such charges deducted uniformly from the quarterly payments issued by the Board and such services and charges will be outlined in the lease between the Board and the Charter School. Such charges may be adjusted annually or upon such other terms as set forth in the lease agreement.

p. Withholding of Funds. In the event that the Board deems that there has been a material violation of this Agreement, the Board may withhold any and all payments of funds to the Charter School providing the Board gives the Charter School written notice enumerating the specific failure(s) and the period of time during which the Charter School shall have the opportunity to cure such failure(s) after the Charter School's receipt of such written notice. Upon the Charter School's cure of any such failure(s), the Board shall immediately release any and all payments of funds due the Charter School.

7. Purchase Agreement. The Board and the Charter School may enter into a purchase agreement or agreements providing for the purchase by the Charter School from the Board of certain goods, services and materials in connection with the operation of the Charter School.

8. Insurance. The Charter School shall, at its own expense, purchase and maintain insurance covering all of its operations, whether performed by Charter School or by subcontractors. Such insurance shall include the types of insurance set forth in Exhibit C hereto, subject to the conditions and in no less than the respective limits set forth therein. All insurers shall be licensed by the State of Illinois and rated A-VII or better by A. M. Best or a comparable rating service. No later than fifteen (15) days following the execution of this Agreement, and each July 1 thereafter, the Charter School shall provide the Board with certificates of insurance or other satisfactory proof evidencing coverage in the types and amounts as set forth in Exhibit C.

9. Academic Accountability and Evaluations.

a. Accountability Plan. The Charter School shall be held accountable by the Board in accordance with the Accountability Plan contained in Exhibit D ("Accountability Plan"). Due to potentially sweeping changes regarding testing requirements and other accountability standards that may occur because of the enactment of the No Child Left Behind Act or other laws or mandates, the parties

agree that the Accountability Plan attached as Exhibit D hereto is subject to re-negotiation effective on or before June 30 of each year of the Agreement upon written notice from the Board no later than April 1 of each year. The parties agree to work diligently and in good faith to re-negotiate the Accountability Plan so as to comply with any and all required changes regarding accountability standards which are applicable to charter schools.

b. Standardized Tests. The Charter School shall administer such standardized tests of academic proficiency as are provided for in the Accountability Plan, and shall participate in State assessments required by Section 2-3.64 of the Illinois School Code. The Charter School shall participate fully in the Illinois Standards Achievement Test ("ISAT") for grades 3 through 8 and the Prairie State Achievement Examination ("PSAE") for grade 11. The Charter School shall administer the Illinois Alternate Assessment ("IAA") in place of the ISAT and/or PSAE to students with significant cognitive disabilities. The Charter School is responsible for ensuring that the data elements (i.e., student names, demographic information, etc.) required to administer the State assessments are correctly entered into the district's IMPACT System.

c. Site Visits. In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Board, its officers, employees and other agents, including allowing site visits by the Board, its officers, employees and other agents, for the purpose of allowing the Board to fully evaluate the operations and performance of the Charter School pursuant to the Accountability Plan and the Charter Schools Law. Where possible, the Board shall provide the Charter School with at least 24 hours prior notice of such site visits.

10. Specialized Services.

a. The Charter School shall provide special education and related services to students with disabilities in accordance and compliance with (i) the student's IEP; (ii) the Individuals with Disabilities Education Act (20 U.S.C. §1401 *et seq.*); (iii) the Board-approved "A Procedural Manual Educating Children with Disabilities in Chicago Public Schools", revised edition 2002, as may be amended from time to time, which is incorporated herein by reference; (iv) any and all Federal court orders applicable to children with disabilities in the Chicago Public Schools including, but not limited to, Corey H, 92 C 3409; and (v) any and all service bulletins issued by the Board's Office of Specialized Services.

b. Special Education Teachers & Paraprofessionals. The Charter School shall hire its own special education teachers and paraprofessionals to provide special education services to the Charter School's students with disabilities. The Board shall reimburse the Charter School for the salary and benefits of certified

special education teachers and paraprofessionals based on the Board's special education staffing formulas and the student's IEP.

c. Staffing Election of Clinicians. The Charter School may elect to hire its own clinicians to provide IEP services to its students with disabilities enrolled at the Charter School or it may elect to have the Board furnish clinicians to serve the Charter School's students with disabilities. The Charter School shall notify the Board in writing, by August 1 of each year, of its election regarding the staffing of clinicians if such staffing is required by its students' IEPs. If the Charter School elects to have the Board furnish the necessary clinicians, the Board shall assign the necessary staff to the Charter School. If the Charter School elects to hire its own clinicians, the Charter School shall be reimbursed by the Board per CPS allocation percentage.

d. Staff Requirements. By April 30 of each year, in accordance with the Board's budgetary process, the Charter School shall receive the projected staffing allocation for special education teachers, paraprofessionals (and by May 31 of each year for clinicians) required by State guidelines, based on students enrolled at the Charter School, entered into and identified as needing services by the students' IEPs and the Board's IMPACT System. If the Board determines that the Charter School does not have sufficient specialized services staff, the Board must during the school year issue adjustments to these staff requirements to accommodate changes in the enrollment and IEP needs of the Charter School's students. All special education teachers, paraprofessionals and clinicians employed by the Charter School shall have the requisite qualifications, Illinois certificates and/or licenses.

e. Additional Resources. Notwithstanding paragraph 6 of this Agreement, the Board shall provide necessary additional resources including assistive technologies (as required by a student's IEP) for the education of students with disabilities enrolled in the Charter School in accordance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the IEPs of such students. Such additional resources shall be sufficient to comply with all provisions of the Charter Schools Law, including Section 27A-11 thereof.

11. Comprehensive School Management Contracts. No entity or party other than the Charter School may provide comprehensive school management or operations except upon the prior approval of the Board, and certification by the State Board. Furthermore, in the event the Charter School desires to enter into any contract for comprehensive school management or operations services to be performed in substantial part by an entity not a party to this Agreement, the provisions of Exhibit E attached hereto must be incorporated into any such contract.

12. Renewal of Charter; Failure to Renew. No later than January 1, 2014, and no

earlier than September 1, 2013, but in no event later than the date set by the New Schools Office, the Charter School shall provide a written proposal to the Board in accordance with Section 27A-9 of the Charter Schools Law, setting forth proposed terms of renewal of this Agreement. Pursuant to Section 27A-9(b) of the Charter Schools Law, the renewal proposal of the Charter School shall contain the most recent audit report and financial statement of the Charter School. The written proposal may contain proposed changes to this Agreement that the Charter School desires to incorporate into the renewed agreement. The renewal proposal shall be evaluated by the New Schools Office in accordance with paragraph 4 of Exhibit D.

No later than June 30, 2014, the New Schools Office shall notify the Charter School of its recommendation regarding such renewal indicating whether, and upon what conditions, it is willing to recommend to the Board the renewal of the charter and the Agreement, including any modified terms proposed by the New Schools Office. If there is no agreement on the terms of renewal, then the parties shall fulfill their mutual obligations hereunder to the end of the term of this Agreement. The Board may refuse to renew the charter and the Agreement upon a finding that any cause for revocation exists under paragraph 13 hereof.

13. Revocation of Charter. The Board may revoke this Agreement and the charter of the Charter School, in accordance with Section 27A-9 of the Charter Schools Law, if the Board clearly demonstrates that the Charter School, did any of the following, or otherwise failed to comply with the requirements of the Charter Schools Law:

- a. Committed a material violation of any of the conditions, standards, or procedures set forth in this Agreement including the Accountability Plan; or
- b. Failed to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in this Agreement or in the Accountability Plan; or
- c. Failed to meet generally accepted standards of fiscal management; or
- d. Materially violated any provision of law from which the Charter School was not exempted.

In addition, the charter of the Charter School may be revoked in the event that the parties agree to terminate this Agreement by mutual consent pursuant to paragraph 23 of this Agreement, or in accordance with any specific revocation indicators set forth in paragraph 4 of Exhibit D.

In the event that the Board proposes to revoke this Agreement and the charter of the Charter School, the Board shall provide the Charter School with written notice setting forth

in detail the grounds for such revocation at least 14 days prior to the date the Board takes final action on such revocation.

14. Indemnification.

a. To the fullest extent permitted by law, the Charter School shall indemnify, defend and hold harmless the Board, its members, officers, employees, agents, affiliates and representatives, past and present (collectively, the "Board Indemnitees"), from and against any and all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, arising out of all claims, liens, demands, suits, liabilities, injuries (personal or bodily), of every kind, nature and character arising or resulting from or occasioned by or in connection with (i) the possession, occupancy or use of the property of the Charter School by its faculty, students, patrons, employees, guests or agents, (ii) any negligent, willful or wrongful act or omission to act by the Charter School, its faculty, students, patrons, employees, guests or agents, (iii) a violation of any law, statute, code, ordinance or regulation by the Charter School, its faculty, students, patrons, employees, subcontractors, guests or agents, and/or (iv) any breach, default, violation or nonperformance by the Charter School of any term, covenant, condition, duty or obligation provided in this Agreement including, but not limited to, the Accountability Plan (collectively, the "Covered Losses"). This indemnification shall not apply to the extent that any Covered Loss results from the negligence or wrongful act or omission of any Board Indemnatee or from any act or omission of the Charter School required by law or this Agreement.

b. To the fullest extent permitted by law, the Board shall indemnify, defend and hold harmless the Charter School, any successor entity thereto, and their respective members, officers, employees, agents, affiliates and representatives, past and present (collectively, the "Charter Indemnitees"), from and against any and all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, arising out of all claims, liens, demands, suits, liabilities, injuries (personal or bodily), of every kind, nature and character arising or resulting from or occasioned by or in connection with (i) a violation of any law, statute, code, ordinance or regulation by the Board, its members, officers, employees or agents and/or (ii) any breach, default, violation or nonperformance by the Board of any term, covenant, condition, duty or obligation provided in this Agreement or the Accountability Plan (collectively, the "Covered Losses"). This indemnification shall not apply to the extent that any Covered Loss results from the negligence or wrongful act or omission of any Charter Indemnatee or from any act or omission of the Board required by law or this Agreement.

c. This indemnification, defense and hold harmless obligation shall survive the termination of this Agreement. Any indemnified party shall have the

right, at its own expense, to participate in the defense of any suit, without relieving the indemnifying party of any of its obligations hereunder.

15. Disclaimer of Liability. The parties expressly acknowledge that the Charter School is not operating as the agent, or under the direction and control, of the Board except as required by law or this Agreement, and that the Board assumes no liability for any loss or injury resulting from: (1) the acts and omissions of the Charter School, its directors, trustees, agents, subcontractors or employees; (2) the use and occupancy of the building or buildings occupied by the Charter School, or any matter in connection with the condition of such building or buildings; or (3) any debt or contractual obligation incurred by the Charter School. The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the Board or the Chicago Public Schools to any third party.

16. Governing Law. This Agreement shall be governed by, subject to and construed under the laws of the State of Illinois without regard to its conflicts of laws provisions.

17. Waiver. No waiver of any breach of this Agreement shall be held as a waiver of any other or subsequent breach.

18. Dispute Resolution. If a minor violation or dispute arises between the parties relating to the interpretation or performance of this Agreement, designated representatives of each party who shall have the authority to resolve the dispute shall attempt in good faith to negotiate or mediate a resolution of the dispute. Notwithstanding anything to the contrary in this paragraph, both parties shall continue to perform their obligations under this Agreement in good faith during the resolution of such minor dispute, unless and until this Agreement is terminated in accordance with the provisions hereof.

19. Counterparts; Signature by Facsimile. This Agreement may be signed in counterparts, which shall together constitute the original Agreement. Signatures received by facsimile (with confirmation thereof) by either of the parties shall have the same effect as original signatures.

20. Terms and Conditions of Application. The parties hereto expressly agree that the Application sets forth the overall goals, standards and general operational policies of the Charter School. The Charter School acknowledges and agrees that its Application is an integral part of this Agreement, and the Board shall have the right to hold the Charter School responsible for all information, representations and statements contained in the Application. The parties understand, however, that the Application is not a complete statement of each detail of the Charter School's operation. To the extent that the Charter School desires to implement specific policies, procedures or other specific terms of operation that supplement or otherwise differ from those set forth in the Application, the Charter School shall be permitted to implement such policies, procedures, and specific

terms of operation, provided that such policies, procedures and terms of operation are consistent with the goals, standards and general operational policies set forth in the Application, this Agreement, and the Charter Schools Law.

21. Amendments. This Agreement may be amended only by written consent of the parties hereto and, in the case of material amendments, only after submission of such amendments to, and approval by, the State Board in accordance with Section 27A-6(e) of the Charter Schools Law. For purposes of this Agreement, the parties acknowledge that material changes include, but are not limited to, the following: (a) the addition of new grades; (b) an increase in enrollment capacity; (c) a move to a new Attendance Center; and (d) any and all other material modifications to this Agreement.

22. Assignment. This Agreement may not be assigned or delegated by the Charter School under any circumstances, it being expressly understood that the charter granted hereby runs solely and exclusively to the Charter School.

23. Termination. This Agreement may be terminated prior to its expiration by the mutual consent of the parties or revocation of the charter of the Charter School pursuant to paragraph 13 hereof. Termination of this Agreement for any reason shall serve to immediately revoke the charter granted hereby.

24. Notices. Any notice, demand or request from one party to any other party or parties hereunder shall be deemed to have been sufficiently given or served for all purposes if, and as of the date, it is delivered by hand, overnight courier, facsimile (with confirmation thereof), or within three business days of being sent by registered or certified mail, postage prepaid, to the parties at the following addresses:

If to the Charter School: Namaste Charter School, Inc.
3737 South Paulina Avenue
Chicago, Illinois 60609
Attn: Allison Slade, Principal
Facsimile: _____

If to the Board: Chicago Board of Education
Office of New Schools
125 South Clark Street, 5th Floor
Chicago, Illinois 60603
Attn: Jaime Guzman, Interim Executive Director
Facsimile: (773) 553-2199

With a copy to: Chicago Board of Education
Law Department
125 South Clark Street, 7th Floor

Chicago, Illinois 60603
Attn: Patrick J. Rocks, General Counsel
Facsimile: (773) 553-1701

25. Audit and Document Retention. The Charter School shall maintain records showing time expended and costs incurred in operating the Charter School. All records referenced above and all records required to be maintained as part of operating the Charter School shall be retained for five (5) years after the term of this Agreement and shall be subject to inspection and audit by the Board. The Charter School shall include in all subcontractor agreements provisions requiring subcontractors to maintain the above described records and allowing the Board, the Inspector General of the Board, and their duly authorized representatives the same right to inspect and audit said records as set forth above with respect to the books and records maintained by the Charter School.

26. Severability. In the event that any provision of this Agreement or the application thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement, and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.

27. Superseder. This Agreement supersedes and replaces any and all prior agreements and understandings between the Board and the Charter School with respect to the subject matter hereof. To the extent that any conflict or incompatibility exists between the Application as incorporated herein and the other terms of this Agreement, such other terms of this Agreement shall control.

28. Delegation. The parties agree and acknowledge that the functions and powers of the Board may be exercised by the Chief Executive Officer of the Chicago Public Schools, provided that any ultimate decision regarding renewal, non-renewal or revocation of this Agreement may be made only by the Chicago Board of Education.

29. Prior Actions. It is expressly agreed and understood that as a condition precedent to this Agreement becoming effective on the Effective Date hereof, the Charter School shall have taken, completed and satisfied on or before the date specified herein any action or obligation which is required to be completed before such Effective Date, and that failure to do so shall constitute grounds for the Board to declare this Agreement null and void.

30. Construction. This Agreement shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Agreement.

31. Incorporation of Exhibits. All exhibits referenced herein are hereby incorporated into and made a part of this Agreement.

IN WITNESS WHEREOF, the parties have made and entered into this amended and restated Agreement as of the Effective Date hereof.

BOARD OF EDUCATION OF THE CITY OF CHICAGO

By: 

Mary B. Richardson-Lowry, President

NAMASTE CHARTER SCHOOL, INC.

By: 

Name: Allison Stede

Title: Principal & Board Member

ATTEST:

By: 

Estela G. Beltran, Secretary

ATTEST:

By: _____

Name: _____

Title: _____

Dated: 4/28/10

Dated: _____

Board Report Nos. 08-1217-EX6-1
09-0422-AR1-41; 09-0624-AR1-22;
09-0826-AR2-15; 09-1028-AR1-11;
09-1216-AR7-8; and 10-0224-AR4-6

Approved as to legal form: 



Patrick J. Rocks, General Counsel

Attachments:

- Attachment 1 - Additional Specific Terms and Conditions
- Exhibit A - Application
- Exhibit B - State Board List of Health & Safety Laws Applicable to Charter Schools
- Exhibit C - Insurance Requirements
- Exhibit D - Accountability Plan
- Exhibit E - Comprehensive Management Services Contract Requirements

ATTACHMENT 1

ADDITIONAL SPECIFIC TERMS AND CONDITIONS

The Charter School must fulfill the following additional specific terms and conditions below and submit the necessary documentation to the New Schools Office:

By January 30, 2009, the Charter School will meet with the CPS Director of ADA Policy and the FACTS Team Leader to discuss the structural and non-structural ADA compliance issues and the non-ADA related "notable concerns" detailed in the Facility Report. By March 2, 2009, the Charter School will complete and submit for approval to the New Schools Office, FACTS Team Leader, and CPS Director of ADA Policy a plan addressing the structural and non-structural aspects of ADA compliance and a plan addressing the non-ADA related "notable concerns." The plans must include allocated budgets and resources to repair the issues identified as well as an integrated timeline for completion.

Conclusion

Upon approval by the Board to renew the charter and the Agreement, the aforementioned specific terms and conditions shall be incorporated into and made a part of the Agreement. If the Charter School fails to meet these conditions within the designated timeframes, the Board may elect to i) revoke the Agreement, ii) pursue all other remedies available under the Agreement, or iii) not renew the Agreement in the future.

EXHIBIT A

APPLICATION

The following documents are hereby incorporated by reference as if set forth fully herein and collectively constitute the Application:

1. The renewal Application of the Charter School dated September 5, 2008, as modified, as approved by the Board on December 17, 2008.

EXHIBIT B

STATE BOARD LIST OF HEALTH AND SAFETY LAWS
APPLICABLE TO CHARTER SCHOOLS
(as amended from time to time)

1. The Following Sections of the Illinois School Code, 105 ILCS 5/1-1 et seq.:
 - a. Sections 10-20.5b, 34-18.11 (prohibits tobacco use on school property).
 - b. Section 10-20.17a (requires in-service training for school personnel who handle hazardous or toxic waste).
 - c. Section 10-21.10 (prohibits students from having electronic paging devices on school property).
 - d. Section 10-21.11 (requires schools to have policies for handling students with chronic infectious diseases).
 - e. Section 27-8.1 (requires that students have periodic health examinations and immunizations).
 - f. Section 10-22.21b (requires that schools have policies regarding administering medication to students).
2. Illinois Vehicle Code, 625 ILCS 5/1-101 et seq.
3. Eye Protection in School Act, 105 ILCS 115/0.01 et seq.
4. School Safety Drill Act, 105 ILCS 128/1 et seq.
5. Toxic Art Supplies in Schools Act, 105 ILCS 135/1 et seq.
6. Chicago Building Code

EXHIBIT C

INSURANCE REQUIREMENTS

See attached.

EXHIBIT D

ACCOUNTABILITY PLAN

See attached.

INSURANCE REQUIREMENTS

1. **Insurance:** The Charter School, at its own expense, shall procure and maintain insurance covering all operations under the Agreement, whether performed by the Charter School or by subcontractors. All insurers shall be licensed by the State of Illinois and rated A-VII or better by A.M. Best or a comparable rating service. The Charter School shall submit to the Board satisfactory evidence of insurance coverage prior to commencement of work under the Agreement and upon request, shall promptly provide a certified copy of any applicable policy of insurance. Minimum insurance requirements are:
 - a. **Workers' Compensation and Employers' Liability Insurance:** Workers' Compensation Insurance affording workers' compensation benefits for all employees as required by law and Employers' Liability Insurance covering all employees who are to provide services under the Agreement with limits of not less than Five Hundred Thousand and 00/100 Dollars (\$500,000.00) per occurrence.
 - b. **Commercial General Liability Insurance:** Commercial General Liability Insurance or equivalent with limits of not less than One Million and 00/100 Dollars (\$1,000,000.00) per occurrence, and Two Million and 00/100 Dollars (\$2,000,000.00) in the aggregate, combined single limit for bodily injury, personal injury and property damage liability coverage shall include the following: all premises and operations, products/completed operations (for a minimum of two (2) years following completion), independent contractors, separation of insureds, defense and contractual liability. Policy shall not exclude sexual abuse/molestation coverage. The Board shall be named as an additional insured on a primary, non-contributory basis for any liability arising directly or indirectly from services.
 - c. **Automobile Liability Insurance:** Automobile Liability Insurance is required when any motor vehicle (whether owned, non-owned or hired) is used in connection with services to be performed, with limits of not less than One Million and 00/100 Dollars (\$1,000,000.00) per occurrence for bodily injury and property damage.
 - d. **School Board Legal/Professional:** School Board Legal/Professional liability insurance covering the Charter School and its directors and officers from liability claims arising from wrongful acts, errors or omissions in regards to the conduct of their duties related to the operation and management of the school with limits of not less than

Two Million and 00/100 Dollars (\$2,000,000.00) per claim. Coverage shall include Employment Practices Liability and Sexual Harassment.

- e. **Umbrella/Excess Liability Insurance:** Umbrella or Excess Liability Insurance with limits of not less than Two Million and 00/100 Dollars (\$2,000,000.00) to provide additional limits for underlying general and automobile liability coverages.
 - f. **Property Insurance:** Property Insurance for full Replacement Cost of property, including Board property for which the Charter School is contractually responsible, by lease or other agreement, from physical loss or damage. Such insurance shall cover boiler and machinery exposures and business interruption/extra expense losses.
 - g. **Fidelity Bond.** Fidelity bond coverage in the amount of at least Two Hundred Thousand and 00/100 Dollars (\$200,000.00) with a responsible surety company with respect to all of Charter School's employees as may be necessary to protect against losses including, without limitation, those arising from theft, embezzlement, fraud, or misplacement of funds, money or documents.
 - h. **Construction:** The Charter School shall indemnify, defend and agree to save and hold Board harmless from and against all liability, injury, loss, claims, cost, damage and expense with respect to any injury to, or death of, any person, or damage to or loss or destruction of, any property occasioned by or growing out of any construction work on Board property. The Charter School shall not commence any such work until the Board has been provided with insurance certificates evidencing that the contractors and subcontractors performing such work have in full force and effect adequate insurance as required by the Board's construction program at the time of the work. Required coverage may include, but is not limited to: workers' compensation, general liability, professional liability, automobile liability, environmental liability, excess liability, property and builders' risk insurance. The Charter School's contractors are subject to the same requirements as the Charter School in regards to additional insured, rating, notice, etc.
2. **Additional Insured.** The Charter School shall have its general liability insurance and automobile liability insurance policies endorsed to provide that the Board of Education of the City of Chicago, a body politic and corporate, and its members, employees, officers, officials and agents, and any other entity as

may be designated by the Board are named as additional insured on a primary basis without recourse or right of contribution from the Board.

3. **Insurance Certificate.** The insurance company, or its representative, shall submit an insurance certificate to the Board evidencing all coverage as required hereunder and indicating the Additional Insured status as required above. The Board will not pay the Charter School for any work if satisfactory proof of insurance is not provided prior to the commencement of services. The Certificate must provide sixty (60) days prior written notice of material change, cancellation, or non-renewal be given to:

Board of Education of the City of Chicago
Office of New Schools
125 S. Clark Street, 5th Floor
Chicago, Illinois 60603
ATTN: Executive Director

4. **General.** Any failure of the Board to demand or receive proof of insurance coverage shall not constitute a waiver of the Charter School's obligation to obtain the required insurance. The receipt of any certificate does not constitute an agreement by the Board that the insurance requirements in the Agreement have been fully met or that the insurance policies indicated on the certificate are in compliance with all requirements in the Agreement.

The Charter School's failure to carry or document required insurance shall constitute a breach of the Charter School's agreement with the Board. Non-fulfillment of the insurance conditions may constitute a violation of the Agreement, and the Board retains the right to stop work until proper evidence of insurance is provided, or the Agreement may be terminated. The Board will not pay the Charter School for any work if satisfactory proof of insurance is not provided before the commencement of services.

Any deductibles or self-insured retentions on referenced insurance coverage must be borne by the Charter School. Any insurance or self-insurance programs maintained by the Board do not contribute with insurance provided by the Charter School under the Agreement.

All subcontractors are subject to the same insurance requirements of the Charter School unless otherwise specified in this Agreement. The Charter School shall require any and all subcontractors under this Agreement to carry the insurance as required herein and to comply with the foregoing requirements; otherwise, the Charter School shall provide coverage for subcontractors. The Charter

School will maintain a file of subcontractor's insurance certificates evidencing compliance with these requirements.

The coverages and limits furnished by the Charter School in no way limit the Charter School's liabilities and responsibilities specified within the Agreement or by law. The required insurance is not limited by any limitations expressed in the indemnification language in this Agreement, if any, or any limitation placed on any indemnity in this Agreement that might be given as a matter of law.

The Charter School agrees that insurers waive their rights of subrogation against the Board.

Upon Board request, the Charter School and/or its subcontractors shall promptly provide a certified copy of any applicable policy of insurance. The Board reserves the right to modify, delete, alter or change insurance requirements at any time.

ACCOUNTABILITY PLAN

The Board and Charter School have determined that it is in the best interests of the Board, the Charter School, students, parents and the public to articulate clear standards for the Charter School and to annually publish the level of achievement of the Charter School with respect to those standards.

1. Accountability Components

The Board and the Charter School hereby agree that the Charter School shall be evaluated annually in accordance with the Agreement and this Accountability Plan, as may be amended from time to time.

2. Annual Performance Reports

Annually the Board shall publish a Performance Report indicating the Charter School's performance on each of the Indicators in the following two categories: Pupil Performance and Financial Management/Compliance. A Performance Report for the preceding school year may be issued by April 1 of each year or as soon as the data and corresponding analysis is available.

For the Pupil Performance Indicators, the Charter School's performance on each indicator will be rated as follows:

- High - clearly meets/exceeds expectations;
- Middle - meets minimum requirements for that indicator; and
- Low - clearly does not meet expectations.

For the Financial Management/Compliance Indicators, the Charter School's performance on each indicator will be rated as follows:

- 4 - Strong Performance
- 3 - Average performance
- 2 - Below average performance
- 1 - Poor performance

This Accountability Plan establishes the performance levels, listed below, which generate the ratings for each indicator. However, additional information or extenuating circumstances may lead the Board to rate a category higher or lower than when performance level criteria are strictly applied.

A. Pupil Performance

The intent of the Pupil Performance section is to provide a multi-faceted understanding of student performance at the Charter School upon which the Charter School's academic performance will be evaluated. Pupil performance will be evaluated based on both Absolute Performance and Relative Performance. The Absolute Performance Indicators will be rated as High, Middle or Low as defined above. (See Table I for performance levels for the rating system.) The Relative Performance Indicators will be assessed as to whether or not the Charter School outperformed the comparison school average. (See Table II for Relative Performance Indicators.)

Standardized Tests

In the spring of each year, the Charter School shall participate fully in the Illinois Standards Achievement Test ("ISAT") for grades 3 through 8 and the Prairie State Achievement Examination ("PSAE") for grade 11. For comparison purposes, the Charter School shall participate in the EXPLORE Test in grade 9 and the PLAN Test in grade 10 during the administration period determined by the Chicago Public Schools. Data from these assessments will be compiled and evaluated as described below. If for any reason the Chicago Public Schools ceases to use any of the assessment systems described herein, the Board shall implement, for Charter School accountability purposes, the same alternate student assessment system and test measure criteria used for District's students.

Unique Standards and Assessments

In addition to standardized tests, the Charter School voluntarily may include Unique Standards and Assessments in its Accountability Plan. The Charter School may choose to implement alternative assessments to measure student achievement of existing Illinois Learning Standards. In addition, the Charter School may choose to implement unique learning or performance standards that are not part of the Illinois Learning Standards and to implement assessments for those unique standards. In either case, the standards must be measurable and assessed annually, and the assessment results must indicate if a student Meets or Does Not Meet the standard. In addition, the Charter School may document the growth and trend data for student performance as related to the standard. The Charter School's decision to implement unique standards and assessments shall not affect the Charter School's obligation to comply with the ISAT and PSAE assessments set forth in this Accountability Plan, and the EXPLORE and PLAN Tests as described above. Only those Unique Standards and Assessments agreed to by the Charter School and the Board by January 15 of each year may be included in the Performance Report.

Additional Student Performance Indicators

The Charter School's attendance rate, graduation rate (for high schools), dropout rate (for high schools), and percentage of students transferring out of the Charter School will also be assessed. While attendance rate data will be collected, classified, and reported annually, Low performance on this indicator alone (and no others) shall not be grounds for non-renewal or revocation. However, the Board may use Low performance on this measure as the basis for further inquiries about the Charter School's practices, which may be the cause of the Low performance. The Charter School shall cooperate with all reasonable inquiries by the Board in this regard.

Adequate Yearly Progress

As required by the Federal No Child Left Behind Act, Illinois has set annual Adequate Yearly Progress ("AYP") targets for student performance on the ISAT and PSAE assessments. Charter Schools receiving Title I funds must meet these targets to achieve AYP. If the Charter School receives Title I funds and fails to make AYP for 2 consecutive years, it shall be designated as a school in need of School Improvement and will face sanctions as required by Federal law. For purposes of this Agreement, the AYP target is one of many indicators to be assessed on an annual basis (see Table I). The Charter School will be ranked on the AYP indicator for purposes of this Accountability Plan. However, the Charter School will not face any sanctions if it is not receiving Title I funds.

At the time of execution of this Agreement, the annual AYP targets for the ISAT and PSAE are anticipated to be as follows. In the event that the AYP targets are revised, the Charter School will be subject to the revised targets.

Year	2007	2008	2009	2010	2011	2012	2013	2014
Target	55%	62.5%	70%	77.5%	85%	92.5%	92.5%	100%

Relative Performance Indicators

The Relative Performance of the Charter School will be determined by comparing the Charter School's performance relative to a weighted, aggregate average of the performance of the Chicago Public Schools within whose attendance boundaries the Charter School students reside, referred to as the "Comparison School Average" (see Table II).

Although Relative Performance Indicators will not be given a High, Middle or Low rating, the Board will review this data annually to determine how the Charter School is performing compared to the Chicago Public Schools that the Charter School students would otherwise attend. Table II will be completed and included in the annual

Performance Report. This data will also be considered by the Board during renewal decisions.

CPS School Performance, Remediation and Probation Policy

Pursuant to the new School Performance, Remediation and Probation Policy for both elementary and high schools adopted by the Board on June 2, 2008 (08-0602-PO2), as amended, CPS may assign any charter school, beginning in its third year of operation, an accountability designation for purposes of comparison to other CPS schools and public reporting. Under the policy, a school shall receive one of three ratings: Remediation, Probation or Good Standing. The level of the Charter School's achievement and progress will be determined by indicators under the following categories: a) Current Status, b) Trends, and c) Student Growth.

The CPS School Performance, Remediation and Probation Policy shall not govern the revocation or renewal of a school's charter or contract.

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Table I: Absolute Performance

Indicator	High	Middle	Low
ISAT: Reading Percent meet and/or exceed State standards	More than 70%	40% - 69.99%	Less than 39.99%
ISAT: Reading Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards on reading for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
ISAT: Math Percent meet and/or exceed State standards	More than 70%	40% - 69.99%	Less than 39.99%
ISAT: Math Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards on math for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
ISAT: Science Percent meet and/or exceed State standards	More than 70%	40% - 69.99%	Less than 39.99%
ISAT: Science Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards on science for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
ISAT: Composite Percent meet and/ or exceed State standards	More than 70%	40% - 69.99%	Less than 39.99%
ISAT: Composite Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease

PSAE: Reading (11 th grade students only) Percent meet and/or exceed State standards	More than 70%	30% - 69.99%	Less than 29.99%
PSAE: Reading Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
PSAE: Math (11 th grade students only) Percent meet and/or exceed State standards	More than 70%	30% - 69.99%	Less than 29.99%
PSAE: Math Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
PSAE: Science (11 th grade students only) Percent meet and/or exceed State standards	More than 70%	30% - 69.99%	Less than 29.99%
PSAE: Science Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
PSAE: Composite (11 th grade students only) Percent meet and/or exceed State standards	More than 70%	30% - 69.99%	Less than 29.99%
PSAE: Composite Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
Attendance Rate (Evaluated by type of school - elementary or high school)	Top 25% of city's public schools	Middle 50% of city's public schools	Lowest 25% of city's public schools

Graduation Rate (High schools only)	Top 25% of city's public schools	Middle 50% of city's public schools	Lowest 25% of city's public schools
Transfer Out Rate (Evaluated by type of school - elementary or high school)	Top 25% of city's public schools	Middle 50% of city's public schools	Lowest 25% of city's public schools
Dropout Rate (High schools only)	Top 25% of city's public schools	Middle 50% of city's public schools	Lowest 25% of city's public schools
Unique Standards and Assessments Percent of students who meet standard at levels to be determined by the Charter School and Board	To be determined for each Indicator	To be determined for each Indicator	To be determined for each Indicator
Adequate Yearly Progress (NCLB)	Met AYP target	Failed to meet AYP target (1 year)	Failed to meet AYP targets for 2 or more years

Table II: Relative Performance

Indicator	Charter School Performance	Comparison School Average	Difference
ISAT: Reading Percent meet and/or exceed State standards			
ISAT: Reading Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards on reading for the past 3 years			
ISAT: Math Percent meet and/or exceed State standards			
ISAT: Math Percent meet and/or exceed standards in current year compared			

to the average percent of students meeting/exceeding standards on math for the past 3 years			
ISAT: Science Percent meet and/or exceed State standards			
ISAT: Science Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards on science for the past 3 years			
ISAT: Composite Percent meet and/or exceed State standards			
ISAT: Composite Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years			
PSAE: Reading (11 th grade students only) Percent meet and/or exceed State standards			
PSAE: Reading Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years			
PSAE: Math (11 th grade students only) Percent meet and/or exceed State standards			
PSAE: Math Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years			
PSAE: Science (11 th grade students only)			

Percent meet and/or exceed State standards			
PSAE: Science Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years			
PSAE: Composite (11 th grade students only) Percent meet and/or exceed State standards			
PSAE: Composite Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years			
Attendance Rate (Evaluated by type of school - elementary or high school)			
Graduation Rate (High schools only)			
Transfer Out Rate (Evaluated by type of school - elementary or high school)			
Dropout Rate (High schools only)			

B. Financial Management and Compliance

The following Financial Management and Compliance Indicators will be included and evaluated in each Performance Report: Financial Condition and Budget, Financial Controls, Reporting, and Legal Compliance. The school will receive points for each indicator based on the rubric described below. Performance against each indicator as well as total points will be reported in the Annual Performance Report.

Financial Condition and Budget

This category measures the overall financial health of the school based on the change in net assets, liquidity, net asset ratio, loan delinquency, and the reasonableness of the budget. Points will be assigned for this indicator as follows:

Indicator	4	3	2	1
Financial Condition and Budget	<ul style="list-style-type: none"> • Increase in net assets for prior year > 5% of total revenues • Current ratio > 1.3 • Net Asset ratio > 30% • No late payments, or no outstanding debt • Realistic and surplus budget, reasonable assumptions 	<ul style="list-style-type: none"> • Increase in net assets for prior year < 5% of total revenues • Current ratio < 1.3 but > 1.1 • Net Asset ratio > 20% • One late payment in last twelve months • Realistic and balanced budget, reasonable assumptions 	<ul style="list-style-type: none"> • Decrease in net assets for prior year < 5% of total revenues • Current ratio < 1.1 but > 1.0 • Net Asset ratio > 10% • Two or three late payments in last twelve months • Deficit budget with reasonable plan for mitigation 	<ul style="list-style-type: none"> • Decrease in net assets for prior year > 5% of total revenues • Current ratio < 1.0 • Net Asset ratio < 10% • More than three late payments in last twelve months • Unrealistic and deficit budget with no mitigation plan

The Board shall use the annual budget submitted pursuant to paragraph 6.b. of the Agreement and the annual Financial Audit, required under paragraph 6.l., along with any other relevant information as part of the Financial Condition and Budget Indicator.

Financial Controls

This category assesses the fiscal soundness of the financial system in place at each school, taking into consideration the auditor’s independent review as well as the fiscal policy and procedures of the school. In determining the overall score for this indicator, the annual audit is weighted twice.

Indicator	4	3	2	1
Financial Controls	<ul style="list-style-type: none"> • Unqualified opinion, no material weaknesses or significant deficiencies • System generates monthly comprehensive financial reports, which are reviewed monthly by a member or committee of the board. Board meets at least bi-monthly, with appropriate committee structure; strong financial systems and oversight with significant financial expertise 	<ul style="list-style-type: none"> • Unqualified opinion; one significant deficiency noted and school will address within 12 months • Systems generate most reports on a quarterly basis, which are reviewed quarterly by a member or committee of the board. Board meets quarterly, with adequate committee structure; average financial systems; sufficient financial expertise 	<ul style="list-style-type: none"> • Unqualified opinion, with two significant deficiencies • System generates few reports regularly; school lacks adequate management and/or board review of financial reports. Board meets less than once a quarter with weak committee structure; financial systems in need of improvement; minimum financial expertise 	<ul style="list-style-type: none"> • Unqualified opinion, with a noted material weakness or three or more significant deficiencies • System to generate reports is weak; inadequate or no board/committee review; board involvement and committee structure is non-existent; poor financial systems; no financial expertise

The following items, required by paragraph 6.k. and 6.l. of the Agreement, shall be evaluated and presented as part of the Financial Controls Indicator:

- a) the Charter School’s audit report opinion on its financial statements;
- b) the Charter School’s audit report on compliance and internal control over financial reporting based on an audit of the financial statements

performed in accordance with Government Auditing Standards and the Single Audit Act of 1984, as amended; and

- c) the Charter School's financial systems and policies.

Reporting

This category measures a school's timely submission of annual budgets, quarterly statements, and audit reports to CPS.

Indicator	4	3	2	1
Reporting	<ul style="list-style-type: none"> • Budget is submitted on a timely basis • Quarterly statements are submitted on a timely basis • Audit is submitted on a timely basis 	<ul style="list-style-type: none"> • Budget is submitted late one time • Quarterly statements are submitted late one time • Audit is submitted with one delay but with prior notification to and acknowledgement by ONS 	<ul style="list-style-type: none"> • Budget is submitted late two times • Quarterly statements are submitted late two times • Audit is submitted with significant delay 	<ul style="list-style-type: none"> • Budget is submitted late three or more times, or not submitted at all • Quarterly statements are submitted late three or more times, or not submitted at all • Audit is submitted with significant delay for second year in a row, or not submitted at all

Legal Compliance

This category measures legal compliance reflected and reported in the annual audit and detailed in any findings as well as timely submission of documents required at the federal, state and local levels.

Indicator	4	3	2	1
Legal Compliance	<ul style="list-style-type: none"> • Auditor report on compliance reflects no findings • Federal/ State/CPS compliance: Timely submittal of all required documents 	<ul style="list-style-type: none"> • Auditor report on compliance reflects one finding • Federal/ State/CPS compliance: Late submittal of up to two required documents 	<ul style="list-style-type: none"> • Auditor report on compliance reflects two findings • Federal/ State/CPS compliance: Late submittal of three required documents 	<ul style="list-style-type: none"> • Auditor report on compliance reflects three or more findings; and/or audit states that corrections have not been made for prior year finding(s) • Federal/ State/CPS compliance: Late submittal of more than three required documents

The following items, required by paragraph 6.l.iii. of the Agreement shall be tested and reported upon annually by the Charter School's independent auditor and evaluated and presented as part of the Legal Compliance Indicator:

- a) Fingerprint-based criminal background investigations and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database (105 ILCS 5/34-18.5)
- b) Administration of Medication (105 ILCS 5/10-22.21b)
- c) Hazardous Materials Training (105 ILCS 5/10-20.17a)
- d) School Safety Drill Act (105 ILCS 128/1 *et seq.*)
- e) Abused and Neglected Child Reporting Act (325 ILCS 5/1 *et seq.*)
- f) Eye Protection in School Act (105 ILCS 115/0.01 *et seq.*)
- g) Toxic Art Supplies in Schools Act (105 ILCS 135/1 *et seq.*)
- h) Infectious Disease Policies and Rules (105 ILCS 5/10-21.11)
- i) Open Meetings Act (5 ILCS 120/1.01 *et seq.*)
- j) IL School Student Records Act (105 ILCS 10/1 *et seq.*)
- k) Conformance with the following paragraphs of the Agreement:
 - i) Paragraph 4.d., an open enrollment process and lottery,

- ii) Paragraph 4.k., the school's governance structure,
- iii) Paragraph 5.c., maintenance of corporate status and good standing,
- iv) Paragraph 5.g., the school's facility and ADA compliance,
- v) Paragraph 6.j., compliance with applicable sections of the Illinois Pension Code,
- vi) Paragraph 6.k., ongoing presence of management and financial controls, and
- v) Paragraph 8., maintenance of required insurance coverage.

In addition to the above items, the Board will also consider the Charter School's compliance with the New School Office's compliance chart and the teacher qualification requirements in accordance with both the Charter Schools Law (Section 27A-10) and the requirements for Highly Qualified teachers under the No Child Left Behind Act (if the Charter School receives Title I funding). Failure to comply with either the compliance chart or the teacher qualification requirements shall affect the rating on the Legal Compliance Indicator.

When determining how to classify a Financial Management and Compliance Indicator, the Board may consider information from various sources including, but not limited to, audits, site visits, and information provided by parents or employees. If the audit states that there were material weaknesses or significant deficiencies found, the Board shall request from the Charter School the auditor's management letter and/or an opinion from a qualified, third-party professional regarding the importance of the finding. The Board shall also ask the Charter School to respond to the finding.

3. Charter School Participation in the Accountability Process

The Charter School shall take all necessary actions to collect and report the information required by this Accountability Plan for the Charter School including, without limitation:

1. Full participation in the administration of the ISAT and/or the PSAE, or such other applicable student assessment, as the case may be, including all procedures designed to safeguard the integrity of the assessments;
2. Participation in site visits conducted by the Board to ascertain that sufficient, minimum educational and operational practices are in place;
3. An annual financial and compliance audit, as required by law, including but not limited to, the Single Audit Act Amendments of 1996 (31 U.S.C. §7501-07), OMB Circular A-133, and the compliance requirements set forth in OMB Compliance Supplement, and by the Agreement;
4. Provision of student, school, and employee information required by the Agreement and/or the Accountability Plan;

5. Submission and implementation of ADA Plan for the Attendance Center required by the Agreement;
6. Provision of information that is necessary to evaluate parent, student, employee, or public allegations or audit findings that, if true, would constitute a violation of the law or Agreement; and
7. Provision of additional information or cooperation in other actions not listed in this section necessary to evaluate the Charter School's performance with respect to the Compliance Categories.

4. Non-Renewal and Revocation

The Board shall hold the Charter School accountable in these Categories (Pupil Performance and Financial Management/Compliance) through the Indicators contained in the annual Performance Reports. The Board shall give fair consideration to all Indicators for the current year in comparison to the previous years of the Charter School's history when acting to renew, not renew, or revoke the Charter School's charter.

The Board may act to revoke or to not renew a charter during the term of the Agreement in accordance with paragraphs 12 and 13 of this Agreement.

The Board shall not act to renew or to not renew a charter until the issuance of the final annual Performance Report after the fourth year of the term of this Agreement.

In all circumstances, the Board shall follow the requirements of the Charter Schools Law and its Agreement, including all due process requirements, regarding the processes required for revocation, renewal, and non-renewal.

EXHIBIT E

COMPREHENSIVE MANAGEMENT SERVICES CONTRACT REQUIREMENTS

In the event the Charter School intends to contract with a third party for comprehensive school management or operations services ("Service Contract"), all of the following requirements must be met by the Charter School:

1. Required Provisions of Bylaws. The bylaws of the Charter School shall provide that the Charter School may not enter into any contract for comprehensive school management or operations services ("Service Contract") without first submitting such Service Contract to the Board for review. The Charter School shall further incorporate within its bylaws, or duly establish pursuant to such bylaws, procedures for the termination of the Service Contract as provided herein.

2. Submission of Service Contract. The Service Contract shall be submitted to the Board no later than 30 days prior to its effective date. If the Board determines that the Service Contract does not comply with the provisions set forth in Section 3 of this Exhibit, or that the Charter School's entering into the Service Contract would otherwise be in violation of the conditions set forth in this Exhibit, the Charter School Agreement, or the Charter School Law, then the Board shall notify the Charter School within twenty (20) days, stating with particularity the grounds for its objections. In such event, the Charter School shall not enter into the Service Contract unless and until the deficiencies noted by the Board have been remedied to the Board's reasonable satisfaction.

3. Required Terms of Service Contract. The Service Contract shall include, without limitation, the following Required Terms:

i. The Service Contract shall be subject to, and shall incorporate by reference, the terms and conditions of the Charter School Agreement.

ii. The Service Contract shall clearly delineate the respective roles and responsibilities of the Service Provider and the Charter School in the management and operation of each school facility for which the Service Provider shall provide management or operations services. The Service Contract shall also include acceptable procedures by which the Service Provider may be held accountable to the Charter School.

iii. The Service Contract shall be terminable by the Charter School, in accordance with its bylaws or other established termination procedures, (a) upon default by the Service Provider, including without limitation any act or omission of the Service Provider that causes a default under the Charter School Agreement or that causes the Charter School to be in violation of the Charter Schools Law, or (b)

for other good cause as agreed by the Charter School and the Service Provider.

iv. The Service Contract shall require that the Service Provider furnish the Charter School with all information deemed necessary by the Charter School or the Board for the proper completion of the budget, quarterly reports, or Financial Audits, required under paragraph 6 of the Charter School Agreement.

v. The Service Contract shall provide that all financial reports provided or prepared by the Service Provider shall be presented in GAAP/FASB approved nonprofit format.

vi. The Service Contract shall provide that all employees or contractors of the Service Provider who have direct, daily contact with students of the Charter School shall be subject to the fingerprint-based criminal background investigations and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database requirement contained in Section 34-18.5 of the School Code to the same extent as employees of the Charter School.

vii. The Service Contract shall contain provisions requiring compliance with all requirements, terms and conditions established by any Federal or State funding source.

4. Financial Reporting.

a. Budget. The budget prepared by the Charter School pursuant to paragraph 6 of the Charter School Agreement shall include, without limitation, the following itemized information:

i. All revenue anticipated to be received from the Board under the Charter School Agreement.

ii. All expenses and anticipated expenses associated with the operation and management of the Charter School.

iii. All expenses associated with the operation of the governing board of the Charter School including, without limitation, personnel, occupancy and travel expenses, if any, and that are not paid out of expenses received from or through the Board, such expenses shall not be required to be separately itemized hereunder.

iv. All contract payments, lease payments, management fees, administrative fees, licensing fees, expenses and other amounts paid to the Service Provider or otherwise paid for the Contract Services by the Charter

School.

v. All loan repayments for any loans made to the Charter School by the Service Provider, including separate line items for interest, principal and premium, if any, on such loan repayments.

vi. All investments in the Charter School by the Service Provider, including the expected returns on equity for such investments.

b. Quarterly Financial Statements. In the event that quarterly financial statements are required to be furnished by the Charter School pursuant to paragraph 6.m. of the Charter School Agreement, such financial statements shall reflect the entire school's financial operations, including an itemized accounting of all amounts paid to the Service Provider or otherwise paid for the Contract Services, which amounts shall be itemized in a manner that clearly corresponds with those categories provided in the Charter School's annual budget or the Service Contract.

c. Annual Audit. The Financial Audits required under paragraph 6 of the Charter School Agreement shall include review of all fees and payments made by the Charter School to the Service Provider.

d. Reporting of Loans and Investments. All loans to, or investments in, the Charter School by the Service Provider must be evidenced by appropriate documentation, either in the contract between the Charter School and the Service Provider, or through separate agreements. In the case of investments, such documentation shall explain how the investment shall be treated on the books of the Charter School and shall clearly state the Service Provider's expected return on equity.

Nothing in this paragraph 4 shall be construed to waive or otherwise limit the obligation of the Charter School to provide information otherwise required to be reported by the Charter School under the Charter Schools Law or the Charter School Agreement.

Performance Policy



2011 Elementary School Performance Policy Report

Namaste Charter Elementary School

School ID: 400050

Network: Charter/Contract Schools

Current Status and Trend	2008	2009	2010	2011	Current Status	Trend	Points
ISAT Reading Meets/Exceeds %	87.9%	78.7%	77.3%	88.3%	82.8% (3 points)	+7.0 (3 points)	6 of 6
ISAT Math Meets/Exceeds %	91.4%	87.6%	87.9%	88.8%	88.4% (3 points)	-0.2 (0 points)	3 of 6
ISAT Science Meets/Exceeds %	86.2%	81.5%	76.9%	90.3%	83.6% (3 points)	+8.8 (3 points)	6 of 6
ISAT Composite Exceeds %	23.4%	22.4%	17.1%	26.5%	21.8% (2 points)	+5.5 (2 points)	4 of 6
7th Grade ISAT Composite Exceeds %				17.6%	17.6% (2 points)		2 of 3
Adjusted Attendance Rate	95.9%	95.7%	96.4%	96.9%	96.7% (3 points)	+0.9 (3 points)	6 of 6

Student Growth Metrics	2011 Score	Percentile	Points
Value-Added Reading	+1.4	91st	3 of 3
Value-Added Math	+0.3	63rd	2 of 3

Overall Rating

Performance Policy Rating	2011-2012	2010-2011	2009-2010
Performance Policy Points Earned	32 of 39 (82.1%)	19 of 39 (48.7%)	27 of 36 (75%)
Performance Rating	Level 1	Level 3	Level 1
ISAT Composite Meets/Exceeds %	88.8% (2011)	81.9% (2010)	82.9% (2009)
Probation Status	Not Applicable	Not Applicable	Not Applicable

2011 Elementary School Performance Policy Legend



Definitions

Current Status	For a metric, this is the school's average score for the two previous years. If the school does not have two years of data, one year will be used.
Trend	For a metric, this is the difference between the school's most recent score and the average of the three prior years. If the school does not have three prior years of data, two years will be used.
Ceiling	If the school's most recent score is at or above the ceiling, the school receives all Trend points for that metric, regardless of Trend score.
Value-Added	This is the difference between the average growth of students in the school (as measured by ISAT scale score points) and the growth of similar students District-wide. This comparison is made using a regression methodology that controls for each student's grade level, prior ISAT performance, and student demographics.
Adjusted Attendance	For the Performance Policy, attendance is adjusted for students with medically fragile conditions and early graduation for 8th and 12th grade students. This adjustment is only made if it results in a positive adjustment. This does not replace the school's official attendance rate and may not match the attendance rate reported elsewhere.
Minimum Performance Standard	Elementary schools with an ISAT Composite score below 50% or high schools with a PSAE score below 10% are automatically placed on probation, regardless of Level achieved.

Scoring

	If Current Status score is:	School receives:	If Trend score is:	School receives:
ISAT Reading Meets/Exceeds % (Ceiling = 90%)	Less than 50%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Math Meets/Exceeds % (Ceiling = 90%)	Less than 50.0%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Science Meets/Exceeds % (Ceiling = 90%)	Less than 50.0%	0 points	Less than 0.1	0 points
	50.0% to 69.9%	1 point	0.1 to 2.9	1 point
	70.0% to 79.9%	2 points	3.0 to 5.9	2 points
	80.0% or more	3 points	6.0 or more	3 points
ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Highest Grade ISAT Composite Exceeds % (Ceiling = 90%)	Less than 5.0%	0 points	Less than 0.1	0 points
	5.0% to 14.9%	1 point	0.1 to 2.9	1 point
	15.0% to 24.9%	2 points	3.0 to 5.9	2 points
	25.0% or more	3 points	6.0 or more	3 points
Attendance Rate (Ceiling = 95%)	Less than 90.0%	0 points	Less than 0.1	0 points
	90.0% to 92.9%	1 point	0.1 to 0.4	1 point
	93.0% to 94.9%	2 points	0.5 to 0.9	2 points
	95.0% or more	3 points	1.0 or more	3 points
Value-Added Reading	If Value-Added score is:	School receives:		
	Less than -1.0	0 points		
	-1.0 to -0.1	1 point		
	0.0 to 0.9	2 points		
Value-Added Mathematics	Less than -1.0	0 points		
	-1.0 to -0.1	1 point		
	0.0 to 0.9	2 points		
	1.0 or more	3 points		

Ratings and Status

If percent of points is:	School receives:
71% or more	Level 1 (Excellent Standing)
50% to 70.9%	Level 2 (Good Standing)
Less than 50%	Level 3 (Probation*)

*Notes on Probation:
Schools that have been on probation for 2 or more consecutive years must achieve a Level 1 or Level 2 rating for 2 consecutive years to be removed from probation.

Schools where the Board has taken action under Section 8.3 of the Illinois School Code are not eligible to be removed from probation until five years after such action was taken or the school makes AYP for two consecutive years, whichever occurs later.

Charter schools do not receive a probation status; charter school accountability is based on the school's agreement with the Board.

For More Information

For more information on the Performance Policy, please visit www.cps.edu/performance.

Namaste Charter School

Address: 3737 S. Paulina St.	Opened: Fall 2004
Grades Served: K-7th	Charter Term: 2009-2014
P: 773-715-9558	School ID: 400050
Accountability Version: C	
Academic Status: Meeting Standards	

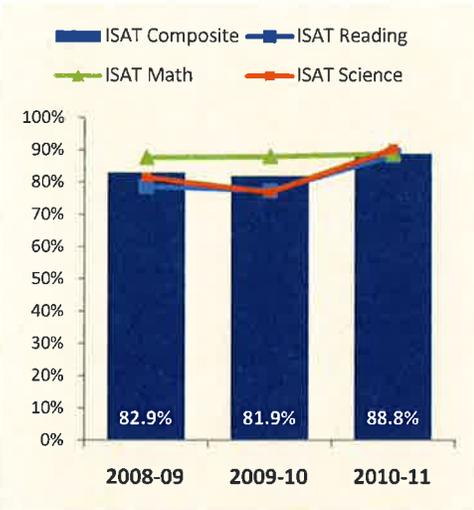
SCHOOL MISSION

Namaste's mission is to ensure that health, physical fitness, and nutrition are used to ensure that students achieve their highest potential academically.

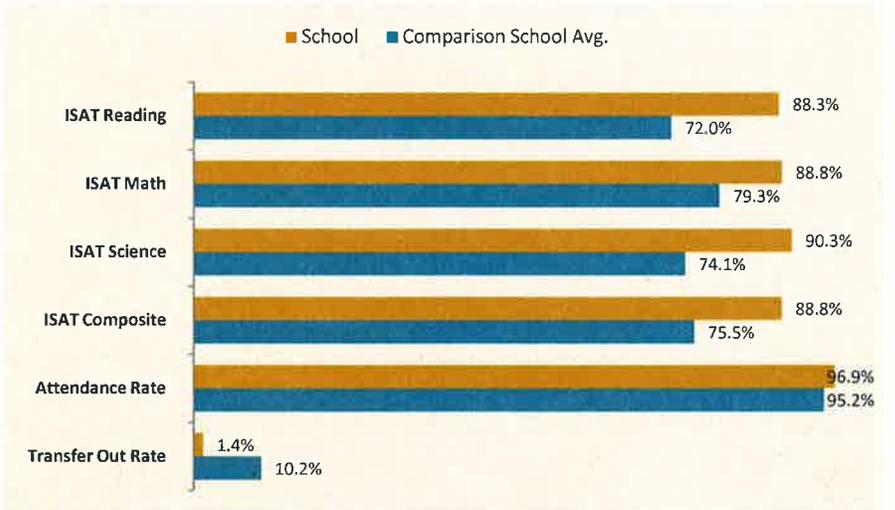
SCHOOL INFORMATION

2010-11 Enrollment	424	
STUDENT ETHNICITY	School	District Avg.
African American	5.4%	41.6%
Hispanic	80.9%	44.1%
White	10.1%	8.8%
Native American	0.2%	0.4%
Asian	1.9%	3.3%
Multi-Racial	1.4%	1.1%
OTHER DEMOGRAPHICS		
Low-income	81.1%	85.9%
Limited English Proficiency	26.9%	15.8%
Special Education	17.2%	12.2%

STUDENT PERFORMANCE OVER TIME



ABSOLUTE AND RELATIVE STUDENT PERFORMANCE



Test*	2008-09	2009-10	2010-11
ISAT Composite	82.9%	81.9%	88.8%
ISAT Reading	78.7%	77.3%	88.3%
ISAT Math	87.6%	87.9%	88.8%
ISAT Science	81.5%	76.9%	90.3%

* Percentage of students meeting/exceeding state standards. Excludes ELLs in years 0-5.

Indicator	School	Absolute Rating	Comparison School Avg.	Difference
Elementary School				
ISAT Reading	88.3%	High	72.0%	16.3%
ISAT Reading Change*	7.0%	High		
ISAT Math	88.8%	High	79.3%	9.5%
ISAT Math Change*	-0.2%	Middle		
ISAT Science	90.3%	High	74.1%	16.2%
ISAT Science Change*	8.8%	High		
ISAT Composite	88.8%	High	75.5%	13.3%
ISAT Composite Change*	4.2%	High	4.2%	-
Attendance Rate	96.9%	High	95.2%	1.6%
Transfer Out Rate	1.4%	High	10.2%	-8.7%

Adequate Yearly Progress (AYP) Status	Absolute Rating
Failed to meet AYP target for 2 or more years	Low

* Change: The difference between the school's most recent score and the average of the three prior years. If the school does not have three prior years of data, two years will be used.

Abigail Rose



arose@

namastecharterschool.org

Employment History

Director of Health and Wellness

2011-present Namaste Charter School, Chicago, IL

- Coordinate school health and wellness programming
- Coordinate program evaluation including managing data collection and analysis
- Contribute to sustainability of health and wellness program through grant writing

Physical Education Teacher

2004-2011 Namaste Charter School, Chicago, IL

- Develop curriculum for Kindergarten and 1st Grade PE program
- Teach four 60 minute long PE classes 5 days a week
- Develop and administer assessment based on state standards

Social Emotional Learning Specialist

2004-present Namaste Charter School, Chicago, IL

- Develop curriculum for Kindergarten through 2nd Grade (Peaceful People)
- Supervise instruction of SEL instruction throughout the school
- Help create programming to facilitate a peaceful school environment

Inner-City Teaching Corps, Third Grade Teacher

2003-2004, Saint Mary of the Lake School, Chicago, IL

- Earned an alternative teaching certificate through teaching third grade
- Attended weekly professional development and educational seminars as well as a summer intensive
- Produced a portfolio to earn teaching credential

Dance/ Movement Therapist

2001-2002 Kindred Hospital, Chicago, IL

- Facilitated dance/movement therapy groups with adult in-patient psychiatric population
- Performed treatment planning and charting responsibilities
- Supervised a dance/ movement therapy student

Education

2003-2006 Northwestern University, Evanston, IL

- MSED GPA: 4.0

1999-2001 Columbia College Chicago, Chicago, IL

- MA, Dance Therapist Registered GPA: 4.0

1994-1998 Indiana University, Bloomington, IN

- BS in Ballet Performance with outside field in English, Minor in French GPA: 3.7

Professional Affiliations

American Alliance for Health, Physical Education, Recreation and Dance
Conference presenter PE-4-Life conference and IAHPERD conference

ALLISON ISAACSON

aisaacson@namastecharterschool.org

WORK EXPERIENCE

Namaste Charter School, Chicago, IL

June 2009 – present

Director of Development

- Manage Namaste's external communications, fundraising, and event planning
- Oversee the implementation and spending of over \$1,000,000 in grants, including more than \$300,000 in spending through the federal Carol M. White Physical Education Program
- Executed school's largest fundraiser, raising \$120,000, a 30% increase from the previous year
- Direct contact for Board of Directors' Development Committee, Associate Board and Gala Event Planning Committee
- Coordinate all school visits, tours and conference presentations to ensure other schools receive the detailed, actionable support to successfully implement in their own communities Namaste's effective strategies to improve student achievement

Heartland Alliance for Human Needs & Human Rights, Chicago, IL

August 2008 – June 2009

Policy & Advocacy Intern

- Researched and drafted change in state law to provide a state identification card fee waiver for homeless individuals
- Coordinated regional policy meeting for top not-for-profit and foundation executives from eight states
- Analyzed organization's \$50 million budget to review funding trends and revenue streams
- Researched and drafted needs assessment report, analyzing youth development and income supports systems in the six-county metro Chicago region
- Drafted fact sheets and position papers for a variety of audiences, including funders, legislators, and internal staff use
- Represented organization in multiple community coalitions and regular meetings

Chicago New Teacher Center, Chicago, IL

Summers 2007, 2008

Development Associate

- Analyzed complex program data, including surveys and direct service reports, to help cull trends and measure beginning teachers' impact
- Co-authored multiple grant proposals and final reports for private foundation and state funding, effectively integrating qualitative and quantitative data analysis
- Co-authored district expansion proposal for the Illinois State Board of Education, resulting in a two-year, \$375,000 contract
- Initiated and implemented electronic funding database for streamlined grants management
- Initiated and co-implemented organization-wide shift to more efficient e-mail system
- Provided additional policy and development support as needed year-round

Youth Organizations Umbrella, Inc., Evanston, IL

September 2007 – June 2008

Administrative & Clinical Social Work Intern

- Supported development of agency's five-year strategic plan, including oversight of six staff and Board member work groups; coordinated full staff and Board strategic planning retreat
- Conducted surveys and led personal interviews with Board members, agency staff, and community leaders to evaluate agency's strengths, weaknesses, and local standing
- Led after-school tutoring and enrichment activities for low-performing students
- Provided individual therapy with at-risk adolescent clients

Barton Elementary School/Teach for America, Chicago, IL
Second and Fourth Grade Classroom Teacher

June 2005 – June 2007

- Selected as one of 3,000 out of 17,400 applicants to serve in national service corps of recent college graduates who commit two years to teach in under-resourced communities
- Adapted and implemented five-subject curriculum
- Designed, implemented, and evaluated after-school “peacekeepers” club to teach students conflict resolution
- Designed, implemented, and evaluated before- and after-school intensive tutoring program for lowest-performing students
- Wrote and received multiple outside grants, including three fully-funded field trips and materials for classroom library

EDUCATION

University of Chicago, Chicago, IL

June 2009

Master of Arts, Social Service Administration

Recipient, Academic Scholarship

University of Wisconsin, Madison, WI

May 2005

Bachelor of Arts, Journalism - Strategic Communications and Women’s Studies (certificate)

Graduate, Honors in Liberal Arts. Dean’s List, four semesters.

QUALIFICATIONS SUMMARY

Grant writing. Data analysis. Program evaluation. Computer proficiency (SPSS, Microsoft Excel, Word, PowerPoint). Individual therapy. Event planning. Public speaking.

RICKIE SCOTT YUDIN

Education

University of Nevada Las Vegas, Las Vegas, Nevada

Degree: Master of Education – Curriculum and Instruction - Elementary

Vanderbilt University, Nashville, Tennessee

Major: Bachelor of Arts - Economics & History

Minor: Spanish

August 2005 - August 2007

GPA: 4.000

August 2001 - May 2005

GPA: 3.518

School Based Experience

Namaste Charter School, Chicago, Illinois

Elementary Instructional Leader

August 2011 – Present

- Coach, develop, support and manage twenty-eight elementary school teachers, special education teachers, and support personnel through individual goal setting, coaching meetings, and observation feedback.
- Support and supervise the development and implementation of monolingual and dual-language curriculum, grade level teams, and various committees.
- Collaborate with other members of the leadership team on a variety of administrative roles and tasks, including hiring, professional development, external partnerships, and strategic planning, to support the efficient functioning of the school.

KIPP Austin College Prep (KACP), Austin, Texas

Assistant Principal of 5th Grade and 6th Grade, Writing and Science Teacher July 2009 – June 2011

- Managed and evaluated approximately 12 staff members. Worked with staff to set and evaluate functional and developmental goals, evaluated data, and observed, debriefed, and led check-in meetings to provide feedback and support development.
- Designed and implemented year-long “Understanding by Design” unit plans for staff professional development.
- Led teachers, students, and families in seeking and implementing solutions as student issues arise.
- Served on hiring committee to lead communication with candidates, performed phone interviews, and observed and debriefed sample lesson. Contributed to discussions surrounding final hiring decisions.
- Managed grade level specific and school-wide scheduling, data and data analysis, external community partnerships, and other administrative projects.

Clark County School District, Las Vegas, Nevada

August 2005 – July 2009

Teacher - Second Grade (2008-2009), Upper-Elementary Reading Interventionist (2007-2008), First Grade (2005-2008)

- Empowered 16-20 primarily Spanish-speaking students per year in Title I urban elementary school to achieve, on average, 1.5 grade levels of growth in one academic year in reading, writing, and math by using best instructional and bilingual practices, high quality assessment and data analysis, establishing high expectations, and focusing on results.
- Led district-wide and site-based professional development including being a designing member of a collaborative work group, writing school improvement plans, being a lead member of the school improvement team, acting as grade level and committee chair, training new teachers, writing and instructing Master’s level PDE course, and leading an initiative to implement ambitious school-wide goals and monitoring for student achievement.
- Generated plans for increasing behavioral and academic achievement of over one hundred students through four years of work with response to intervention team.
- New Teacher Training - Cadre Member, Instructor, and Presenter. Facilitated cadre and led professional trainings and meetings.

External and Community-Based Experience

Beyond Teaching, Wilton, Connecticut

June 2011 – Present

Advisory Board Member

- Provide guidance and consulting advice for education start-up company.
- Review and provide feedback on growth and development plans, communication strategies, and teaching recruitment.

EdTogether.org, Las Vegas, Nevada

February 2008 – July 2009

Co-Founder

- Led face-to-face education interest group to serve as a voice for student academic success.
- Facilitated and planned monthly meetings; organized and implemented action projects; used innovative recruitment strategies to grow membership to a peak of 40 people; managed web-based communication and wrote monthly, online-newsletter.

RICKIE SCOTT YUDIN



Wiki-Teacher Task Force – Project Leader, Curriculum Writer

August 2007 – July 2009

Wiki-Teacher.com is a CCSD Curriculum and Professional Development initiative designed to promote a collaborative environment and consistent academic expectations throughout the school district through resource sharing and unwrapped standards.

Teach for America, Las Vegas Valley, Nevada

June 2005 – June 2007

Content Coordinator, Corps Member

- Designed and led rigorous professional development sessions while serving as mentor the training seminars.
- Member of national service corps selected through stringent application procedures and complete intensive two-month training program as part of an Alternate Route to Licensure program.

Skills & Certifications

- Fluent in Spanish Conversation and Composition
- State of Texas Educator Certificate – Generalist Grades 4-8, ESL Supplemental, Highly Qualified
- State of Nevada License for Educational Personnel - Elementary K-8, Highly Qualified, TESL Endorsed

KECIA F. CLARK



EDUCATION:

M.S. Ed. - Trinity College, Washington D.C., 48 hrs. earned,
Special Education

B.S.- The University of the District of Columbia, Washington, D.C., Psychology

CERTIFICATION:

Illinois Learning Behavior Specialist 1: 2011

INSTRUCTIONAL SUPPORT REPERTOIRE:

- ✧ Skilled implementation of accommodations and modifications
- ✧ Knowledge of a myriad of differentiated instructional formats
- ✧ Trained in Skillful Teacher™ – Saphier/Gower R.B.T.
- ✧ In depth knowledge of RTI, IDEA, & 504
- ✧ Trained in teaching AP style middle school math
- ✧ Extensive implementation of DDI
- ✧ 10 years in D.C., Miami, and Houston, & Gary urban, underprivileged school systems

DISTINGUISHING ATTRIBUTES:

- ★ Organized, efficient, & detail-oriented
- ★ Strong oral and written communication skills
- ★ Dedicated, thorough, passionate
- ★ “E.N.T.J.” on Meyers –Briggs Scale
- ★ Working knowledge of basic Spanish
- ★ “Type 2” Learner / Worker
- ★ Quantitative research skills

EDUCATION EXPERIENCE:

<u>TYPE</u>	<u>LOCATION</u>	<u>DATE</u>
Middle School Instructional Leader	Namaste Charter School, Chicago, IL <ul style="list-style-type: none"> • Coach and supervise 20 5th – 8th grade teachers and specialists • Oversee and support lesson planning to ensure high student achievement through alignment with Namaste’s Six Pillars 	06/12 - present
Learning Specialist Math Grades 5-7	KIPP Ascend Charter School, Chicago, IL <ul style="list-style-type: none"> • Prepare student education plans in consultation with parents and IEP team members • Design instruction, both individual and small group, which parallels the general education curriculum • Monitor student progress using DDI methods • Assist other professional staff in diagnosis of learning disorders, development of planned remediation and evaluation of student progress • Develop and lead professional development sessions 	07/11- 06/12

Learning Specialist All Subjects Grades 5-9	KIPP:LEAD College Prep, Gary, IN <ul style="list-style-type: none"> • Coordinated Special Education and 504 services for grades 5-9 • Coordinated Saturday School program • Mentored and coached 7th and 8th Grade Math Teachers • Designed and implemented school's Response to Intervention Program • Coordinated and delivered Professional Development Sessions for staff • Taught 7th grade math 	07/10- 06/11
8th Grade Math	KIPP: LEAD College Prep, Gary, IN <ul style="list-style-type: none"> • Designed and implemented 8th grade math scope and sequence • Created after-school tutoring program for math students • Integrated the use of technology by using SMART Boards and Texas Instrument calculators • Planned differentiated lessons to incorporate multiple learning styles • Developed system for students to track and monitor progress towards standardized tests 	07/09 - 06-10
Learning Specialist All Subjects Grades 5-8	KIPP Academy Middle School, Houston, TX <ul style="list-style-type: none"> • Ensured Special Education & 504 compliance in accordance with IDEA, No Child Left Behind, and state regulations • Coordinated and develop special education professional development sessions • Coordinated the school's Response to Intervention Process (RTI) • Reviewed lesson plans and helped teachers implement accommodations and modifications during instruction • Served as faculty advisor for a group of 10 students 	6/08 – 06/09
Algebra I Grade 8	KIPP Academy Middle School, Houston, TX <ul style="list-style-type: none"> • Utilized Understanding by Design method to develop long term, unit, and daily lesson plans • Developed data driven strategies to help enhance student achievement on standardized assessments • Collaborated with the Science, Technology, Engineering, and Math (S.T.E.M.) Initiative to vertically align math curriculum for KIPP Academy Middle School and KIPP Houston High School • Taught Newspaper and Yearbook classes • Served as faculty advisor to a group of 10 students 	06/06- 05/08
Algebra I, Geometry, General Math Grades 9-12	Felix Varela Senior High School, Miami, FL <ul style="list-style-type: none"> • Developed and implemented curriculum for General Math, Algebra I and Geometry students in grades 9 – 12 • Developed, maintained, and managed Individual Education Plans and Transition Plans for a caseload of students • Administered academic achievement assessments • Organized and implemented after- school tutoring program for special education students • Co - Sponsored the class of 2008 Club 	08/04-05/06
Algebra I Adult Education	Miami – Dade County Adult Education Program, Miami, FL <ul style="list-style-type: none"> • Instructed Algebra I to students enrolled in the adult education program 	08/04 -05/05

Special Education Inclusion and Self-Contained Grades 4-6	Hendley Elementary School, Southeast Washington, D.C. <ul style="list-style-type: none"> • Implemented and developed teaching strategies for special education students in grades 4-6 • Developed and reviewed Individual Education Plans (IEPs) for students in grades 4 - 6 • Coached/ sponsored school's Ski Club 	08/00- 06/04
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PROFESSIONAL ORGANIZATIONS/ MEMBERSHIPS:

- Beta Kappa Chi, National Science Honor Society - The University of the District of Columbia
- Psi Chi, National Psychology Honor Society – The University of the District of Columbia
- Member, Alpha Kappa Alpha, Sorority, Incorporated
- Member, National Council of Teachers of Mathematics

REFERENCES:

- Elliott Witney, KIPP Academy Middle School – School Leader
██████████
ewitney@kipphouston.org
- Carol Wright, Coral Gables Adult Program – Principal
██████████
cywright@dadeschools.net

Middle School Learners

I have worked in education for over 10 years. Specifically, I have worked with middle school students for 6 years. I believe in order to for these students to have significant academic gains and for them to be prepared for college and the world beyond, educators must take a holistic approach to education.

I believe, sometimes it is necessary to meet the basic needs of our learners first and build an environment where all learners feel safe. It is then, educators can start to address any gaps in learning, help students learn to think critically, and help students learn to identify habits that will lead to success in high school, college, and the world beyond.

I also believe that it is critical that educators have a growth mindset when working with middle school students. In essence, students should believe that no matter what internal or external factors are occurring- they know that that all stakeholders believe in their ability to learn and grow.

Finally I believe that each child has the capacity to make significant learning gains each year, but each child may need a different path to get there. Sometimes, it is necessary to intentionally differentiate core curriculum and educational plans for small groups of students as well as individual students.

Leadership Project

Often times, special needs students are given the least amount of attention in class. Other times, when help is given the success of the students is due in part to random interventions by devoted teachers. At the beginning of the 2010-2011 school year, I observed that most of the teachers at our school did a stellar job with getting to know the needs of each student and implementing research-based interventions to help special needs and at-risk students succeed in the classroom. However, I also observed that as a school there was a need to document these interventions.

In order to ensure that special needs students were making learning gains and to ensure the use of appropriate adaptations, I created special education tracking systems. The systems were used to track progress monitoring interventions and accommodations and modifications. They also helped guarantee that IEPs were standards based useful documents.

I presented the new system along with all of the accompanying documents during two 90 minute professional development sessions. I originally thought that teachers and staff members would be somewhat hesitant to implement yet another system. I was pleasantly surprised to learn that most teachers were very eager to have the needs of their students clearly communicated and outlined. They were also excited by the fact that the trackers made it easier to make adjustments in the classroom, communicate with parents, and monitor progress towards state standards and school wide expectations. In essence, the trackers were not more work, just a unified way to record what was already happening.

At the end of the year, we were able to effectively document the learning gains special education students made. We were also able to objectively measure those gains by looking at the baseline data and data gathered throughout the year.

**Illinois State Board of Education
RESOLUTION**



**Honoring
Namaste Charter School
December 2010**

WHEREAS, Namaste Charter School in Chicago, Illinois was recently named Illinois' second HealthierUS School Challenge recipient for the gold award of distinction level; and

WHEREAS, Namaste Charter School is a Team Nutrition School; and

WHEREAS, Namaste Charter School offers reimbursable lunches demonstrating healthy menu planning practices as well as meeting the principles of the Dietary Guidelines for Americans; and

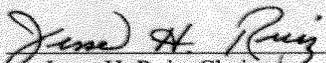
WHEREAS, the staff of Namaste Charter School provides nutrition education, opportunities for physical education and additional opportunities for physical activity to their students; and

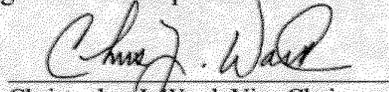
WHEREAS, Namaste Charter School maintains an average daily participation of 70 percent or greater; and

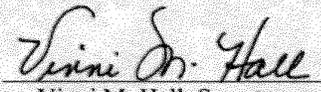
WHEREAS, Namaste Charter School adheres to established guidelines of the Food and Nutrition Service under the United States Department of Agriculture for foods served and sold in school outside of the National School Lunch Program; and

WHEREAS, the administration and staff of Namaste Charter School collaborate to ensure their students are nutritionally prepared to be successful learners; now

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education extends its sincere appreciation and respect to the administration and staff of Namaste Charter School on this the 16th day of December, 2010, for their commitment and dedication to providing the healthiest learning environment possible.


Jesse H. Ruiz, Chairman

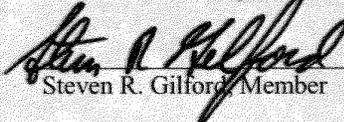

Christopher J. Ward, Vice Chairman


Vinni M. Hall, Secretary

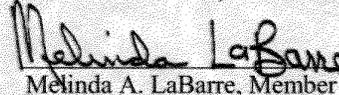

James W. Baumann, Member


Andrea S. Brown, Member


David L. Fields, Member


Steven R. Gilford, Member


Lanita J. Koster, Member


Melinda A. LaBarre, Member

lululemon athletica, El Segundo, CA and Chicago, IL

Community Leader and Keyleader, August 2007 - April 2009

- Oversaw internal and external community relations for the Bucktown and Plaza El Segundo stores (grassroots marketing, media relations, in-store and in-community event planning, photo shoots, charitable giving, store Web site)
- Managed grassroots marketing team and all initiatives aimed at building awareness of the lululemon brand
- Led design focus groups to gain insight on product design and function from local athletes
- Built a network of community partners to represent the lululemon athletica brand and health-focused lifestyle in the community
- Planned and executed all store events (i.e., yoga and fitness classes, nutrition seminars, personal development workshops, and other health-focused events) as well as the grand opening party at both locations
- Supervised staff, oversaw merchandising, inventory, guest experience, and store operations

Bobit Business Media, Torrance, CA

July 2006 - August 2007

Assistant Editor, Finance & Insurance Management and Technology magazine

- Developed, researched, and wrote news, features, e-newsletter content, and product releases
- Managed content for the magazine's Web site and the distribution of the weekly e-newsletter
- Managed relationships with monthly contributors and edited all incoming articles
- Collaborated with art director on layouts and assisted with magazine's 2007 redesign

ADDITIONAL EXPERIENCE

Demand Media

September 2011 - present

Freelance writer

- Write articles for eHow.com on topics such as travel, arts and entertainment, health, fashion, and lifestyle

DePaul University Office of International Students and Scholars (OISS), Chicago, IL

February 2010 - December 2010

Intake Assistant

- Handled immigration documents and scheduled student advising appointments for F-1, J-1, and non-immigrant students and scholars, serving an average of 50 students daily from over 100 countries
- Answered student questions on immigration status and adjustment issues while maintaining superior cross-cultural awareness and communication skills

VOLUNTEER EXPERIENCE

DePaul Public Health Student Organization (PHSO), Chicago, IL

January 2010 - June 2011

Newsletter Editor and Member

- Planned and implemented National Public Health Week 2010 physical education/nutrition intervention activity for kindergarten students at Rowe Elementary school in cooperation with Get Healthy Chicago
- Compiled and edited the quarterly PHSO Newsletter

Cooking Matters, Chicago, IL

June 2010 - July 2010

Class Assistant

- Assisted the nutrition educator and chef with lessons, activities, and demonstrations for the Kids Up Front cooking and nutrition education program for children ages 8-10. Taught basic yoga to the students as part of the program's fitness segment

American Latvian Youth Association (ALYA)

November 2008 - November 2010

Editor, Veja Zvani Literary Magazine and Advisory Board Member

- Compiled all content, edited and designed the bi-annual publication, which was distributed to over 350 members
- Assisted in developing and coordinating ALYA events, functions, and fundraisers

ADDITIONAL SKILLS

- Proficient in Microsoft Office Suite, Mac Keynote and Pages, Adobe InDesign, and Illustrator



Learning the Namaste Way will be a unique opportunity for educators to observe, learn and explore Namaste Charter School's best practices in action.

Through a three-day pilot Institute, taking place **June 20-22, 2012** at **Namaste Charter School in Chicago, Illinois**, educators and school leaders will immerse themselves in the Namaste model and learn how to build a healthier school community that boosts student achievement.

- Work with Namaste's founder and core leadership team
- Observe Namaste's Kindergarten-8th grade classrooms in action
- Experience Namaste's unique Healthy Lifestyles Program
- Tour a successful, award-winning school
- Plan for healthy lifestyle changes in your home school or district
- Receive ongoing technical support from Namaste teachers and school leaders

Learning the Namaste Way Registration Application

* indicates a required field

Name*

This field is required

School or District*

This field is required

Address*

This field is required

City, State*

This field is required

Zip Code

Phone*

This field is required

Email*

This field is required

Select school type*

This field is required

Are you planning to start a new school in the next five years?

- Yes
- No

Does your school offer Dual Language/Spanish instruction?

- Yes
- No
- Plan to include Dual Language/Spanish instruction

When does your school year end?

If you work at a charter or other newer school, when did your school open?

What are your school hours?

Do you have "specials" (PE, art, music, etc.)? If so, specify

Do you have recess daily?

- Yes
- No

What is your title? (If teacher, specify grade level/s and subject/s taught)

Please briefly describe what you hope to gain from Learning the Namaste Way*

This field is required

What (if anything) has your school or district done to address the childhood obesity epidemic and/or create a healthier school environment?

If applicable, what have you (in your current position) done to address the childhood obesity epidemic and/or create a healthier school environment?

Please list any awards or recognition your school has received in this area

What challenges (if known) has your school or district faced in implementing a holistic approach to education or in implementing new policies pertaining to health and wellness in the school day?

If applicable, what challenges have you, as a classroom teacher, school leader or staff member, faced in the areas above?

Which of the following issues are of most concern to you in your school or district? (Select up to three answers)*

- Nutrition education
- School meals (breakfast, lunch)
- Healthy eating (snacks, food from home/community)
- Physical activity
- Physical education
- Parental/family support/education
- Policy issues/school-wide practices (i.e., fundraising policies, vending machine or snack shop policies, water access policies)
- Violence prevention/safety
- Health (i.e., hygiene, sex ed)
- Students with Special Needs
- Other:

This field is required

What is the racial and ethnic breakdown of your school?

- Mostly African-American
- Mostly Hispanic
- Mostly White

Other:

Percentage of students qualifying for free or reduced lunch (if known)

How did you hear about Learning the Namaste Way?

WORK EXPERIENCE

Independent Consultant

August 2009 – present

Leadership-level support for schools, districts, charters and nonprofits, focused on strengthening operating routines, improving teaching and learning, and broadening stakeholder engagement to improve organizational performance and drive outcomes for urban students.

Current portfolio includes

American Institutes for Research (national): instructional coaching in turnaround schools

East Middle School (Hazelwood, MO): instructional coaching and teacher leadership

KIPP Foundation (national): instructional coaching in K-12 charter schools

Legacy Charter School (Chicago): PreK-8 school design, instructional coaching and leadership development

Michigan City Area Schools (IN): revision of K-12 instructional coaching model; multi-year training of coaches

Namaste Charter School (Chicago): interim K-8 principal and talent management

Past clients include

Chicago Public Schools: RtI and literacy instruction in K-12 district schools

Civitas Schools (Chicago): instructional coaching in K-12 charter schools

First Five Years Fund (Chicago and Washington, D.C.): chief of staff

New Teacher Center (Santa Cruz, CA): special projects for CEO

Teach Plus (Boston, MA): Chicago start-up support and leadership coaching

University of Chicago, Office of Civic Engagement: interim program leadership and leadership coaching

Chicago New Teacher Center, Founding Director

February 2006 – June 2009

- Responsible for start-up and development of New Teacher Center's Chicago office. Catalyzed partnerships at the school, regional and district level that improved teacher retention, keeping 90% of new teachers in the district after two years of our support. Informed NTC's national model, pioneering the use of coaching data to inform program decisions. Grew a team from ten to 40 expert educators and professional staff, including full integration of Chicago Public Schools induction coaches working with over 340 first- and second-year teachers in over 100 schools.
- Led the policy, development, communications and program evaluation efforts while supporting high quality scale-up of program, collaborating with schools, district leaders, state and national colleagues to sustain high levels of support and funding, as well as championing policy changes at the state and district level. Co-led Illinois Induction Policy Team, including support for a successful six-month strategic planning process. Chaired statewide Induction Standards Committee (2006-2009).
- Generated new revenue, growing contracts and foundation investment to \$5 million yearly.
- Presented CNTC's design, results and district partnership work to national audiences, including invited sessions for National Governors Association, Education Commission of the States, and Council of Great City Schools. Finalist, Young Nonprofit Professional of the Year, YNPN Chicago (2008).

Chicago Public Schools, District Reading Coach

August 2005 – June 2006

- Using formative and summative data, guided literacy instruction in 24 PreK-8 south-side schools in Hyde Park, Kenwood and Woodlawn through monthly professional development for principals, literacy coaches, and teachers. Provided on-going professional development to schools through extensive workshops, demonstration lessons, and coaching sessions. Successfully navigated complex school and district relationships to move a change agenda forward.

Center for Urban School Improvement (USI), University of Chicago (Urban Education Institute) August 1998 – June 2005

- Founding Director, New Teachers Network (NTN): Conceptualized, developed and led an innovative, comprehensive induction program. Co-designed all professional development, including Summer Institutes, bi-monthly meetings, online support and coaching. Lead the transition from NTN to Chicago New Teacher Center. Managed \$600,000 budget and a team of coaches and teacher leaders. Mercedes Mentor Award nominee (2001).
- Primary Literacy Specialist: Responsible for pre-kindergarten through third grade literacy work in USI partnership schools, including modeling, observation and coaching in classrooms to support and document change in teacher practice. Worked intensely with district leaders to present rigorous professional development and summer institutes in instructional leadership.

Francis W. Parker School, Chicago, IL, Administrative Internship

August 1997 to August 1998

- Partnered with lower school principal on professional development, literacy instruction, scheduling, grade level curriculum meetings, and all functions of school organization.

Classroom Teacher

- Park Manor School, Chicago, IL, 1st and 2nd grade teacher August 1998 to June 2000
- Full classroom responsibilities for up to 38 students per class.
 - Literacy Collaborative literacy coordinator training (1998-99). Rochelle Lee Fund awardee (1999). Chicago Foundation for Education grant winner (1998). Disney Teacher of the Year nominee (2000); Golden Apple nominee (1999); Kohl/McCormick Early Childhood Teaching Award nominee (1998, 1999). Literacy volunteer (Fall 2000).
- Walter Reed School, Chicago, IL, 1st grade teacher August 1996 to June 1997
- Full classroom responsibilities for up to 30 students.
 - Chicago Foundation for Education grant winner (1996). Technology Team, Everyday Math Implementation Team and Professional Problems Advisory Committee Secretary.
- Graham & Parks Alternative Public School, Cambridge, MA, 1st/2nd grade teacher September 1995 to June 1996
- Full classroom responsibilities for up to 26 students.

ADDITIONAL WORK AND VOLUNTEER EXPERIENCE

Volunteer Work

2010-present	Founding Board Member	South Side Fire Football Club (youth soccer), Chicago, IL
2011-present	Golden Apple Foundation	Golden Apple Award selection committee member
2011-present	Namaste Charter School	Gala committee member
2009-2011	Appointed Member	University of Chicago Lab School, lower school principal search committee
2008-2010	Member	Foundation 65 Strategic Planning Committee, Evanston, IL
2004-2007	Trustee	The Catherine Cook School, Chicago, IL
2003-2005	Literacy Consultant (Volunteer)	Nettelhorst School, Chicago, IL
2000-2006	Volunteer	Rochelle Lee Fund (now Boundless Readers), Chicago, IL
1999-2002	President, Alumni Board	School of Education & Social Policy, Northwestern University, Evanston, IL
1990-1995	Project Coordinator, Trainer	City Year Serve-a-thon, Boston, MA
1993-1994	Literacy Volunteer	Winthrop School, Agassiz School, Boston, MA

Past Consulting and Part-time Employment

2005-2008	Literacy Leadership Consultant	Hubbard Woods School, Winnetka, IL
2002-2005	Literacy Consultant	District 57, Mount Prospect, IL
2000-2003	Literacy Consultant	Lindop School, District 92, Broadview, IL
2000-2001	Graduate Assistant	University of Illinois at Chicago, MINT Program, Chicago, IL
1997-2000	Field Supervisor, Instructor	Northwestern University, Evanston, IL
1994-1995	Extended Term Substitute	Winthrop School, Boston, MA and Harrington School, Cambridge, MA
1990-1994	Staff Assistant, Consultant	Mental Health Corporations of Massachusetts, Boston, MA
1992-1994	Childcare Provider	Lawrence-Lightfoot Family, Boston, MA
1992-1993	Phone Counselor	Recruiting New Teachers, Belmont, MA

EDUCATION

Northwestern University, Evanston, IL

M.S. in Education, June 1999. 3.9 GPA.

Masters Thesis: Teacher Leadership: Exploring the Possibility of Bolman and Deal's Reframing.

Illinois Administrative K-12 certificate.

Lesley University, Cambridge, MA

B.S. in Early Childhood Education, May 1994. 3.8 GPA.

Illinois and Massachusetts K-3 regular and special education certificate.

REFERENCES

Catherine Barbour
Senior Consultant, School Turnaround, American Institute of Research
cbarbour@air.org

Stephanie Bloom (Washofsky)
Deputy Chief of Schools, Fullerton Network North, Chicago Public Schools
(former principal, Chicago Public Schools)
sabloom@cps.k12.il.us

Cydney Fields
Chicago Public Schools principal (retired) and Special Education Network Leader (current)
cydney1@gmail.com

Cornelia Grumman
Former Executive Director, First Five Years Fund
cgrumman@gmail.com

Lisa Kenner
Principal, Legacy Charter School
lisa.kenner@legacycharterschool.org

John Luczak
Principal, Education First
jluczak@education-first.com

Ellen Moir
Founder and CEO, New Teacher Center (Santa Cruz, CA)
emoir@newteachercenter.org (Alicia Livingstone, assistant: alivingston@newteachercenter.org and 831-600-2221)

David Osta
Director of Policy & Program Implementation, Race to the Top, Illinois State Board of Education
davidosta@gmail.com

Allison Slade
Principal, Namaste Charter School
aslade@namastecharterschool.org

Virginia Vaske
Chicago Public Schools Chief Area Officer (retired) and principal selection team (current)
vlvaske@sbcglobal.net

Barbara Eason Watkins
Superintendent, Michigan City Area Schools
(former Chief Education Officer, Chicago Public Schools)
bewatkins@mcas.k12.in.us

Ann Whalen
Director, Policy and Program Implementation, US Department of Education
(former Chief of Staff, Chicago Public Schools)
ann.whelen@ed.gov

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: APR 22 2004

NAMASTE CHARTER SCHOOL INC
C/O ALLISON SLADE
1939 W WELLINGTON AVE STE 1
CHICAGO, IL 60657-4029

Employer Identification Number:
20-0285795
DLN:
17053284732003
Contact Person:
LYNN A BRINKLEY ID# 31435
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

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NAMASTE CHARTER SCHOOL INC

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CS)

NAMASTE CHARTER SCHOOL INC

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

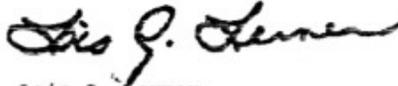
You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosure(s):
Addendum

Letter 947 (DO/CI)

NAMASTE CHARTER SCHOOL INC

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

Letter 947 (DO/CG)

04/28/04 01:28pm P. 005

513 263 8571

EOD 04

CHARTER SCHOOLS PROGRAM ASSURANCES

NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:

- (a) All items described in the application requirements;
- (b) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (c) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (d) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (e) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (f) A copy of proof of applicant's non-profit status;
- (g) The applicants' DUNS and TIN numbers;
- (h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (i) Such other information and assurances as the Secretary may require;
- (j) An assurance that the eligible applicant will use the funds to plan and implement a charter school in accordance with the Charter Schools Program; and
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

Allison Slade Principal and Project Director

NAME OF AUTHORIZED OFFICIAL TITLE

Allison Slade June 6, 2012

SIGNATURE OF AUTHORIZED OFFICIAL DATE

**Portfolio Office - Chicago Public Schools
2010-11 Financial & Compliance Performance Report**

School:	Namaste Charter School	School ID:	400050
Address:	3737 South Paulina Street	Financial Management & Compliance Accountability Version:	G
Phone:	773.715.9558	Term of Agreement:	2009-2014
Grades Served:	K-7th	Student Enrollment:	424

School Mission: Namaste's mission is to ensure that health, physical fitness, and nutrition are used to ensure that students achieve their highest potential academically.

Financial Management and Compliance

Category	Indicator	Performance
	Change in Net Assets	3
	Liquidity/Current Ratio	4
	Net Asset Ratio	4
	Loan Delinquency	4
Financial Condition	Budget	4
Financial Practices	Annual Audit	4
Compliance	Legal Compliance	4
	Budget	4
	Quarterly Statements	4
	Audit	4
Reporting	CPS/State/Federal Compliance	4

Version G: Financial Management and Compliance Rating Matrix for 2010-2011 Performance Report

Financial Condition and Budget:

Indicator	+4	+3	+2	+1
Change in Net Assets	Increase in net assets for prior year greater than 5% of total revenues	Increase in net assets for prior year less than 5% of total revenues	Decrease in net assets for prior year less than 5% of total revenues	Decrease in net assets for prior year greater than 5% of total revenues
Liquidity	Current ratio is greater than or equal to 1.3	Current ratio is less than 1.3 but greater than or equal to 1.1	Current ratio is less than 1.1 but greater than or equal to 1.0	Current ratio is less than 1.0
Net Asset Ratio	Net assets are greater than or equal to 30% of total assets	Net assets are greater than or equal to 20% of total assets but less than 30%	Net assets are greater than or equal to 10% of total assets but less than 20%	Net assets are less than 10% of total assets
Loan Delinquency	No late payments in last twelve months, or no outstanding debt	One late payment in last twelve months	Two or three late payments in last twelve months	More than three late payments in last twelve months
Budget	Realistic and surplus budget, reasonable assumptions	Realistic and balanced budget, reasonable assumptions	Deficit budget w/ reasonable plan for mitigation	Unrealistic and deficit budget with no reasonable plan for mitigation

Financial Controls:

Indicator	+4	+3	+2	+1
Annual Audit	Unqualified opinion, no material weaknesses or significant deficiencies	Unqualified opinion; one significant deficiency noted, but school will address within 12 months	Unqualified opinion, with two noted significant deficiencies.	Unqualified opinion, with a noted material weakness or three or more significant deficiencies; or a qualified opinion

Reporting:

Indicator	+4	+3	+2	+1
Budget	Budget is submitted on a timely basis	Budget is submitted with one delay but with prior notification to and acknowledgement by ONS	Budget is submitted with significant delay or submitted late without prior notification to and acknowledgement by ONS	Budget is submitted with significant delay for second year in a row, or not submitted at all
Quarterly Statements	Quarterly statements are submitted on a timely basis	Quarterly statements are submitted late one time	Quarterly statements are submitted late two times	Quarterly statements are submitted late three or more times, or not submitted at all
Audit	Audit is submitted on a timely basis	Audit is submitted with one delay but with prior notification to and acknowledgement by ONS	Audit is submitted with significant delay or submitted late without prior notification to and acknowledgement by ONS	Audit is submitted with significant delay for second year in a row, or not submitted at all

Compliance:

Indicator	+4	+3	+2	+1
Legal Compliance	Auditor report on compliance reflects no findings	Auditor report on compliance reflects one finding	Auditor report on compliance reflects two findings	Auditor report on compliance reflects three or more findings; and/or audit states that corrections have not been made for prior year finding(s)
CPS/State/Fed Compliance Document Submissions	Timely submittal of all required documents	Late submittal of up to two required documents	Late submittal of three required documents	Late submittal of more than three required documents

Works Cited

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May 30, 2012

Dear Ms. Allison Slade,

On behalf of Get Smart Schools and its Fellowship Program, we would like to take this opportunity to express our gratitude for you allowing us to visit Namaste Charter School last October. We sincerely appreciate Namaste's commitment to sharing the school's proven best practices and recognize the impact this sharing has on student achievement nationwide. We are very proud to support Namaste Charter School in their application for Charter School Program Dissemination Funding, as we know this funding will allow thousands of students nationwide to benefit from the innovative, successful instructional and wellness practices that Namaste has pioneered and strengthened in Chicago.

As you know, the need for new high-performing schools in Colorado is great. Get Smart Schools (GSS) works to develop schools that raise the academic achievement of a diverse group of students in Colorado's urban communities. We support the development of high quality autonomous schools that are committed to serving low-income students in Colorado.

To accomplish this, we support the development of a strong and comprehensive school plan, as well as the development of a high-quality leader. Before we are ready to endorse a plan, we have seen each section through multiple drafts and critiques by peers, Get Smart Schools staff, expert readers, and the Colorado League of Charter Schools, as well as oral presentations in front of panelists from the community. Before we are ready to endorse a school leader, we have worked with them for a year in our Fellowship Program. This consists of a summer institute, weekly seminars, multiple site visits of high performing schools both locally and nationally, intensive residencies in high performing schools, and executive coaching to develop standards-based competencies for leadership in high performing autonomous schools. Our fellows undergo 360-degree feedback from program staff, executive coaches, mentors in residency sites, and community experts, which is incorporated into our decision to endorse them. GSS Fellow, Sally Sorte spent three intensive weeks at Namaste starting in March.

Thank you again for hosting us and please know that the GSS Fellows had an unique experience at Namaste that they will take with them in the future.

Sincerely,

A handwritten signature in black ink that reads "Amy E Slothower". The signature is written in a cursive style with a long horizontal flourish at the end.

Amy Slothower
Executive Director, Get Smart Schools

RACHEL DAHL

EXPERIENCE:

Namaste Charter School, Chicago, IL October 2011-Present
Director of Assessment and Professional Development

- Participate on 4-person Instructional Leadership Team and collaboratively create overarching vision and day-to-day plans that drive instructional decisions and student achievement
- Coordinate and oversee all aspects of state and school-level assessments, including preparation of staff and students, logistical coordination, and the use of data to inform classroom instruction
- Develop a dynamic and differentiated curriculum for staff learning through weekly 2 hour professional development sessions

Namaste Charter School, Chicago, IL June 2008-June 2011
Instructional Leader

- Supervised, evaluated, and coached 25 elementary teachers and staff members
- Oversaw implementation of Namaste's unique educational practices such as dual language, collaborative practice, peaceful school culture, and health and wellness curriculum
- Promoted school-wide academic excellence and achievement, 86.7% composite meets or exceeds on ISAT 2011

Gabriella Charter School Los Angeles, CA July 2005 – June 2008

- Participated on a founding team of teachers to develop and open a charter school incorporating dance and arts instruction into the daily curriculum
- Designed a rigorous standards-based classroom curriculum as the third grade teacher
- Served as the Teacher Representative to the School Governance Committee

Teach for America Los Angeles, CA September 2006-June 2007
Professional Learning Community Facilitator

- Facilitated monthly learning workshops for corps members teaching 2nd and 3rd grade

Clarendon Elementary School Phoenix, AZ August 2003-May 2005

- Planned and implemented goal and standards-based curriculum for fourth and fifth grade dual-language classrooms
- Nominated by peers for Teach For America's Sue Lehman Award

EDUCATION:

California State University Los Angeles, CA 2006-2008
Master of Arts in Education with a reading certificate and a K-12 Reading/Language Arts specialist credential

Rio Salado College Tempe, AZ 2004-2005
Post-Baccalaureate Elementary Teacher Certification Program

Denison University Granville, OH 1999-2003
Majors: Spanish and Educational Studies
Concentration: Psychology
summa cum laude, Phi Beta Kappa

ACCREDITATIONS:

- Illinois 03 Elementary Teaching Certification
- Illinois 10 Special Teaching Certification with Reading Specialist Endorsement
- California Provisional Elementary Teacher Certification Grades K-8
- Arizona Standard Elementary Teacher Certification Grades K-8

LANGUAGES:

- Fully proficient and literate in Spanish

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)



Learning the Namaste Way

Budget Narrative: October 2012-September 2013 (Project Year 1)

<u>Category</u>	<u>Budget Breakdown</u>	<u>Justification</u>
PERSONNEL	\$41,250	████ of Communications Manager Salary
	\$10,500	████ of Founder/Principal/Project Director Salary
	\$11,250	████ of Director of Development Salary
	\$7000	████ of Director of Health and Wellness Salary
	\$8000	████ Instructional Leader Salary
	\$5000	████ Director of Assessment (0.5 FTE) Salary
	\$3500	████ Lead Literacy Teacher (0.6 FTE) Salary
<u>Total Personnel</u>	<u>\$86,500</u>	
FRINGE BENEFITS	████	15% of salaries; includes health, dental, disability, life insurance and retirement contributions for staff
<u>Total Fringe</u>	<u>████</u>	
TRAVEL	\$600	Travel to the CSP conference in DC; \$300 per ticket
	\$1000	2 rooms at \$250 night for 2 nights
	\$600	\$100 per diem for 2 people for 3 days
<u>Total Travel</u>	<u>\$2200</u>	
EQUIPMENT	\$1500	Video cameras and cameras to document practice
	\$600	Editing software, web cameras and web uploading
	\$2000	Video conferencing at 10 cents/minute; 4, 2hr calls
	\$425	Conference Call Line
	\$3800	Laptops for Technical Assistance and Support
<u>Total Equipment</u>	<u>\$8325</u>	

SUPPLIES	\$3000	Binders, copies, materials for Implementation Manual
	\$3000	Food and other materials for Institutes
	\$4000	Recruitment collateral, mailings, newsletters, brochures
Total Supplies	\$10,000	
<hr/>		
CONTRACTUAL	\$30,000	Partnership with Children’s Memorial Hospital for ongoing data collection, management and evaluation
	\$18,000	Contract with MOST IT consulting to maintain and support technology integration into Namaste’s website
	\$27,000	Contract with Lisa Vahey, consultant to ensure evaluate and ensure fidelity of implementation
Total Contractual	\$75,000	
<hr/>		
Total Year One Request	\$195,000	
<hr/>		

The above personnel are integral to the creation, outreach and implementation of Learning the Namaste Way.

The primary responsibility of the **Communications and Outreach Manager**, [REDACTED] is development of partnerships with other public schools, districts and organizations which would be good candidates for connecting with Namaste and attending an Onsite Learning Institute to improve student academic achievement and student health outcomes. Additionally, the Communications Manager will be coordinating all logistics and curriculum material creation for the institutes and ongoing technical support.

The **Founder and Principal**, [REDACTED], created the vision and mission of Namaste and is therefore an integral part of providing a sense of perspective and personal experience in dealing with the ongoing challenges of creating and running a high performing unique school focused on the integration of Namaste’s Six Pillars, including the focus on the Healthy Lifestyles Program. Ms. Slade will create the curriculum and support for school leaders attending the institutes, conduct a large part of the professional development and spearhead the ongoing support of the participating schools.

The **Director of Development**, [REDACTED] oversees the Communications Manager and is responsible for general program and grant oversight, management and reporting.

The **Director of Health and Wellness**, [REDACTED] maintains expertise in the integration of health, wellness and nutrition into the rigorous academic curricula offered at Namaste. As a founding staff member and current team leader, she will be active part of the institutes and resource provision and collection for participants.

The **Instructional Leaders**, [REDACTED] conduct ongoing coaching and professional development for staff and will individualize necessary professional development identified by the independent fidelity implementation consultant, Lisa Vahey.

The **Director of Assessment**, [REDACTED], is responsible for oversight of the ongoing internal data collection efforts including trimesterly Benchmark Assessment Testing, which is used actively to in collaborative practice to continually improve the quality of teaching and learning.

The **Lead Literacy Teacher**, [REDACTED] works closely with the Director of Assessment to utilize Benchmark Assessment data and formulate flexible literacy groups in the Middle School, ensuring balanced learning and collaborative practice are used to their full potential.

Budget Narrative: October 2013- September 2014 (Project Year 2)

<u>Category</u>	<u>Budget Breakdown</u>	<u>Justification</u>
PERSONNEL	\$43,725	[REDACTED] of Communications Manager Salary
	\$10,609	[REDACTED] of Founder/Principal Salary
	\$12,750	[REDACTED] of Director of Development Salary
	\$7500	[REDACTED] of Director of Health and Wellness Salary
	\$8000	[REDACTED] Instructional Leader Time
	\$5000	[REDACTED] Director of Assessment (0.5 FTE) Salary
	\$5000	[REDACTED] Lead Literacy Teacher (0.6 FTE) Salary
Total Personnel	\$92,584	
FRINGE BENEFITS	[REDACTED]	15% of salaries; includes health, dental, disability, life insurance and retirement contributions for staff
Total Fringe	[REDACTED]	
TRAVEL	\$600	Travel to the CSP conference in DC; \$300 per ticket
	\$1000	2 rooms at \$250 night for 2 nights
	\$600	\$100 per diem for 2 people for 3 days
Total Travel	\$2200	
EQUIPMENT	\$1000	Additional video conferencing and webinar equipment
	\$425	Maintenance of conference call phone line
	\$800	Replacement laptop cost
Total Equipment	\$2225	
SUPPLIES	\$3000	Binders, copies, materials for Implementation Manual
	\$4000	Recruitment collateral, mailings, newsletters, brochures; ongoing post-Institute materials
	\$4000	Food and Other Institute Supplies
Total Supplies	\$11,000	

CONTRACTUAL	\$35,000	Partnership with Children’s Memorial Hospital for ongoing data collection, management and evaluation to support
	\$18,000	Contract with MOST IT consulting to maintain and support technology integration on Namaste’s website
	\$22,000	Ongoing fidelity implementation support with consultant, Lisa Vahey
Total Contractual	\$75,000	
Total Year Two Request	\$196,897	

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	Namaste Charter School
Applicant's DUNS Name:	1591498760000
Federal Program:	Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Grant
CFDA Number:	84.282

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: The Agency Contact listed in this grant application package.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

Namaste Charter School

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	86,500.00	92,584.00				179,084.00
2. Fringe Benefits	12,975.00	13,888.00				26,863.00
3. Travel	2,200.00	2,200.00				4,400.00
4. Equipment	8,325.00	2,225.00				10,550.00
5. Supplies	10,000.00	11,000.00				21,000.00
6. Contractual	75,000.00	75,000.00				150,000.00
7. Construction	0.00	0.00				0.00
8. Other	0.00	0.00				0.00
9. Total Direct Costs (lines 1-8)	195,000.00	196,897.00				391,897.00
10. Indirect Costs*	0.00	0.00				0.00
11. Training Stipends	0.00	0.00				0.00
12. Total Costs (lines 9-11)	195,000.00	196,897.00				391,897.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Namaste Charter School	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)