

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



APPLICATION FOR GRANTS
UNDER THE

Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Dissemination G

CFDA # 84.282C

PR/Award # U282C140004

Grants.gov Tracking#: GRANT11701622

OMB No. , Expiration Date:

Closing Date: Jul 11, 2014

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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"/>
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* 3. Date Received: <input type="text" value="07/11/2014"/>	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="Foundations College Preparatory School"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="45-4546417"/>	* c. Organizational DUNS: <input type="text" value="0788710230000"/>

d. Address:

* Street1: <input type="text" value="1233 W 109th Pl"/>
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="60643-3706"/>

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"/>	* First Name: <input type="text" value="Micki"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="O'Neil"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Executive Director"/>	

Organizational Affiliation: <input type="text" value="Foundations College Prep"/>
--

* Telephone Number: <input type="text" value="917-488-8771"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="micki.oneil@foundationscollegeprep.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-052714-002

* Title:

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

13. Competition Identification Number:

84-282C2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Supporting Innovation: Foundations College Prep Planning and Implementation

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.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="270,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="100,000.00"/>
* d. Local	<input type="text" value="1,700,000.00"/>
* e. Other	<input type="text" value="500,000.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,570,000.00"/>

*** 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

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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Micki ONeil</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Foundations College Preparatory School</p>	<p>DATE SUBMITTED</p> <p>07/11/2014</p>

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
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Foundations College Preparatory School

* Street 1: 1233 W 109th Pl Street 2: _____

* City: Chicago State: IL: Illinois Zip: 60622

Congressional District, if known: IL01

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

6. * Federal Department/Agency: n/a	7. * Federal Program Name/Description: Charter Schools CFDA Number, if applicable: 84.282
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8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name n/a Middle Name _____

* Last Name n/a Suffix _____

* Street 1 n/a Street 2 n/a

* City n/a State _____ Zip _____

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

Prefix _____ * First Name n/a Middle Name _____

* Last Name n/a Suffix _____

* Street 1 n/a Street 2 _____

* City n/a 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: Micki O'Neil

* Name: Prefix _____ * First Name Micki Middle Name _____
* Last Name O'Neil Suffix _____

Title: Executive Director Telephone No.: 9174888771 Date: 07/11/2014

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282C140004

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. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPAStatement.pdf

Add Attachment

Delete Attachment

View Attachment



FOUNDATIONS COLLEGE PREP GEPA STATEMENT

Across the city of Chicago, low-income students of color, and especially African American students, lack access to high-quality educational options in their communities, due to the city's marked segregation along socio-economic lines. This was one of the key factors that led us to select Roseland as the target location for Foundations College Prep. In Roseland, of every 100 freshmen entering neighborhood high schools, nearly half will drop out, and only two will graduate college-ready.

In order to ensure that we provide equitable access and participation in our school for all students and teachers, Foundations has implemented multi-layered recruitment strategies to prevent discrimination. First, we have selected a community for our school that currently lacks high quality open-enrollment high schools, thus proximity will ensure that low-income African American students have equitable access to our school. Second, in recruiting teachers and students, Foundations has used both traditional and new media strategies to reach the broadest pool of applicants possible. We have recruited students and teachers via a strong online presence, targeted advertising, word of mouth, recruitment events, and significant in-person outreach. Additionally, Foundations has utilized and continues to leverage excellent programs already in place, such as the annual New Schools Expo (for student recruitment), which draws a diverse group of thousands of families from across the city.

Finally, Foundations is deeply committed to serving all students, and keeping as many of the students who enroll with us as possible, so we have a strong and explicit focus on building a community of inclusion. This culture will acknowledge differences and celebrate all students. Based on known statistics about Roseland area students, we anticipate serving a large number of students with varied special needs. We are committed to ensuring that our facility meets all



handicapped accessibility requirements and is compliant with all aspects of the Americans With Disabilities Act, and our educational program is in full compliance with the Individuals with Disabilities Education Act.

Specifically, Foundations has identified the following potential barriers and solutions to insure all stakeholders can participate in the grant activities unique to our school model:

- **Barrier:** Students with disabilities may not be able to use technology or digital curriculum identified in the project narrative without accommodations or modifications.

Solution: We will make assistive technology available for students, parents, and teachers who have visual or auditory impairments.

- **Barrier:** Experienced teachers from traditional schools may not have had exposure to innovations like ours regarding staffing, technology and the school schedule. This level of innovation could discourage older teachers from applying to teach at Foundations.

Solution: Foundations has already focused on recruiting a diverse pool of teachers via a strong online presence, targeted advertising, word of mouth, recruitment events, and in-person outreach. We will utilize grant funds to provide professional development for teachers on all technology and digital curriculum. Additionally, significant portions of the principal's time will be spent designing our differentiated teacher roles and supporting its implementation; the grant funds allocated for her salary will be utilized to ensure staff are properly supported during summer institute and throughout the implementation of this innovative model.



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 Foundations College Preparatory School	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Micki"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="O'Neil"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Executive Director"/>	
* SIGNATURE: <input type="text" value="Micki O'Neil"/>	* DATE: <input type="text" value="07/11/2014"/>

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:



Foundations College Prep Abstract
1233 W. 109th Place
Chicago, IL 60643

Program Director Contact: Micki O'Neil
Phone: 917-488-8771, Email: micki.oneil@foundationscollegeprep.org

The mission of Foundations College Prep is to empower underserved youth to thrive in college and life by teaching them to think critically, live with honor and strive for their personal best. We also aim to develop the foundational knowledge, tools and sustainable systems to support successful replication and broader change beyond our walls. The Foundations College Prep team is committed to building Chicago's highest performing open-enrollment high school, a school that will prepare students on the far South Side of Chicago to thrive in college at rates that equal or surpass those of their non-low-income peers.

The urgent need for quality schools on the far South Side of Chicago, a high-poverty area of Chicago that has historically underserved its students, has inspired us to develop creative, sustainable solutions that can not only accelerate learning and increase graduation rates, but also transform the lives of students. To achieve our ambitious goals, our innovative approach builds on three key strategies:

1. **Building upon the successes of the first generation of charter schools**
2. **Creating a 6th through 12th grade college preparatory continuum**
3. **Reimagining the use of time, technology and talent to accelerate and personalize learning**

On an annual basis, our goals focus on student growth toward, and achievement of, college readiness benchmarks. We expect all students to be on track for college by both academic and non-academic measures by the time they leave Foundations.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

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

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ABSOLUTE PRIORITY: Accelerating learning and helping to improve high school graduation rates and college enrollment rates in high-poverty schools.

The mission of Foundations College Prep is to empower underserved youth to thrive in college and life by teaching them to think critically, live with honor and strive for their personal best. Driven by this mission and our understanding of the students we will serve, we have designed our school to accelerate learning and increase students' college successes. We have re-envisioned the traditional school model to better prepare each individual student for college and career, while also building a system that attracts, develops and retains excellent staff. Our vision is to establish scalable systems and tools to support the sharing and replication of our practices.

Foundations College Prep will serve students from Chicago's Far South side, drawing primarily from the Roseland, Pullman and Morgan Park neighborhoods. We expect to serve a student body that is 90+% low-income and more than 90% African American. We also anticipate that our students will be far behind academically. Nearly half of 9th graders attending neighborhood high schools in the area will drop out, and fewer than 5% will score at least a 20 on the ACT. *See attachment A for details on our target population and community need.*

Our team is committed to building Chicago's highest performing open-enrollment high school, a school that will prepare students to thrive in college at rates that equal or surpass those of their non-low-income peers. Our annual goals focus on student growth toward, and achievement of, college readiness benchmarks. We expect all students to be on track for college by both academic and non-academic measures by the time they leave Foundations.

To truly ensure that our students are ready for college and life, our educational program builds strong foundational skills, emphasizes critical thinking, and meets students' individual



academic and socio-emotional needs. We cultivate a demanding, supportive and resilient school culture, one that prioritizes time for learning, ensures students have strong adult relationships in the school, and establishes a culture of high expectations.

The key ingredient to creating such a school is an excellent teaching staff. Our model design rests on the notion that great schools require great teachers who are supported by well-designed systems and provided with sufficient time and resources. Both research and practice demonstrate that excellent teachers can transform students' academic and life trajectories, especially students who have historically been educationally disadvantaged. According to the highly regarded education research and consulting firm Public Impact, "On average, students with excellent teachers—those in the top 20 to 25 percent today—make approximately three times the progress of students with teachers in the bottom 20 to 25 percent. ... Children who start out *two years behind* can catch up—if they have an excellent teacher four years in a row."¹ Yet, despite widespread recognition of the power of great teachers, few students – especially in high-poverty schools – have consistent exposure to excellent teachers.

To achieve our vision in a scalable, sustainable way, Foundations College Prep takes an innovative approach built around three key strategies:

1. Build upon the successes of the first generation of charter schools

Our model incorporates key lessons from successful CMOs like the Noble Network, YES Prep and Achievement First, and from our own experience working in and with high-performing schools. These include sufficient instructional time; hiring and developing a high-performing team; careful development of a warm, strict culture; integration of proven, data-driven

¹ <http://opportunityculture.org/why-this-matters/>

instructional strategies; a strong advisory system; frequent teacher feedback and intensive coaching; individual and small group instruction; and high expectations for student behavior. Several of these strategies accounted for school effectiveness in a highly regarded study by Roland Fryer, economist at Harvard University.²

2. Create a 6th through 12th grade college preparatory continuum

Spanning grades six to twelve enables us to develop strategic, long-term approaches to students' academic and socio-emotional development. As demonstrated by the ACT's 2008 report *The Forgotten Middle: Ensuring that all Students are on Target for College and Career Readiness Before High School*, "[B]eing on target for college and career readiness in the eighth grade and improving the college and career readiness skills that students possess by grade 8 have the most dramatic impact on high school graduates' ultimate level of college and career readiness. This impact is much larger than that associated with any single high school-level enhancement."³ By beginning with middle school, we address fundamental academic gaps early and instill strong work habits and values as students progress toward upper grades. By high school, we will be able to provide a true, rigorous college prep experience that includes necessary scaffolding to build independence and self-discipline.

² Dobbie, W. and Fryer, R. Getting beneath the veil of effective schools: Evidence from New York City. National Bureau of Economic Research working paper no. w17632. Five policies account for more than 50 percent of variation in school effectiveness: frequent teacher feedback, the use of data to guide instruction, high-dosage tutoring (individualized instruction), increased instructional time, and high expectations.

³ Pg 11



3. Re-imagine use of time, technology and talent to accelerate and personalize learning

Our innovative redesign of the school day and incorporation of technology enables us to effectively maximize the impact of our teachers. Our schedules incorporate varied class sizes and structures that best fit instructional objectives and teacher characteristics. We also incorporate individualized digital learning opportunities that enhance teachers' ability to focus on teaching critical thinking and personalize students' learning. Finally, we differentiate teacher roles and responsibilities to extend the reach and impact of our most effective teachers and to ensure all staff contribute meaningfully to student learning. All of these strategies are supported by robust collection and use of data, which supports our flexible grouping of students and the careful monitoring of each student by his or her advisor.

Finally, Foundations has already been recognized for its innovative approach to college readiness and talent by Next Generation Learning Challenges (NGLC), and by the highly regarded organization Public Impact. NGLC, funded by the Bill and Melinda Gates Foundation and William and Flora Hewlett Foundation, was created to address barriers to educational innovation. We continue to be part of NGLC's community of educators committed to transforming the futures of students nationwide. *See Attachment B for letters of support.*

COMPETITIVE PRIORITY 1b: Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students with disabilities.

According to CPS data, special education students comprise 15% of the population in schools in the Far South network. This is the highest percentage of any community-based network in the city. Neighborhood high schools have a special education population of nearly

20%. Based on these statistics and our initial data on incoming students, we expect our special education population to be approximately a fifth of our student body.

Our school model has a strong focus on meeting the individual academic and socio-emotional needs of all students, and is particularly well-suited to serving students with disabilities. We will utilize inclusion as much as possible, leveraging our talent model to strengthen the quality of special education co-teaching. We are also investing in a full-time social worker to address the socio-emotional needs of our students with disabilities. The table below details our model’s impact on special education students. Additionally, see section on Special Education and Educationally Disadvantaged Students for more details.

Model Element	Direct Impact on Students with Disabilities
Advisory	<ul style="list-style-type: none"> • Individual goal setting and intensive monitoring of progress for all students, in both academic and socio-emotional areas • Enables 1:1 support and early intervention
Use of personalized, adaptive digital curriculum	<ul style="list-style-type: none"> • Students work at their own pace on targeted skills • Variety of learning and sensory modalities addressed • Supports an inclusive environment: students can use the same device (e.g. iPads), but work on different programs at different levels • Provides remediation, acceleration or additional practice as students’ needs and goals change
Flexible schedules with varying class	<ul style="list-style-type: none"> • All students have small group instruction built into the day • Co-teaching and collaboration is central element of model

<p>sizes and structures</p>	<ul style="list-style-type: none"> • Blended learning station-rotation model means classes are more inclusive (instead of getting “pulled out,” special education students can remain in the classroom working on a device or with a teacher) • Greater ability to schedule special education students’ required minutes because schedules are already adapted to students’ needs • General education and special education teachers have increased opportunities to collaborate and team-teach
<p>Data-driven culture</p>	<ul style="list-style-type: none"> • Teachers receive rich data from digital programs on students strengths and areas for growth to help inform IEP goals • Increased sources of data to measure progress toward IEP goals

Application Requirement (a): EDUCATIONAL PROGRAM

In the fall of 2014, we will open with 80 sixth graders and 80 seventh graders. Once our new wing is added, we will expand our incoming cohort size to 120 students, making it easier to offer a full high school curriculum. We will backfill in grades 7-9, and we anticipate bringing in a maximum of 20-30 new 9th graders every year. This approach will significantly enhance our financial health and ensure we have the resources to execute a top-quality educational program. We will provide this small number of new 9th graders an intensive dose of our programming to put them on a path to college readiness.

Instruction at Foundations is supported by a full school day and year for all students in grades 6-12, flexible scheduling based on teacher expertise and learning objectives, frequent use of technology in the classroom, and intensive teacher coaching and professional development.

The following table provides detail on two of our three core strategies: building on proven practices and creating a 6-12 continuum. Below the table, we elaborate on our redesign of time, talent and technology.

Strategy	Objectives	Selected levers for success
Incorporation of best practices from exemplar schools	<ul style="list-style-type: none"> • Develop calm, caring culture of high expectations • Focus on hiring and developing top staff • Provide sufficient time for learning • Use data to drive instruction • Meet needs of whole child • Appropriately involve, invest and partner with parents and 	<ul style="list-style-type: none"> • Clear, consistent communication of vision of success • Framework of Positive Behavioral Interventions & Supports (PBIS) and consistent discipline system that outlines fair & logical consequences, uses a merit/demerit system and includes weekly detentions • Small advisory groups meet daily, ensuring strong student-adult relationships and close monitoring for all students • Significant focus on rigorous hiring process • Extended day (8 hours) and year (190 days) for students, with additional time for math and literacy • Interim assessments (Achievement Network and NWEAs in middle grades and Noble’s assessments in high school) • Data analysis protocols from <i>Driven by Data</i> (including data days), with support from Achievement Network • Every lesson includes best practices including a standards-based learning objective, timed “Do Now,” explicit modeling, guided and independent practice, and assessment • Teaching techniques of <i>Teach Like a Champion</i> from

	community	<p>Uncommon Schools' Doug Lemov</p> <ul style="list-style-type: none"> • Socio-emotional supports (including partnerships) • Enrichment, community service and college campus experience are graduation requirements • Meaningful specials, including art, PE, band, choir, drama • High expectations for family commitment • Annual mandatory home visits and regular contact with parents throughout year, primarily through advisory groups • Extended summer PD for teachers and early release on Friday for teacher PD
<p>Creation of 6-12 college preparatory continuum</p>	<ul style="list-style-type: none"> • Develop strong skill foundations • Build critical thinking skills and deep content knowledge • Support holistic approach to college readiness 	<ul style="list-style-type: none"> • Vertically aligned 6th through 12th grade CCSS curriculum • More time for math & literacy in lower grades & for any student needing remediation • Critical thinking emphasized in every subject and grade • College-level coursework & exploratory academic courses tied to college majors • Project-based interdisciplinary classes progressing toward senior project • College-like environment (class size changes, advisor relationship, choice of electives) • College exposure in advisory and college prep seminars • College language, artifacts, and experience on college

	<ul style="list-style-type: none"> • Develop students’ resilience and independence 	<ul style="list-style-type: none"> campuses for every student • Focus on greater independence and as students progress
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Time: Redesign of the School Day

Even with the longer school days of most charters, time and scheduling are still one of the most unforgiving constraints in a school. Teachers and students can only engage in productive teaching and learning for so many hours in the day before the effectiveness of additional instructional minutes begins to diminish meaningfully. Also, scheduling quickly can – and typically does – dampen schools’ creativity, acting as a constant naysayer to new approaches. A carefully designed schedule, however, can be a crucial asset for a school – if designed with student needs at the center and a belief that this “puzzle” can be solved. We begin with identifying the types of classes and instructional approaches that best support learning objectives and then align our human capital resources and digital content accordingly.

In developing our schedule, we prioritize the following objectives: maximizing individualization and differentiation for students; maximizing the number of students (and instructional minutes) taught by expert teachers; matching class size, resources and digital content with learning objectives, student needs and teacher expertise; ensuring students engage in a variety of rigorous learning environments and activities; ensuring individual teachers are not



stretched too thin in terms of either instructional minutes or overall teaching responsibilities⁴ and that teacher teams have adequate time for collaboration and planning.

In general, we leverage larger classes for appropriate content in ways that increase access to great teachers, expose students to a college-like environment and enable our small-group time. All students will have daily small group instruction in math and literacy, with groups responsive to student academic need. During a typical day, students experience: “regular classes” of 25-30 students, larger classes with expert teachers (often also supported by a resident teacher), and small group instruction. For students, this variety provides time in multiple environments as well as significant time taught by expert teachers who are both experienced in teaching and in their subjects. In the upper grades, lecture and seminar classes mimic the large- and small-group environments of college. *Please see Attachment C for more details on our schedule.*

Technology: Robust Incorporation of a hybrid learning model

We use technology to personalize instruction with remediation and acceleration options, increase critical thinking in the classroom, and prepare students for college with 21st century learning skills. All students have access to high-quality adaptive digital content, both as a regular part of their schedule (daily “Flex Time”) and in rotation with whole and small group instruction in “traditional” classrooms. In many cases, students will use to technology to work on basic skills, allowing teachers to focus on teaching more critical thinking through discussion, writing, projects, debates, labs, etc. Adaptive programs also capture data instantly, adding another layer to our ability to monitor student progress. As students progress towards high school, technology

⁴ We believe it is essential not only that our teachers sustain their commitment, but also that they have the energy to be at their best every day with our students.



augments their college and career readiness. As discussed below, students complete interdisciplinary projects that require them to utilize technology to research, display, and/or evaluate their project.

Talent: Carefully Designed, Differentiated and Supported Teacher Roles

We strongly believe the basis for student learning is interaction with excellent teachers. Foundations goes one step further: we recognize and utilize the skills and expertise of individual teachers in order to maximize their impact in a multitude of ways. Since we differentiate the roles of teachers, we ensure both that the most effective teachers reach the most students and that no student has a brand-new “resident teacher” as his or her only teacher in a core subject. Resident teachers support instruction in “expert teachers” classrooms. Resident teachers also *lead* a reduced load of small classes and receive coaching support from instructional leaders. “Proficient teachers” have medium-sized classes and average teaching loads, while expert teachers have either increased teaching loads (with compensation to match), teacher-leader responsibilities with reduced teaching loads, or average teaching loads with a focus on exceptional classroom practice and long-term sustainability.

Additionally, all teachers receive regular coaching based on the following expectations:

Instructional Coaches

- Instructional coaches **observe** teachers at least 1x a week for at least 15-30 minutes
- Instructional coaches **meet with teachers face-to-face** 1x a week for

Teachers

- Teachers **attend face-to-face coaching meetings** with instructional coaches 1x a week for 30-45 minutes to debrief the observation, co-analyze

- 30-45 minutes to debrief the observation, co-analyze instructional data, check in on progress toward professional goals
- Instructional coaching **provide holistic support** for teachers
 - Instructional coaches **plan** for high-quality feedback
 - Instructional coaches **record** teacher action steps weekly
 - Instructional coaches **hold teachers accountable** to the agreed upon action steps
 - Coaches are held accountable to teacher progress in evaluations by their direct supervisors
- instructional data, check in on progress toward professional goals
 - Teachers **come prepared** to face-to-face-coaching meetings
 - Teachers **implement** the agreed upon action steps in the classroom
 - Teachers **reflect** on the action steps prior to the face-to-face meeting
 - Teachers hold themselves accountable, bring ideas and insights of their own, acting in the drivers' seat of their own development
 - Teachers are held accountable to their progress in evaluations by their direct supervisors

Finally, we conduct three weeks of teacher professional development in the summer, and have early release for students on Friday for staff development. *Please see Attachment D for more details on our various teacher roles and our approach to teacher development (coaching cycle, PD and teacher evaluation process).*



Curriculum

Our curriculum is designed to ensure all students are truly prepared for the academic rigors of college. That begins in middle school, with a curriculum based on the Common Core State Standards in math and ELA that focuses on the basics *as well as* on critical thinking and in-depth, grade-level content across the disciplines. We also believe that the heart of a college preparatory learning experience is curiosity and a life-long love of learning, evidenced by critical thinking and a deep level of content knowledge across the disciplines. Over time and as students strengthen their basic skills, they gain more choice and autonomy.

Our curriculum is backwards mapped from Common Core State Standards (CCSS) and College Readiness Standards (CRS). AP courses are mapped backwards from the AP course learning goals aligned to specific AP tests. Math, literacy and aspects of our social studies (related to informational texts) curricula will align to Common Core State Standards, with skills and knowledge coherently building from one year to the next. Science curriculum is aligned to the Next Generation Science Standards and the CCSS – Literacy in Science and Technical Subjects. Social studies curriculum is aligned to the CCSS – Literary in Social Sciences and is bolstered by the Core Knowledge curriculum sequence in middle school and the nationally recognized California Board of Education state standards in high school. Our expert teachers have worked with school leaders to develop standards-based curriculum maps for each grade and subject, so less experienced teachers can hit the ground running. All teachers are crafting unit plans and assessments before Day 1.

Middle School: Building the Foundations for College Readiness

Students in the middle school grades receive additional instructional time in math and literacy in order to build the necessary foundations for college preparatory high school courses.



In grades 6-8, students take *Foundations* courses that focus on building basic skills and knowledge, as well as intentional higher-order thinking and problem solving instruction. *Foundations* classes will be designed to meet the needs of all learners, including students with special needs. Teachers of *Foundations* courses will use a blended model to help them differentiate for students at varying levels. In literacy and math, students will rotate between teacher-led whole-group instruction, individualized instruction (often times digitally-assisted) and flexible small group learning (with either an expert or resident teacher).

In addition to the core *Foundations* classes, students work independently or in small groups during Flex Time which takes place each day for one hour. During Flex Time, students may hone their math and literacy skills using individualized, adaptive online programs in a learning lab setting, work in a small group with a teacher on a targeted skill or even receive individual tutoring. In the learning lab, students are self-guided. Specials teachers monitor them while core class teachers provide the much-needed targeted, small group instruction to students. Throughout the week, students rotate through high-impact small group instruction and individual work in the learning lab. The result is an additional hour a day of differentiated math and literacy instruction that serves as a powerful tool for accelerating student achievement.

To complement the intense focus on math and literacy instruction, middle school students will also take science (with a lab component), social studies, fine arts, physical education, and an interdisciplinary, project-based class that will reinforce content and skills from core classes in a technology-rich environment. Interdisciplinary courses will employ a comprehensive approach to teaching 21st century skills⁵ (critical thinking, creativity, collaboration and communication)

⁵ Partnership for 21st Century Skills <http://www.p21.org>



where students work together in small classes of 15-20 students to answer real-life questions. Additionally, students have Enrichment each day. Enrichment time is a time where students participate in elective clubs or mentoring groups led by teachers and community partners. Example Enrichment topics include robotics, yoga, drama, martial arts, stock market club, and young men's volunteering club.

High School: Challenge, Choice, and Independence

As students progress to ninth grade, they begin a rigorous high school program that incorporates more student personalization and exceeds district graduation requirements. Because of the intense focus in middle school on building basic skills, content knowledge and critical thinking ability, the high school program is focused on applying higher-order thinking across a range of disciplines. Students must take four years of all core subjects: math (ranging up to AP Calculus), English (integrated literature, informational text study and college-level composition), science (with a lab component each year), social studies (including economics) and at least three years of foreign language. Course offerings are diverse, and will include several Advanced Placement options, which are offered across grade levels and may be taken in any logical sequence. Students work with their advisors to select AP courses that are most appropriate, challenging, and interesting. All high school students will take physical education, fine arts electives and will choose from a menu of academic elective options that includes "Foundations College" seminar courses and Independent Study. "Foundations College" will launch in the fall of 2019, when Foundations welcomes its first cohort of juniors. The program will enable upper-level students to choose from college-style seminars taught at our school by adjunct faculty at the PhD-candidacy and PhD level. Courses may include liberal arts and sciences topics such as Animal Psychology, Green Engineering, or African American Studies.



Independent Study is the high school version of Flex Time. It is an hour built into the day where students work in one of the following ways, based on their needs: small group/individual academic support, online enrichment course, or study hall in a tech-rich environment. Academic support may include small-group instruction, independent work using technology, and/or one-on-one tutoring. Online enrichment courses increase variety and specialization for high school students, and may include foreign languages, or other online courses from universities or online content-providers. Students will likely have a combination of the above, such as two days a week taking Mandarin Chinese online, two days a week of academic support and one day of study hall. Independent Study provides opportunity for students with special needs to access the college prep curricula while receiving additional daily support. For example, a student with an IEP may receive extra help during academic support so they are successful in an AP course, as well as study hall built into the week to support his/her workload. Seniors will focus considerable time and energy on their Senior Project during Independent Study. Senior Projects are culminating academic experience in the style of North Lawndale College Prep. Students select a driving question within an academic discipline of their choice, conduct in-depth research of the question, and present their findings in a formal report and through a public presentation. Throughout the research process, area professionals, or “experts,” provide guidance, mentorship, and real-life expertise to the seniors. The Senior Project process is managed and overseen by the Dean of College and Career Readiness with support of the Principal and Dean of School Culture.

Curricular choices were made not only for their track records of improving student achievement but also because taken together they provide a robust, well-rounded academic experience. *See Attachment E for more detail on curricular choices.*



Application Requirement (j): SPECIAL EDUCATION AND EDUCATIONALLY DISADVANTAGED STUDENTS

Foundations College Prep, not considered an LEA under state law, will fully comply with Sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. Chicago Public Schools is the LEA in which the charter is located, and serves children with disabilities attending charter schools in the same manner as it serves children in its other schools and provides equitable funding. Foundations will meet all state and LEA requirements regarding the treatment and education of disabled students, ensuring we provide a free and appropriate public education to all students. As a charter school, Foundations is required to make its services available to all students, regardless of achievement or ability, and we will work closely with the LEA to ensure all required accommodations are provided to students with disabilities.

Foundations is committed to meeting the needs of all students and will meet the needs of students with disabilities and IEPs by providing:

- A collaborative environment that includes common planning time for co-teachers
- Regular professional development on inclusion and co-teaching
- Communication channels between the Student Support Team, IEP team, Leadership Team and the entire faculty
- Robust, continuous assessment to determine student progress
- Using Positive Behavior Intervention & Support (PBIS) as a proactive means to student discipline
- Curricular, technology and personnel resources to ensure teachers meet the learning needs of all students

- Accountability measures for general and special educators

Students with IEPs will have access to the general education curriculum, including academic and non-academic classes, and receive services and/or supports within general education classrooms among their same age peers as indicated in their IEPs, ensuring that students are in the Least Restrictive Environment (LRE) where their needs will be met. We believe that students with disabilities thrive when educated to the maximum extent possible with their nondisabled peers; as such, we will implement effective co-teaching approaches and supports to facilitate the inclusion of students with disabilities.

Foundations will not differentiate or discriminate against students with disabilities in any admission, enrollment or school practices. Students with IEPs will participate in interim assessments and standardized assessments, with appropriate accommodations or modifications, unless their IEPs designate alternate assessments. All key elements of the physical environment, including classrooms and common spaces, and of the educational program, including specials and Enrichment, will be accessible to students with disabilities. Finally, students with disabilities will receive services, accommodations and modifications to the curriculum as dictated by their IEPs. Special educators will work closely with general educators to make the appropriate accommodations and/or modifications by engaging in frequent communication, collaboration and grade team common planning.

Accelerating Learning for Students with Disabilities and Educationally Disadvantaged

Students

Several aspects of the school's design help students meet their individualized learning goals, including students needing extra interventions and students with special needs and/or IEPs. As mentioned previously, all students will receive access to adaptive digital curriculum

during learning lab and in core classes, small group instruction in core classes and personalized learning during Flex Time. We expect to have a special education population of about 20%, based on the populations of other schools in the neighborhood. The Case Manager, with the support Social Worker, will create a daily schedule for students with IEPs to follow the inclusion model, which means students will maximize learning time in their least restrictive environment. Our creative use of time and technology through flexible scheduling and blended learning stations will allow Special Education teachers to push in to the classroom and work with small groups as much as possible. Because teachers have ample collaboration time built into their weekly schedule, as well as time for structured grade and content team meetings, general education and special education teachers will have increased opportunities to co-teach, communicate about special education students, and plan together. Finally, our use of personalized and adaptive technology throughout the school day means special education students can work at their own pace on targeted skills and IEP goals, experience a variety of learning and sensory modalities, and remain in an inclusive environment: students can use the same device (e.g. iPads), but work on different programs at different levels. This combination of best practices will help insure we are meeting the needs of all students, including students who are dramatically below grade-level and students with special needs.

Overall, our model is designed to meet the needs of at-risk students who need academic *and* socio-emotional support to be prepared for college. We anticipate a student population with over 90% free and reduced lunch eligibility, and we are acutely aware of the socioeconomic struggles that many of our families will face. When socio-emotional needs are not met, students are automatically at an educational disadvantage. Single-gender advisory groups build strong student-adult relationships and support at-risk students. Advisors will act as “first responders” in



assessing the needs of their advisees, and will provide day-to-day developmental and emotional support as well as refer students to the social work team when necessary. The social work team will provide counsel and support to students and families in trying situations, and will also make referrals to community organizations, health care providers, food pantries, housing services, and financial support groups.

Following best practice nationwide, Foundations College Prep will utilize the Response to Intervention (RTI) model. We take this multi-tiered approach to remediation; all students receive a rigorous, high-quality academic program with opportunities to learn in larger classes and receive targeted support in small groups. If students are struggling or have significant skill gaps that are not met during regular small group instruction, they will be referred to the Student Support Team for further screening. The Dean of School Culture will oversee the Student Support Team, which also consists of the Social Worker, Special Education teachers and general education teachers, to identify these students early, apply interventions and track and monitor their progress. Students will receive their additional interventions in various places throughout the school day, primarily during Flex Time. Flex Time ensures every student has access to personalized learning through adaptive digital programs, extra individualized support and/or additional small-group instruction. During Flex Time, students needing additional interventions will work with adaptive digital programs such as eSpark or iReady to close skill gaps, and they will also receive additional small group or individual instruction. The Student Support Team will closely monitor the effectiveness of these interventions and make adjustments as necessary. If these students are still not making adequate progress with their extra interventions during Flex Time, they are then provided with one-on-one tutoring afterschool or during Enrichment time. High school students who need it are offered additional support as an academic elective.



Students whose organizational skills are (at least partially) responsible for their academic struggles will receive additional organizational support, such as daily backpack and binder checks/clean outs with their advisor.

Key data points related to attendance, behavior and anecdotal evidence will help paint a larger picture of student wellbeing. Teachers, school leaders, parents, and students themselves will have access to individual student data, empowering them to make decisions that best meet the needs of individual learners. Strong adult relationships, a responsive social work team, and an engaging school day coupled with a demanding, supportive and resilient school environment will provide at-risk students the supports they need to succeed. Additionally, data is collected throughout the RTI process and would be used if referral for special education services is necessary.

Application Requirement (c): OBJECTIVES AND ASSESSING ACHIEVEMENT

Our primary goal is to prepare students for success in their post-secondary pursuits at rates at least equal to those of non-low-income students.⁶ This means completing degrees and programs of comparable types and at comparable rates. The types of schools students attend have a dramatic impact on both their likelihood of graduating and their ability to secure good jobs. Our goals will focus on placing students in institutions with both high graduation rates and strong post-graduation employment statistics.

⁶ When possible, our goal targets will account for not only our graduates but for all students who enroll at Foundations. We believe this provides a more accurate picture of our performance compared to district systems, even though it will lower our numbers.

These overarching goals guide our establishment of annual SMART goals, which focus on student growth toward college readiness benchmarks. We expect all students to be on track for college by the time they leave Foundations⁷, by both academic and non-academic measures. The framework below guides our approach to annual goals related to our educational model.

Category	Elaboration	Goals for Year 1	Longer Term Goals
<ul style="list-style-type: none"> • Student Growth: Is our students’ academic growth sufficient to ensure they are college-ready by graduation and to close achievement gaps at all levels? 	<ul style="list-style-type: none"> • Ensures student growth in math and literacy is adequate for students below/far below <i>and</i> for students on or above grade level • Primarily assessed through standardized assessments such as NWEA (and later, EPAS) 	<ul style="list-style-type: none"> • Average of 1.5 years growth • Growth of 2 years for students more than two grade levels behind • 80% of students meeting or exceeding growth targets (<i>nation-wide average is 50%</i>) 	<ul style="list-style-type: none"> • Average of at least 1.5 years growth • Growth of 2 years for students more than two grade levels behind • 6-8 points growth from freshmen-year fall Explore to junior spring ACT

⁷ We focus on students’ performance when they leave Foundations (by graduating, transferring or dropping out) for two primary reasons: 1) it recognizes that this is “a marathon not a sprint”; and 2) it works as an incentive to keep low-performing or struggling students.

<p>• Absolute Student Performance:</p> <p>Are our students on track for college?</p>	<ul style="list-style-type: none"> • On multiple measures: <ul style="list-style-type: none"> ○ School performance⁸ (GPA, completion of college-prep courses, graduation) ○ Proficiency on standardized assessments ○ Proficiency on critical thinking and 21st century skills assessments ○ Character / behavioral traits necessary for success ○ Familiarity with college expectations & classes ○ College application / selection process 	<ul style="list-style-type: none"> • PARCC goals TBD, based on more details on assessment and incoming student level • 65% on grade level, NWEA <i>(may be adjusted based on students' initial academic level)</i> 	<ul style="list-style-type: none"> • PARCC goals TBD, based on more details on assessment and incoming student level • 70% on grade level, NWEA by year 3 • Average of at least 23 on ACT • Proficiency on Buck Institute's rubrics for critical thinking and 21st century skills utilized in project-based learning
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⁸ Multiple research studies, along with the experiences of colleges themselves, indicate that high school GPA and successful completion of coursework have by far the greatest correlation with college success.

<ul style="list-style-type: none"> • Serving All Students: Are we keeping and serving all our children well? 	<ul style="list-style-type: none"> • On multiple measures: <ul style="list-style-type: none"> ○ Graduation rate ○ Student safety, security and comfort ○ Attendance ○ Implementation of demanding, resilient, supportive culture (including attendance) ○ Student retention and graduation <i>from</i> Foundations ○ Academic growth, performance and retention by student sub-group 	<ul style="list-style-type: none"> • Very Strong Safety rating (based on Five Essentials Survey) • 94% Daily Attendance rate • 90% fall-to-fall retention of students (increasing to 95% by our third year) • 95% of students indicate they have at least one strong adult relationship in school 	<ul style="list-style-type: none"> • 95% graduation rate • Very Strong Safety rating (based on Five Essentials Survey) • 94% Daily Attendance rate • 95% fall-to-fall retention of students • 100% of students indicate they have at least one strong adult relationship in school
<ul style="list-style-type: none"> • Successful Innovation: Are we achieving our 	<ul style="list-style-type: none"> • On multiple indicators: <ul style="list-style-type: none"> ○ Personalization ○ More effective use of talent, time and 	<ul style="list-style-type: none"> • 100% of students have rigorous, individualized academic and 	<ul style="list-style-type: none"> • 100% of students have rigorous, individualized academic and

<p>objectives in implementing our innovative model?</p>	<p>technology</p> <ul style="list-style-type: none"> ○ Driving superior results in sustainable manner 	<p>personal goals; 70% meet goals</p> <ul style="list-style-type: none"> • All students spend at least 25% of their time with expert-level teachers 	<p>personal goals; 80% meet goals</p> <ul style="list-style-type: none"> • All students spend at least 25% of their time with expert-level teachers
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Setting and Monitoring Annual Goals

Prior to the start of each year, we assess the academic level of our entering students, combining evidence from a variety of sources: prior year’s performance on state assessments, NWEA diagnostics, Fountas & Pinnell diagnostics, and teacher observations and reports. We then adjust our goals – for individual students, grade levels and for the school overall – based on our students’ incoming levels. For students below grade level, we target growth equivalent to 1.5-2 years of growth per year.⁹ For students already on grade level, we will ensure they are accelerating their progress by setting growth goals that would increase their percentile rank on NWEA / EPAS by at least five points each year¹⁰, with the goal of closing achievement gaps between our top students and their non-low-income peers statewide.

⁹ The specific target will be determined by the growth required for the student to be at grade level and “on-track for college” within three years.

¹⁰ We will work with ACT and NWEA to obtain meaningful benchmarks and refine this goal. We will also set a ceiling (likely in the 90s) so that we focus less on improving the test rank of these students and more on providing them enrichment. This assumes that their tested skill levels are sufficient to support success in a variety of academic endeavors.



At the high school level, we will use EPAS gains guided by the same principles. We expect all students to have gains of 6-8 points from freshmen-year fall Explore to junior spring ACT. We expect all students to score a minimum of a 20 by the time they graduate, with an average junior year ACT score of 23+ by year five.^{11,12} A 23 on the ACT would put our average student above the 70th percentile nationwide, and above the average score of white students.¹³ Coupled with strong high school performance, it would also qualify them for colleges that graduate more than 70% of their students. For students scoring below a 12 on the Explore exam in the fall of 9th grade year, we will set out a 4-5 year plan to ensure they will graduate at a college-ready level (a minimum of a 20). We will also expect at least 25% of our students to score a 24 or above, which would put these students in the top quartile of students nationally. Beginning in 9th grade, we will also assess whether students are on-track to graduate and if they are meeting all academic and non-academic college readiness benchmarks.

Each advisor, with support and oversight from his or her lead teacher, the Principal and the Dean of School Culture, will help set individual student goals. The Principal and Executive Director will then ensure these individual goals are consistent with school goals and make necessary adjustments. Advisors will be responsible for monitoring this progress and working with cohort teams to intervene proactively and early for any struggling students. Our Principal and Dean of School Culture will review weekly reports and action plans (when necessary) from

¹¹ For our junior class that will have started with us in 7th grade in our first year.

¹² The goal with our first class is a 21.5 on the ACT, both because they will have started with us in 9th grade and we expect to improve with each successive class. This score would make us Chicago's highest-performing open enrollment high school.

¹³ ACT does not report statistics on student performance by income level.



each teacher on his or her advisory group. Board members will be updated on key indicators of student progress at each board meeting.

Note that we will also use PARCC and NWEA reporting for long-term student growth analysis, student groupings, and school-wide data analysis. Initial NWEA results will help inform our early instructional adjustments and groupings. *Please see Attachment F for the student assessment plan.*

Other Organizational Outcomes

In addition to student outcome measures, our long-term success will hinge on our organizational and financial health, hiring and retention of effective staff, and staff sustainability. We will use the Consortium on Chicago School Research's Five Essentials Survey to benchmark our organizational effectiveness against other schools and within three years, we aim to be rated strong in all five areas. We will survey teachers at least twice annually and will track retention of staff by standing and reason for leaving. We will report all results to our staff and board. We will use questions and data from The New Teacher Project's Teacher Talent Toolbox to benchmark our results and will develop annual plans to address areas where we underperform or are falling short of our mission to support effective teachers in a sustainable career path.

The sample dashboard below identifies a selected sample of our goals designed to measure performance across the spectrum of school operations. We plan to measure engagement of the key stakeholders in our school, financial performance and management, governance, human resources, information technology, and student recruitment. This dashboard will give us the ability to partner data with accountability, and will be reviewed regularly by the Executive Director, Principal, Deans, teachers and the board. We will monitor the actual results against annual and long-term goals to determine progress. If goals are not met, it will be important to

determine the frequency and severity of missed milestones before determining corrective actions. For example, objectives that are not met in consecutive measurements or that are considered a substantial variance in one period will be brought to the attention of the personnel responsible, school leadership, and the board. All metrics will be monitored closely in the beginning by leadership to ensure that early objectives are being met and help determine acceptable tolerances for the stated goals. Goals that are consistently met will also be reviewed to determine if the standards should be set higher.

	Goal	Metric	Reviewed	Yr 1 Target	Yr 5 Target
Engagement / Demand	Student Demand	# of applicants per seat	Annually	1-1.5	2-3
	Re-enrollment rate	# of re-enrolled students	Annually	93%	95%
	Parent Involvement	Report Card Pick Up	Quarterly	85%	95%
	Parent Net Promoter Score ¹⁴ (NPS)	Survey	Annually	60	70

¹⁴ NPS = % of active “promoters” minus % of active “detractors” and scores can range from -100 to +100, based on results to the question: “Would you recommend Foundations to a friend considering [enrolling his/her child/applying for a teaching position/etc.]?” Scores above 50 are considered strong. In general, across other industries, this question is considered a stronger indication of satisfaction than many similar questions.

Financial	Grants / fundraising as % of revenue	Financial Statement	Annually	15%	1%
	Amount in reserves	Financial Statement	Annually	\$150K	\$900K
	Days Cash on Hand	Financial Report	Monthly	25	60
Governance	Rating The High Bar Rubric	Survey, Observations, Feedback	Bi-Annually	Level 3	Level 4
	Board attendance	Board Minutes	Bi-Annually	90%	90%
H/R	Teacher NPS	Survey	Bi-annually	60	70
	Teacher satisfaction with PD	Survey	Bi-annually	85%	95%
	Teacher offer accept rate	Staffing Information	Annually	TBD%	TBD%
	Overall teacher retention	Staffing Information	Annually	85%	90%
	Staff satisfaction with I/T	Survey	Bi-Annually	80%	90%

Application Requirement (e): PARENTAL AND COMMUNITY INVOLVEMENT

The Foundations team firmly believes that while our first priority must be to educate our students, it is essential to our success that we become an anchor in our neighborhood. We have developed partnerships in the Roseland/Pullman area, our targeted community, under the vision of our executive director, Micki O’Neil, and founding director of community engagement,



LaTisha Cassell. Our active community supporters include: Neighborhood Housing Services, Demoisselle 2 Femme, the Far South Community Action Council for Chicago schools, as well as many notable leaders and activists, Joyce Champan, Director of the South Side Community Action Council and President of the Pullman Development Corporation, and Rev. Stephen Henry of the Mary Magdalene Missionary Baptist Church, the Vice President of the Board of Developing Communities Project in the DCP Coalition of churches on the far south. Foundations has also received support from key political leaders in the community, such as Senator Dick Durbin, Alderman Carrie Austin, and State Representative Willie Davis.

We have also developed ongoing partnerships with Phalanx Family Services, the Urban League, the Boys and Girls Club, Ignite One, the alderman's office, and the Chicago Alternative Policing Strategy. Partnerships with these, and other local institutions like Agape Community Center, the Ray and Joan Kroc Center (the Salvation Army), Olive Harvey City College, Catholic Charities, Cease Fire, are essential in structuring meaningful volunteer opportunities for our students and a sense of commitment to our neighborhood. We have hosted multiple open houses, a community barbeque, and a community dinner.

Partnering with Neighborhood Housing Services in Roseland, we have hosted "Parent Cafes" in which parents from the community can learn about Foundations College Prep, ask questions and discuss larger community or school related issues. By soliciting parent feedback in this way, we are able to ensure parents feel engaged, informed and supported, even before our school doors open. We have already launched our "Parent Core Group", which will transition into our Parent Association. Our "Parent Core" has been involved in helping to develop the student uniform, student culture incentives, arrival and dismissal procedures, and other programmatic decisions.



This group will host meetings open to all families where parents can learn about their students' academics and how to best help them at home, encourage good work habits and monitor their performance, as well as be involved in special events or family fun nights. The group will also oversee our "Parent Innovation Fund", which will support parent initiatives to support and improve our school community. As students progress closer to graduation, advisors and the college counselor will work closely with parents to help them with college visits, the application process and financial aid resources. Over time, Foundations plans to become a resource center for parents and the community by offering workshops on a variety of topics, such as nutrition, tax return preparation and resume coaching. Our goal is for parents to view Foundations not just as a school, but as a resource for the community.

Daily, we meet with families to onboard them to the Foundations College Prep way before school even starts. We continue to build the home-school bond through several strategies: welcome phone calls, a parent onboarding session, and an all-family summer barbeque. Prior to the start of the school year, advisors will visit families' homes. Moving forward into the school year, advisors will communicate frequently with parents on their student's academic and behavioral progress. Utilizing our web-based student information system, progress reports will be sent home every week updating parents on the students' grades, behavior information and any other pertinent information. The dean of school culture will monitor and support advisors in their parent outreach. Overall, we have an open-door policy for parents regarding concerns that need to be addressed outside of the family-advisor relationship. *Please see Attachment B for letters of support.*



Student Recruitment

As required by Illinois law, enrollment in Foundations College Prep will be open to any pupil who resides within the city of Chicago, 105 ILCS 5/27A-4(d). Students are admitted by lottery when there are more applicants than seats available [105 ILCS 5/27A-4(h)]. Foundations College Prep meticulously follows all federal laws by enrolling students without regards to race, gender, ethnicity or disability. As allowed by Illinois law, we will give preference to siblings of enrolled students.

We have currently received 160 applications for 160 seats. Daily, we are attracting new families with our strong teaching staff, emphasis on technology, structures for individual attention and caring culture. This is despite the fact that Chicago schools are K-8 and 6th and 7th grade are not typical transition points in CPS. *Please see Attachment G for more on our recruitment strategy.*

Selection Criteria (5): QUALITY OF PERSONNEL

Members of our leadership team have significant track records of success in schools in low-income, urban communities, and most primarily with African-American students. This knowledge and experience of success drives much of our school design, as does our experience of the limitations and struggles of even strong schools. The structure of the leadership team at Foundations is specifically designed to reflect the intricacies and challenges of our educational model. The table on the next page provides an overview of our leadership team and structure.

As **Executive Director**, Micki O’Neil leads the organization as a whole. She manages board relations, funder relationships and many community partnerships. She also manages, supports, and evaluates the school principal and operational team, oversees the budget, and directs the school’s development of systems crucial to support school and network growth.



Additionally, Micki will oversee data analysis, scheduling, and resource allocation, all in close collaboration with the academic leadership team. These elements are key to implementing the model's innovations and vision successfully, as data drives the entire model. This work is particularly well-suited to Micki's strengths and areas of expertise.

Micki has a strong track record of leadership and a rich, diverse set of experiences that prepare her for leading an innovative school with an ambitious vision, including extensive financial experience. Before leading the development of Foundations College Prep, Micki led New Schools for Chicago's partnership with CPS, including supporting their annual charter school application process. She also led NSC's academic performance evaluation efforts and provided strategic organizational consulting to Catalyst Schools and the Noble Network. Micki also has demonstrated success in the classroom. As an eighth grade math teacher in one of the poorest areas of Brooklyn, she led students to math learning gains at the very top of New York City middle schools. She has considerable experience in financial modeling and data analysis, dating back to an early-career position as a highly-rated investment banking analyst at JP Morgan. She completed a Masters of Education during her New York City Teaching Fellows commitment and holds a MBA/MPP from the University of Chicago. At Chicago's Harris School of Public Policy, she received the school's top scholarship and was voted student leader of the year by her classmates. At the Chicago Booth School of Business, she was one of five second-year students named Siebel Scholars, in recognition of their outstanding academic and leadership records at the school.

As **Principal**, Sarah Hunko Baker will focus on hiring, developing, and evaluating a high-performing academic team. Sarah will also be responsible for implementing the educational program, managing and coaching educational staff and making all day-to-day programmatic



decisions. Last year, Sarah completed two school leadership fellowships. She was named a 2012-2013 Ryan Fellow, joining a highly competitive Principal development partnership between Accelerate Institute and Northwestern's Kellogg School of Management. During this fellowship, she completed a six-month field study at Alain Locke Charter School in Chicago where she led the middle school team, and worked closely with the Principal to build a teacher-coaching model, and develop school-wide data analysis protocols. Her team's middle school students achieved the school's highest ever fall-to-winter gains on the NWEA MAP exam. This fellowship will continue to offer mentorship, support, including three yearly 360 evaluations, to Sarah in her first year as principal.

In the spring, Sarah spent four months in Brooklyn with Achievement First, one of the nation's top charter networks. She gained deep experience serving on the leadership teams at AF Brooklyn High School and AF Crown Heights Middle School. There she worked closely with a mentor Principal, Paul Adler of the AF Brooklyn High School, one of the most respected leaders in the AF network. At AF, she was responsible for instructional coaching, designing professional development for teachers, evaluating teachers, and developing and implementing school-wide systems to promote a joyous and achievement-oriented school culture. She was highly rated by the teachers she coached; 100% reported they strongly agreed that working with Ms. Baker improved their instructional practice.

Previously, Sarah had taught both middle school and high school English and social studies in the Bronx and Chicago. At Gary Comer College Prep, a Noble campus, she achieved a network-topping AP scores with half the instructional time of other AP classes. As an 8th grade ELA teacher in the Bronx, she developed the school's first-ever high school-level English course. Ninety percent of her honors 8th graders achieved Regents high school diploma



distinction. Her general 8th grade students averaged over two years of reading growth in an instructional year. During her time as a Teach for America corps member, her students averaged 1.75 years of reading growth each instructional year.

Emily Quiroz will focus on culture, discipline and students' well-being as Foundations' **Dean of School Culture**. She will work with the Principal to design a culture that both provides enough structure to allow students to flourish and develops with them as they grow older to encourage more independence and self-reliance. Based on her current experience and instructional expertise, she will also support our technology plan in terms of both digital content and student data management. Most recently, Emily served as the Director of Learning Design at eSpark Learning, where she led a team of innovators to design personalized learning plans for schools across the country. The team she managed developed eSpark's curriculum by curating the best 3rd party digital content, including apps, videos and websites, to deliver rigorous, engaging digital content to students in grades PreK-8. Students using eSpark Learning, at all schools reporting data to the company, have achieved two times the expected learning growth on NWEA's norm-referenced assessments. Emily also developed and led professional development for schools and districts across the country on topics such as blended learning best practices, aligning digital content with the Common Core, and data-driven curriculum design.

Before joining eSpark, Emily led a team of 16 teachers at UNO Sandra Cisneros as a Master Teacher. She directed a data-driven classroom observation cycle, unit and lesson plan review, and created differentiated professional development for her team. Her teachers' classes showed accelerated growth in reading and math, both performing above the network average and significantly narrowing the number of students below grade level. Previously, she taught middle school language arts for four years on the west side of Chicago and in Washington, DC where

she began as a Teach for America corps member. During her time in the classroom, her students consistently achieved more than 1.5 years of growth in reading and language arts, as measured on the NWEA MAP.

As **Dean of Operations and Sustainability**, Darren Walker Armstrong will perform duties related to school operations: facility selection and management, vendor selection, development of systems and processes for financial management, student records and enrollment, inventory management, and adherence to Chicago Public Schools' compliance guidelines. He will also help create grassroots student recruitment strategies with support from local community members and parents.

Darren is an alumnus of Morehouse College with a B.S. in finance. He began his career in consulting at Accenture, where he provided business solutions for clients such as Wrigley and AT&T. Darren later transitioned into commercial real estate management at global real estate firm Jones Lang LaSalle where he managed commercial real estate assets for client Procter & Gamble and played an integral role in firm-wide cost savings initiatives. During his time at Accenture and Jones Lang LaSalle, Darren co-founded and operated a marketing/event planning start-up company for four years. In 2010, Darren left Chicago to pursue his MBA in marketing from Vanderbilt University, but returned to the city and began working in its education sector, including directing a mentorship program for young African-American men.

Finally, as the **Math Instructional Lead**, Leah Harris will lead the curriculum design and feedback cycle for the math and science teachers. Leah will work closely with the principal to support, develop, and grow teachers through regular observation and feedback, as well as tailored professional development.



Leah comes to us from New York City, with ten years of experience teaching math and leading teachers in middle schools, the past eight of which were in charter schools. She has taught 5th-8th grade mathematics, designing and tailoring her own curriculum each year to best meet the needs of her students. This has led to 100% of her students passing the state exam each year for the past four years she was in the classroom. While working as an Academic Dean of Mathematics and Science, coaching and leading twelve teachers at an Achievement First middle school, her teachers and students enjoyed great success. In her second year as Dean, four of her teachers were nominated for the Sue Lehman award for excellence in teaching through Teach for America; one of those teachers ultimately won the New York nomination, beating out hundreds of his peers. The students during her years as Dean regularly outperformed their peers at the other middle schools in the same network on interim assessments and state tests. While she was the Dean, the school experienced some of the highest passing rates in the city and state on the math state exam, and both years she was dean, the 8th grade cohorts outperformed their more affluent peers in Rye, New York.

We have also assembled a highly qualified and diverse staff:

Aireale Joi Rodgers, School Manager: Aireale has a background in education, organizing, and advocacy, including interning with Senator Dick Durbin, teaching adult English language courses, and community organizing. Most recently, Aireale worked as an assistant for Teach For America's Strategic Initiatives and Partnerships team supporting national partnerships in the African-American, Native American, and Latino communities. Aireale is a native Chicagoan and proud Southsider. Aireale holds a B.S. in Education and Social Policy from Northwestern University.



Sherri Swansey, Social Worker: Sherri is a Licensed Clinical Social Worker with over 20 years of experience in the field of social work and child welfare. Her areas of expertise include crisis intervention, individual and group counseling, program development and evaluation, and substance abuse rehabilitation. She has a track record of entrepreneurship, with 9 years of experience working as clinical manager for the company she founded. Prior to that, she worked for the Illinois Departments of Human Services and Children and Family Services.

Marlon Tobin, Associate Dean of School Culture: Marlon was the founding Assistant Principal at Noble Street Charter School's Rowe-Clark campus in the West Humboldt Park neighborhood. He helped build and manage school-wide culture and discipline systems, which led to the campus' lower rates in suspension and expulsion when compared to the network. Prior to that he was Dean of Discipline and Athletic Director at Noble Street Charter School where he performed a similar role in setting and maintaining a safe and positive school culture.

Venus Bailey, Case Manager and Special Education Teacher: Venus brings five years of special education classroom experience in elementary, middle, and high schools, including Perspectives Charter Schools and Herzl School of Excellence in Chicago. She has mentored new special educators to create data-drive, learner-focused classrooms as an Instructional Leader at Herzl, and has a track record of accelerating reading growth for students far below grade level. Venus holds a Bachelor of Arts in Special Education from Roosevelt University and is working toward a Ph.D. in Special Education Leadership.

Sean Carter-Hopkins, ELA Teacher (Resident 1): Sean is a native of the south side of Chicago, IL and is a product of Carver Middle School and Chicago International Charter School—Ralph Ellison Campus. Sean is a 2014 graduate of Knox College, a private liberal arts college in Galesburg, IL. At Knox, Sean immersed himself in the art and science of education



and urban studies. Sean's BA is in Elementary/Middle School Education and Anthropology/Sociology.

Vivaldi Charles, Senior Science Teacher: Vivaldi brings 10 years of experience teaching mathematics and science across Chicago. He has taught 4th – 8th grade math and science as well as college level math. He brings exceptional content expertise, beginning with his studies as an Aeronautical and Astronautical Engineering major at the University of Illinois. As an Instructional Leader and Dean at Perspectives Middle Academy, he led his team toward 25-point proficiency gains in science and built data systems necessary for their success. He also has a varied background including computer programming and a distinguished military career.

Brandon Childs, Math Teacher (Resident 2): Brandon has extensive experience working with youth in different capacities. He comes to Foundations with several years of experience as a mathematics teacher and basketball coach at The Howard School in Atlanta. Prior to teaching, he spent three years as a Community Education Counselor at the Carl E. Sanders – Buckhead YMCA, where he was also a tutor. He received his Bachelors from Morehouse College, where he remained in the starting line-up on the varsity basketball team for four years. He returned to Morehouse as an assistant coach after playing professionally in the U.S. and abroad. Brandon holds a Master of Education from Grand Canyon University.

Tre Colbert, Science Teacher (Resident 1): Tre is a Teach for America corps member and science resident. He is a graduate of Williams College in Massachusetts, where he co-chaired the Black Student Union, was a research assistant in biology, a Junior Advisor to freshman and a key organizer for a global medical training program in Nicaragua. Tre is originally from Detroit, Michigan.



Hannah Lawler, Senior ELA Teacher: Hannah brings seven years of urban education experience as a transformational middle and high school ELA teacher. She worked as the Literacy Specialist and 9th grade Reading teacher at Gary Comer College Prep in the Grand Crossing neighborhood of Chicago. Prior to joining Foundations, her deep content knowledge in literacy positioned her as a leader in Noble Charter Network’s curriculum and assessment team. Through Teach for America, she led her classroom 8th graders in Philadelphia to impressive reading and writing gains. Hannah earned her BA from the University of Wisconsin-Madison.

Melanie Lyke, Art Teacher: Melanie is a second-year teacher with over 10 years of experience in the field of education as a mentor, tutor, guest teacher, and youth program director. Melanie earned a Professional Education License from Eastern Illinois University in 2013. Melanie holds a Bachelor of Fine Arts in Fashion Merchandising from Howard University.

Predrag Obradovic, Physical Education Teacher: Predrag has taught Physical Education at two campuses of the Noble Network of Charter Schools in Chicago. He brings a strong track record of going above and beyond his role within high-performing urban schools. As a karate instructor, personal trainer, former karate competitor, and soccer and gymnastic coach, he also understands the impact of training and very hard work. He is a three-time medalist in the National Karate Championship in his home country of Serbia.

Leo Smith, Interdisciplinary Project Teacher (Proficient): Leo A. Smith is Foundation College Prep’s Social Science and Reading Teacher. Leo previously taught U.S. History, Ethics, U.S. Government, Economics, and Reading at Perspectives Math and Science Academy in Bronzeville. Leo received his Masters in the Art of teaching from National Louis University in 2008 after completing the AUSL residency program for urban high school teachers. Leo brings a wealth of prior work experiences to the classroom as a former lawyer, entrepreneur,



software developer, and children's advocate. He also has a JD/MBA from the University of Wisconsin. His non-profit and political work includes forming a political action organization for young children in Illinois and getting numerous high school students involved in the political and advocacy process through the Mikva Challenge Foundation.

Siovahn Woolum, Social Studies Teacher (Proficient): Siovahn was born and raised in the Roseland neighborhood of Chicago. After a corporate career as an Accounts Payable Manager in Chicago for many years, Siovahn shifted toward her passion for education. In 2008, Siovahn worked as a College Outreach Specialist with high school students in the Trinity United Church TRIO Program. Siovahn started teaching at Bullen Middle School as an Intervention Specialist Teacher. She co-founded the Bullen Middle School Drill Team, and under her leadership, the drill team raised money for the Red Cross and American Cancer Society, volunteered with younger students, and performed across the area. Siovahn holds Bachelor of Science in Business Management and Communications from Chicago State University and a Master of Education from Concordia University-Kenosha.

A Diverse Instructional Staff

Foundations College Prep recognizes the importance of hiring a diverse, high-performing staff, and made this a top priority during the planning year. We have met our diversity targets through aggressive outreach, and have assembled a staff that is more than half African American, including more than half of the teaching staff. In fact, a third of our teachers are African-American males. We will continue to focus on building and maintaining a staff that reflects our student body. Staff recruitment strategies include:

- National teacher recruitment, including extensive online and social media presence; maintenance of a calendar of hiring events throughout Illinois and surrounding states



- Competitive compensation (higher for experienced and expert teachers) and significant supports and development opportunities
- Relationships with alumni associations of local universities, especially at universities with highly diverse student populations
- Small-scale, invitation-only “coffee conversations” with teachers of color; cultivation of strong network of effective educators from targeted groups
- Partnership with Troops to Teachers to recruit US Veterans seeking teaching credentials
- Engagement of Teach for America’s alumni-of-color group, “The Collective,” for candidates, referrals, and networking
- Referral bonuses from current staff
- Multiple professional pathways for the teachers we hire

Board of Directors

Our current board members and their key areas of expertise are:

- Matthew Lewin, Board Chair (Chair of Charter School Group and Shareholder, Greenberg Traurig LLP); Legal, charter school finance (bond), development
- Alejandra Garza (Executive Vice President, ClareFolio Company); governance, community outreach, marketing and development
- Yondi Morris (Founding Attorney, Knight, Morris & Reddick Law Group); entrepreneurship, fundraising
- Kristen Vandawalker (Senior Program Manager, NACSA): operations, external staff management, relationship management, Chicago charter school/education market, national charter school best practice, school design evaluation



- Douglas Sutton (Managing Director, BMO Mezzanine Fund), Board Vice Chair: non-profit and for profit governance, strategic planning and finance/venture capital
- Jeff Donoghue (Director of Financial Planning, Cancer Treatment Centers of America), Board Treasurer: budgets and audits, finance, charter school and CPS financial policies
- Ben Reeves (Analyst, Bridgewater Capital): strategic planning, organizational development, finance
- Lanetta Haynes Turner (Executive Director, Cook County Justice for Children): non-profit management, child welfare, community partnerships, fundraising and governance experience, legal services

Please see Attachment H for board resumes.

Application Requirement (b): MANAGEMENT OF CHARTER SCHOOL AND USE OF FUNDS

The Board of Foundations College Prep is responsible for ensuring that the school is accountable to the students and families it serves, that the school operates in a manner faithful to the terms of its charter and in compliance with all applicable laws, and that the school is financially sound and fiscally responsible. The Board does not manage the school, but rather oversees the leadership team that handles the operations of the school. The board focuses on the results that the school delivers, while the leadership team is focused on finding and implementing the best strategies to achieve those results. Ultimately, the board will hold the school, and specifically the executive director, accountable for academic, organizational, and financial performance.



At monthly meetings, the board considers the school's academic performance against annual goals and interim benchmarks; regular financial updates; and organizational and operational milestones. The board conducts an annual evaluation of the Executive Director, which includes assessment against both school-wide goals and individual professional development goals. The evaluation takes into account the in- and out- of school observations of the board; student and teacher performance data; financial performance; student, parent, and staff engagement and satisfaction; and other measures. The evaluation tool is both formative and summative and will encourage thoughtful reflection by the board and the Executive Director on the accomplishments and challenges of the previous year as well as opportunities for improvement and advancement over the year to come. Foundations will implement similar performance evaluation processes for all school leadership and staff.

The Executive Director leads the organization, setting the vision and model non-negotiables, directing financial planning and operations, overseeing fundraising, and building community relationships. The Principal is the school's instructional leader, hiring and evaluating all instructional staff, overseeing the design and implementation of the educational model, managing the assessment and data-driven instruction processes, and making day-to-day programmatic decisions. The Dean of School culture oversees culture, discipline and socio-emotional supports, while the director of community engagement manages student recruitment and parent and community outreach. The Dean of Operations and Sustainability executes day-to-day operations that are not outsourced.

The leadership team has been structured to reflect the intricacies and challenges of our educational model. Each role is clearly defined and focused on key elements of our model and

operations that require full-time attention and laser-focus. See the chart of roles and responsibilities

Leadership roles (year 1)	Responsibilities
Board	<ul style="list-style-type: none"> • Evaluates Executive Director • Monitors progress on goals and financial health • Establishes strategic priorities • Marshals resources to support organizational health
Executive Director	<ul style="list-style-type: none"> • Manages external stakeholders (except parents) • Manages school principal • Completes scheduling and data analysis¹⁵ • Oversees all budgeting and runs the budget process
Principal	<ul style="list-style-type: none"> • Oversees implementation of education program • Manages and evaluates all instructional staff • Manages and evaluates all educational leadership staff • Oversees parent outreach and involvement; primary contact for parents • Oversees implementation of professional development and coaching
Dean of School Culture	<ul style="list-style-type: none"> • Manages staff responsible for student well-being & discipline • Oversees student and staff culture; builds tools to evaluate • Oversees advisory program

¹⁵ Based on ED skillsets and centrality of these components to vision and success of model

	<ul style="list-style-type: none"> • Trains and supports staff on culture • Supports incorporation of technology into school¹⁶
Math Instructional Lead	<ul style="list-style-type: none"> • Manages math and science team • Provides professional development around math and science
Dean of Operations	<ul style="list-style-type: none"> • Oversees day-to-day school operations and student recruitment

Application Requirement (f) – MANAGEMENT PLAN FOR CSP GRANT

Our key objective for the project is to launch and operate a high-quality school that significantly improves student outcomes. These funds will enable us to develop a strong foundation implement our vision. Our Dean of Operations will be responsible for management of the grant, with supervision and guidance from the executive director and board as needed. The Dean of Operations and the executive director will be Foundations’ representatives at all CSP events, including annual grantee meetings. Meeting the goals, reporting requirements, and other requirements of the CSP grant will be a measure reviewed by the board on a regular basis as part of the financial and operational reports on the school. Our specific proposed uses of these funds are described in the Budget Narrative.

Access to sufficient start-up funding that will support early investment in scalable systems and infrastructure, along with greater scale with the addition of new grades and students, will allow us to achieve sustainability for our core program on public dollars alone by year three.

¹⁶ Based on Dean skillsets and experience



Startup funding from a CSP grant will allow Foundations to invest in refining our innovations and establishing start-up infrastructure.

Selection Criteria (7): CONTRACT

Foundations College Prep received its final authorization to open by the Chicago Public Schools Board of Education (CBOE) in May 2014 and signed a 5-year charter contract in June of 2014. As part of that contract, we are evaluated and accountable to Chicago Public School's Accountability Plan, which is aligned to the district's School Quality Rating Policy, which was adopted to hold all schools to high academic quality standards. An annual performance scorecard will be publicly issued to Foundations that includes pupil performance on standardized tests, other student performance indicators including graduation, dropout and AP exam passing rates, Annual Yearly Progress pursuant to No Child Left Behind, results of a culture and climate survey, comparison metrics to other CPS schools, and when applicable, college enrollment and persistence rates. Additionally, we are held to compliance indicators and the financial health of the school based on change in net assets, liquidity, net asset ration, cash-on-hand, loan delinquency, and the overall reasonableness of the budget. *Please see Attachment I for Foundations charter contract and a copy of CPS's Accountability Plan.*

Application Requirement (d): RELATIONSHIP WITH AUTHORIZED AGENCY AND DEGREE OF FLEXIBILITY

Illinois law exempts charter schools from most requirements of the Illinois School Code, except for specific requirements related to health and safety, which are specified in the charter law. These include regulations like background checks, abuse reporting requirements, and the Illinois Student Records Act [105 ILCS 5/27 A-4(g)]. Unless a charter school's governing board agrees, charter authorizers in Illinois may not condition approval of a charter school proposal on



acceptance of an agreement to operate under local school polices or state regulations from which the charter is otherwise exempted.

While our charter contract requires transparent reporting and the achievement of academic goals and financial sustainability, Foundations College Prep remains completely autonomous with regard to governance, education model, staffing, and budget. This flexibility will allow us, among other things, to adjust our curriculum to meet the needs of its students; follow innovative evaluation, promotion, and compensation approach; redefine teaching roles and tasks; and incorporate flexible scheduling into an extended school day, and govern according to our needs, priorities and metrics.



Community Needs Assessment

Chicago has approximately 540 district schools (more than 100 are high schools) and another 133 contract and charter schools. The district serves 340,000 students and charters currently serve an additional nearly 60,000.

We are serving the Far South side of Chicago, centering on the Roseland-Pullman community. Public schools in the Far South region of Chicago enroll 30,000 students. We initially identified this area for three primary reasons: 1) educational need; 2) a recent infusion of energy building upon a sense of deep history; and 3) demonstrated enthusiasm and community groundswell for improved educational options. We have since built strong ties and support in the community.

The need in the region is stark: neighborhood high schools in the area have average ACT scores in the 14s and 15s, scores that are in the 10th- 15th percentile nationwide. In 2011, more than three-quarters of the elementary schools had ISAT scores below the CPS average, with only 28% of students scoring at grade level in reading and 13% in math on the 8th grade Explore exam¹. This means very few students receiving their K-8 education in the area qualified for the local college prep option, the selective Brooks College Prep. Foundations is reaching Roseland students in the critical middle grades, regardless of their prior academic performance, and put them on a path to college.

There are 3,000 high school students attending area schools with an average ACT score of *15 or less*, which is lower than an *eighth* grader would need to score to indicate being on track for college. These schools also graduate only half of their incoming freshmen. Additionally, 10 of the 13 Roseland schools (with data) had a “weak” or “very weak” rating on safety (and none had an above average rating).

The need for better options is undeniable and significant. Additionally, while there has been demonstrated demand for improved school options, the Far South has historically had a particularly low penetration of charter schools. In fact, of all the regions with a disproportionate share of the city’s lowest performing schools, the Far Southeast is the only one where charters were less than 10% of the market. Recent expansion of charter schools in the area are only beginning to address this under-penetration.

Our team has developed meaningful connections and understanding of the community we serve. Additionally, each member of our education team has worked – and had success – in schools serving similar populations. Our entire education plan has been developed with a sharp focus on the particular needs and assets of our expected student body. Our Executive Director has spent the last couple years immersing herself in the Roseland community, and two of our instructors are from the Roseland community.

The tables that follow include all schools in the general community.

¹ This is an average for the entire Far South Collaborative. The performance specifically of Roseland/Pullman schools is generally even lower.



Elementary Schools in Greater Roseland Community						
Schools	School Type	Enrollment	% AA	% SpEd	% FRL	2013 ISAT
CPS Average						53%
<i>In Target Area</i>						
Alfred D Kohn	Neighborhood	CLOSED	NA	NA	NA	32%
Frank I Bennett	Neighborhood	419	98%	11%	96%	38%
Countee Cullen	Neighborhood	261	98%	11%	97%	48%
Edgar Allan Poe	Selective Magnet	193	94%	4%	42%	97%
George M Pullman	Neighborhood	254	75%	10%	96%	53%
Mildred I Lavizzo	Neighborhood	401	99%	9%	98%	32%
Songhai	Neighborhood	CLOSED	NA	NA	NA	35%
T Schmid	Neighborhood	208	93%	20%	96%	34%
Wendell Smith	Neighborhood	343	98%	13%	96%	31%
George W Curtis	Neighborhood	626	96%	11%	99%	36%
CICS Prairie	Charter	406	55%	12%	98%	42%
<i>Near Targeted Area</i>						
Langston Hughes	Neighborhood	606	98%	19%	97%	35%
Frank L Gillespie	Neighborhood	601	97%	15%	95%	44%
Turner-Drew	Magnet	373	96%	15%	84%	70%
Edward F Dunne	Neighborhood	294	100%	11%	93%	59%
Alex Haley	Neighborhood	651	99%	11%	98%	46%
Jesse Owens	Neighborhood	CLOSED	NA	NA	NA	23%
Ralph H Metcalfe	Neighborhood	530	100%	8%	80%	38%
Samuel Gompers	Neighborhood	526	100%	16%	89%	45%
West Pullman	Neighborhood	CLOSED	NA	NA	NA	19%
Kwame Nkrumah	Charter	217	98%	10%	82%	66%
Chicago Collegiate	Charter					NA
<i>Potential draw</i>						
Fernwood	Neighborhood	311	99%	12%	97%	52%
Ronald Brown	Neighborhood	292	99%	16%	97%	53%
Marcus Garvey	Neighborhood	292	97%	11%	98%	56%
Mount Vernon	Neighborhood	300	100%	16%	95%	47%
Edward White	Neighborhood	183	94%	13%	98%	50%
John Whistler	Neighborhood	335	99%	13%	97%	41%
Johnnie Colemon	Neighborhood	279	95%	12%	86%	56%
Thomas J Higgins	Neighborhood	410	99%	10%	95%	60%
George Wash Carver	Neighborhood	507	99%	10%	100%	32%
Ira F Aldridge	Neighborhood	252	99%	7%	99%	24%
William E B Dubois	Neighborhood	205	93%	13%	100%	42%
CICS Lloyd Bond	Charter	348	97%	12%	99%	36%
CICS Larry	Charter	448	98%	17%	97%	25%



Hawkins						
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High Schools in Greater Roseland Community							
		Enrollment and Demographic				Student Outcomes	
Schools	School Type	Enrollment	% AA	% SpEd	% FRL	2013 ACT	2013 Grad rate
<i>In Target Area</i>							
Harlan	Neighborhood	918	98%	19%	90%	14.9	45
Corliss	Neighborhood	497	98%	26%	96%	13.9	53
Fenger	Neighborhood	421	98%	19%	98%	14.3	51
<i>Near Target Area</i>							
Julian	Neighborhood	1057	99%	17%	96%	15.0	62
<i>Potential Draw</i>							
Brooks	Selective	783	85%	5%	75%	21.8	86
CICS Larry Hawkins	Charter	348	98%	17%	97%	14.0	NA
GW Carver Military	Military Academy	529	50%	9%	96%	16.4	85



RICHARD J. DURBIN

ILLINOIS

ASSISTANT MAJORITY LEADER

United States Senate
Washington, DC 20510-1304

COMMITTEE ON APPROPRIATIONS
COMMITTEE ON FOREIGN RELATIONS
COMMITTEE ON THE JUDICIARY
COMMITTEE ON RULES
AND ADMINISTRATION

July 9, 2014

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

Dear Secretary Duncan,

I am writing regarding Foundations College Prep's application for a U.S. Department of Education Charter School Start-up Grant.

Through their partnership with Public Impact, Foundations College Prep will provide access to an excellent teaching staff in order to improve the academic trajectory of students who have historically been educationally disadvantaged. It is their hope that with exceptional teachers, students will achieve higher test scores and progress well academically. Through the use of innovative technology and a strategic, long term approach to curriculum, Foundations College Prep will lower the rate of high school drop outs, as well as raise the chances of succeeding in future endeavors and opportunities that were previously out of reach.

Again, please give full and fair consideration to the application submitted by Foundations College Prep. If you require additional information, please contact my Chicago Director, Clarisol Duque, at (312) 353-4952.

Very truly yours,



Richard J. Durbin
United States Senator

711 HART SENATE OFFICE BUILDING
WASHINGTON, DC 20510-1304
(202) 224-2152
TTY (202) 224-8180

230 SOUTH DEARBORN, 38TH FLOOR
CHICAGO, IL 60604
(312) 353-4952

525 SOUTH EIGHTH STREET
SPRINGFIELD, IL 62703
(217) 492-4062

1504 THIRD AVENUE
SUITE 227
ROCK ISLAND, IL 61201
(309) 786-5173

PAUL SIMON FEDERAL BUILDING
250 W. CHERRY STREET
SUITE 115-D
CARBONDALE, IL 62901
(618) 361-1122

durbin.senate.gov

PR/Award # U282C140004

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July 8, 2013

U.S. Department of Education
Office of Innovation and Improvement
400 Maryland Ave., SW
Washington, DC 20202

To the Charter Schools Program:

We are excited to support Foundations College Prep (“Foundations”) in their application to the federal government’s Charter Schools Program within the Office of Innovation and Improvement. Foundations’ educational plan features an innovative staffing model designed to give more students access to excellent teachers. By varying class sizes based on subject matter, teacher strengths, and student needs; enabling teachers to specialize in roles in which they excel; and using technology to free more of excellent teachers’ time, the school’s design aims to do just that.

In February 2013, Public Impact selected Foundations as one of the four founding members of a national network of charter school organizations that will extend the reach of excellent teachers to more students and provide all teachers and staff with opportunities, in every role, to develop to their full potential through collaboration with and leadership from excellent teachers. Public Impact will advise the founding network schools on design and implementation, enable them to share lessons with one another, and profile each school in a case study of the school’s efforts.

Additionally, we advised Foundations school founders as they developed and refined their school model prior to their charter application to Chicago Public Schools. And as part of an initiative funded by the Carnegie Corporation of New York and The Joyce Foundation, we are tracking emerging efforts to extend excellent teachers’ reach using models such as the one developed by Foundations, and we plan to analyze how Foundations’ model works in practice.

I hope you will give this application your strongest consideration.

Sincerely,

Bryan C. Hassel
Co-Director, Public Impact



July 10, 2013

U.S. Department of Education
Office of Innovation and Improvement
400 Maryland Ave., SW
Washington, DC 20202

To the Charter Schools Program:

Next Generation Learning Challenges is proud to support the application of Foundations College Preparatory School to the Charter Schools Program. Foundations is an organization committed to maximizing the reach of teachers and dedicated to preparing students for college through a blended rotational model, rigorous academic curriculum, and strong support structures with university-level student mentors.

Next Generation Learning Challenges is a collaborative, multi-year initiative created to address the barriers to educational innovation and tap the potential of technology to dramatically improve the quality of learning experiences and increase college readiness and completion in the United States. The initiative is led by EDUCAUSE in partnership with the League for Innovation in the Community College, the International Association for K-12 Online Learning (iNACOL), and the Council of Chief State School Officers (CCSSO). The initiative is funded by the Bill and Melinda Gates Foundation and the William and Flora Hewlett Foundation, and brings together an active community of innovators and educators committed to next generation of learning.

After receiving more than 100 initial applications, NGLC selected Foundations College Prep as one among 20 breakthrough school models funded by NGLC as part of our investment in organizations launching new instructional models that incorporate technology to personalize students' learning experiences, supported by business models that can support sustainable expansion. All proposals were reviewed by a challenge panel of experts drawn from the fields of education, technology, philanthropy, and venture capital. Reviewers praised Foundations' strong focus on human capital design and college readiness. Foundations' student-centered, innovative model for blending strong pedagogy and technology enabled differentiated instruction to bring 21st century teaching and learning to students while building their academic resilience and providing pathways to accelerate learning to college ready standards is commendable. Foundations' model also spotlights the importance of teacher professional development, especially for first-time teachers. By reimagining the way teachers work and support one another, Foundations will maximize their reach and, consequently, ensure a positive impact on the lives of students.

EDUCAUSE



There is high demand for solutions for the population of students that Foundations is targeting in Chicago. The Foundations model is poised to provide an example of how a rotational blended learning model and a strong network of student and teacher mentorship can be integrated into the school experience and transform the futures of our next generation. It also represents one important approach in the expanding field of next generation learning.

The NGLC team was very impressed with Foundations' leaders and team, particularly, Micki O'Neil and Emily Quiroz, who participated at the first convening of Wave IIIa grantees in October of 2012 and who embody the visionary nature of the school and exhibit an unwavering commitment to transform the lives of the students of the far south side of Chicago. We are proud to include the Foundations College Preparatory School in our portfolio of student-centered breakthrough school models and we highly recommend them for consideration by the Charter Schools Program at the U.S. Department of Education.

Respectfully,

Andy Calkins
Deputy Director

Sarah Luchs
K-12 Program Officer

Dalia Hochman
Director of K-12 Development/Adoption

COUNCIL CHAMBER

CITY HALL - ROOM 200
121 NORTH LA SALLE STREET
CHICAGO, ILLINOIS 60602
TELEPHONE: (312) 744 - 3166
(312) 744 - 6820
FAX: (312) 744 - 9009

REPLY:

PUBLIC SERVICE OFFICE
34TH WARD CENTER

507 WEST 111TH STREET
CHICAGO, ILLINOIS 60628
TELEPHONE: (773) 928-6961
FAX: (773) 928-8562

CITY COUNCIL
CITY OF CHICAGO



CARRIE M. AUSTIN

ALDERMAN, 34TH WARD
CHAIRMAN
COMMITTEE ON THE BUDGET AND
GOVERNMENT OPERATION

COMMITTEE MEMBERSHIPS

COMMITTEES, RULES AND ETHICS
(VICE CHAIRMAN)

HEALTH & ENVIRONMENTAL PROTECTION

FINANCE

HOUSING AND REAL ESTATE

PUBLIC SAFETY

WORKFORCE DEVELOPMENT & AUDIT

ZONING, LANDMARKS
& BUILDING STANDARDS

July 11, 2013

VIA FACSIMILE

Nadya Chinoy Dabney
Acting Assistant Deputy Secretary
Office of Innovation & Improvement
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5970

RE: Foundations College Prep Charter School's Application for Grant under the Charter Schools Program (CFDA Number 84.282B)

Dear Assistant Deputy Secretary Dabney,

Please be advised this letter serves to convey my support of the grant funding application for Foundations College Prep (FCP) as referenced above. To the best of my knowledge, FCP is surveying a location to establish a high performance, open enrollment school building, which will lend itself to the ongoing revitalization of a feasible blighted community site.

Further, I met with FCP's Executive Director Micki O'Neil and several Senior Team Members who demonstrate capability to provide a safe, caring school culture enriched with holistic family wraparound provisions. The school framework likewise encourages me to believe FCP is set to become a stable and committed community partner.

Please take into favorably consideration my advocacy for FCP's application under the CFDA #84.282B request for proposal as stated herein. Please feel free to contact me if I can provide further assistance. Thank you for your kind consideration.

Sincerely,

Alderman Carrie M. Austin
Chairman

trm

- SPRINGFIELD OFFICE:
ROOM 254-W
STRATTON BUILDING
SPRINGFIELD, ILLINOIS 62706
217/782-8197
FAX: 217/782-3220
- DISTRICT OFFICE:
1912 W. 174TH STREET
EAST HAZEL CREST, ILLINOIS 60429
708/799-7300
FAX: 708/799-7377



WILLIAM Q. DAVIS
STATE REPRESENTATIVE
30TH DISTRICT

COMMITTEES:

CHAIRMAN

- APPROPRIATIONS - ELEMENTARY & SECONDARY EDUCATION
- SPECIAL COMMITTEE ON HEALTH & HEALTHCARE DISPARITIES

MEMBER

- APPROPRIATIONS - HIGHER EDUCATION
- INTERNATIONAL TRADE & COMMERCE
- LABOR
- MASS TRANSIT
- COMMITTEE OF THE WHOLE

January 23, 2013

Chicago Board of Education
125 South Clark Street, 6th Floor
Chicago, Illinois 60603

To the Chicago Board of Education:

I write to offer my support for the application submitted by Foundations College Prep to open a new, high quality middle-high school on Chicago's far south side. I believe that a new high quality, open-enrollment school will help support the ongoing revitalization of this historic community.

Students in the far south side of Chicago need and deserve an excellent college-prep school in their neighborhood, open to students regardless of their test scores. Foundations' is committed to building a safe and caring school culture that retains teachers in the school year after year. As well as, build deep relationships with families and local organizations so that the school will become a stable and lasting part of our community. Furthermore, I appreciate organizations who desire to add to the existing educational structure and not undermine its existence.

As Chairman of the Education Appropriations Committee for Elementary and Secondary Education, I deeply believe in the value and importance of strengthening our educational system and building the next generation of leaders for our community. The commitment that the Foundations team has presented to serve students, families, and the community at large leads me to believe that they truly hope to bring change.

Therefore, I respectfully request that the Chicago Board of Education give Foundations College Prep's proposal full and fair consideration. If you require additional information, please give me a call at 708-799-7300.

Thank you in advance for your consideration.

Sincerely,

A handwritten signature in black ink that reads "William Q. Davis".

William Q. Davis
State Representative
30th District of Illinois

July 9, 2014

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:

On behalf of the Illinois Network of Charter Schools (INCS), I am writing to express our strong support for the grant application of Foundations College Prep charter school for the federal Charter Schools Program non-SEA Planning, Program Design and Initial Implementation competition.

This fall Foundations College Prep will open with 160 students in grades 6-8 in the Roseland neighborhood, on the far south side of Chicago. Foundations will be the second charter school to open in this community, where currently 4,000 high school students attend area schools with ACT scores of LESS than 15. By building upon successful practices in the charter movement and adding key innovations, including differentiation of teacher roles, strategic restructuring of the school day, and technology integration to support student learning, we believe Foundations holds great promise to change the statistics in this neighborhood and alter the course of students' lives.

INCS has worked closely with the Foundations team since the fall of 2011, when they were one of only five teams selected statewide for INCS Charter Starter Consulting, a training and support program designed to help high-potential teams design and launch exceptional charter schools. The leadership team brings teaching and leadership experience from top-performing charter schools in Chicago, along with deep knowledge of charter finance. In the past year, principal Sarah Hunko Baker, a former Noble-Gary Comer Campus teacher, took on leadership roles in additional high-performing urban charters to build upon her experience: as a Ryan Fellow at Alain Locke Charter Academy in Chicago and as a Leadership Fellow at Achievement First in Brooklyn, NY. The team has also formed a partnership with Public Impact to develop and test innovations related to the "Opportunity Culture" and gained recognition for their school design through a \$450,000 Next Generation Learning Challenge grant.

We believe that Foundations College Prep will quickly become an innovative leader in the charter community, pushing the envelope of what is considered best practice in urban education and challenging peer schools to be even better, both in terms of student achievement and sustainability of their models. We urge you to invest in the startup of this promising school.

Sincerely,


Andrew Broy
President

Sample Schedule for Individual Student, Middle School*

		Class		Resources		Class		Resources		Class		Resources		Class		Resources	
		Monday		Tuesday		Wednesday		Thursday									
		Min															
8:00 AM	8:15 AM	30		Advisory (14 students)		Advisory (14 students)		Advisory (14 students)		Advisory (14 students)							
8:15 AM	8:30 AM																
8:30 AM	8:45 AM	45		Literacy Foundations 1 (40 students)		Literacy Foundations 2 (20 students)		Literacy Foundations 1 (40 students)		Literacy Foundations 2 (20 students)		Resident teacher Computer Station					
8:45 AM	9:00 AM			Expert teacher Resident teacher Computer Station		Resident teacher Computer Station		Expert teacher Resident teacher Computer Station		Resident teacher Computer Station							
9:00 AM	9:15 AM																
9:15 AM	9:30 AM	45															
9:30 AM	9:45 AM																
9:45 AM	10:00 AM																
10:00 AM	10:15 AM	45		Math Foundations 1 (40 students)		Interdisciplinary Project (20 students)		Math Foundations 1 (40 students)		Math Foundations 2 (27 students)		Resident teacher 2					
10:15 AM	10:30 AM			Expert teacher Computer Station		Experienced teacher (IDP specialist)		Expert teacher Computer Station		Expert teacher Resident teacher Computer Station							
10:30 AM	10:45 AM			Expert teacher Resident teacher Computer Station													
10:45 AM	11:00 AM	45		Science Foundations (27 students)		Social Studies Foundations (27 students)		Science Foundations, Whole Group (40 students)		Social Studies Foundations (27 students)		Experienced teacher					
11:00 AM	11:15 AM			Expert teacher Computer Station		Experienced teacher		Expert teacher Resident teacher Computer Station		Expert teacher Resident teacher Computer Station							
11:15 AM	11:30 AM																
11:30 AM	11:45 AM	45		Lunch		Lunch		Lunch		Lunch							
11:45 AM	12:00 PM																
12:00 PM	12:15 PM	30															
12:15 PM	12:30 PM																
12:30 PM	12:45 PM	45		Art (27 students)		Math Foundations 2 (27 students)		Art (27 students)		Art (27 students)		Art teacher					
12:45 PM	1:00 PM			Art teacher		Resident 2 teacher Computer Station		Art teacher		Art teacher		Art teacher					
1:00 PM	1:15 PM																
1:15 PM	1:30 PM	45		Gym (40 students)		Gym (40 students)		Interdisciplinary Project (20 students)		Gym (40 students)		Gym teacher					
1:30 PM	1:45 PM			Gym teacher		Gym teacher		Experienced teacher (IDP specialist)		Gym teacher							
1:45 PM	2:00 PM																
2:00 PM	2:15 PM	60		Flex Time (5-7 students or lab)		Flex Time (5-7 students or lab)		Flex Time (5-7 students or lab)		Flex Time (5-7 students or lab)		Varies					
2:15 PM	2:30 PM			All		Varies		Varies		Varies		Varies					
2:30 PM	2:45 PM																
2:45 PM	3:00 PM																
3:00 PM	3:15 PM	5		Advisory checkout		Advisory checkout		Advisory checkout		Advisory checkout							
3:15 PM	3:20 PM																
3:20 PM	3:35 PM	40		Enrichment Elective (Varies)		Enrichment Elective (Varies)		Enrichment Elective (Varies)		Enrichment Elective (Varies)		Varies					
3:35 PM	3:50 PM			Varies		Varies		Varies		Varies		Varies					
3:50 PM	4:00 PM																

		Class		Resources	
		Min		Friday	
8:00 AM	8:10 AM	10		Advisory (14 students)	
8:10 AM	8:30 AM				
8:30 AM	8:45 AM	50		Community Gathering (120 students)	
8:45 AM	9:00 AM				
9:00 AM	9:15 AM	45		ELA Seminar (20 students)	
9:15 AM	9:30 AM			Expert or resident teacher	
9:30 AM	9:45 AM				
9:45 AM	10:00 AM	45		Math Problem Solving (20 students)	
10:00 AM	10:15 AM			Expert or resident teacher	
10:15 AM	10:30 AM				
10:30 AM	10:45 AM	45		Sci Foundations Lab (20 students)	
10:45 AM	11:00 AM			Expert or resident teacher	
11:00 AM	11:15 AM				
11:15 AM	11:30 AM	45		Social Studies Seminar (20 students)	
11:30 AM	11:45 AM			Expert or resident teacher	
11:45 AM	12:00 PM				
12:00 PM	12:15 PM	45		Lunch	
12:15 PM	12:30 PM				
12:30 PM	12:45 PM				
12:45 PM	1:00 PM	45		Gym (40 students)	
1:00 PM	1:15 PM			Gym teacher	
1:15 PM	1:30 PM				

* While all classes - especially those led by expert teachers - will have room for teacher discretion, general expectations for incorporation of digital content will vary.

Class		Resources	Class	Resources	Class	Resources	Class	Resources		
Min	Monday		Tuesday		Wednesday		Thursday			
7:25 AM	7:40 AM	37	Advisory (14 students)		Advisory (14 students)		Advisory (14 students)		Advisory (14 students)	
7:40 AM	7:55 AM									
7:55 AM	8:02 AM									
8:05 AM	8:20 AM	57	AP Composition (30 students) or Other College-Level English Course (Varies)	Expert teacher (AP Comp) / Varies	AP Composition (30 students) or Other College-Level English Course (Varies)	Expert teacher (AP Comp) / Varies	AP Composition (30 students) or Other College-Level English Course (Varies)	Expert & resident teacher (AP Comp) / Varies	AP Composition (30 students) or Other College-Level English Course (Varies)	Expert teacher (AP Comp) / Varies
8:20 AM	8:35 AM									
8:35 AM	8:50 AM									
8:50 AM	9:02 AM									
9:05 AM	9:20 AM	57	Algebra 2 (20 students)		Stats (20 students)		Algebra 2 (20 students)		Algebra 2 (20 students)	
9:20 AM	9:35 AM									
9:35 AM	9:50 AM									
9:50 AM	10:02 AM									
10:05 AM	10:20 AM	57	AP American History Seminar (15 students)		American History Lecture (60 students)		Gym (40 students)		AP American History Seminar (15 students)	
10:20 AM	10:35 AM									
10:35 AM	10:50 AM									
10:50 AM	11:02 AM									
11:05 AM	11:20 AM	57	Foreign Language (30 students)		Foreign Language (30 students)		Foreign Language (30 students)		Gym (40 students)	
11:20 AM	11:35 AM									
11:35 AM	11:50 AM									
11:50 AM	12:02 PM									
12:05 PM	12:20 PM	57	Lunch For some students: Academic Support / Study Hall / Independent Study		Lunch For some students: Academic Support / Study Hall / Independent Study		Lunch For some students: Academic Support / Study Hall / Independent Study		Lunch For some students: Academic Support / Study Hall / Independent Study	
12:20 PM	12:35 PM									
12:35 PM	12:50 PM									
12:50 PM	1:02 PM									
1:05 PM	1:20 PM	57	Science Lecture* (60 students) *One semester only	Expert teacher Add'l teacher Tech used for monitoring	Science Lecture* (60 students) *One semester only	Expert teacher Add'l teacher Tech used for monitoring	Sci Lab / "TA" session (15 students)	Teacher (expertise varies)	Elective (Varies)	Varies
1:20 PM	1:35 PM									
1:35 PM	1:50 PM									
1:50 PM	2:02 PM									
2:05 PM	2:20 PM	57	College-style seminar: Philosophy (15-25 students) **One semester only		College-style seminar: Philosophy (15-25 students) *One semester only		Elective (Varies)		College-style seminar: Philosophy (15-25 students) *One semester only	
2:20 PM	2:35 PM									
2:35 PM	2:50 PM									
2:50 PM	3:02 PM									
3:05 PM	3:20 PM	30	Academic Support (Not required for all students)		Academic Support (Not required for all students)		Academic Support (Not required for all students)		Academic Support (Not required for all students)	
3:20 PM	3:35 PM									

* In second semester, student takes a science elective.

**In second semester, student takes an interdisciplinary course focused on the history of the Pullman community.

Class		Resources
Min	Friday	
7:25 AM	7:35 AM	10
7:35 AM	7:50 AM	
7:50 AM	8:05 AM	45
8:05 AM	8:20 AM	
8:23 AM	8:38 AM	45
8:38 AM	8:53 AM	
8:53 AM	9:08 AM	
9:11 AM	9:26 AM	45
9:26 AM	9:41 AM	
9:41 AM	9:56 AM	
9:59 AM	10:14 AM	45
10:14 AM	10:29 AM	
10:29 AM	10:44 AM	
10:47 AM	11:02 AM	45
11:02 AM	11:17 AM	
11:17 AM	11:32 AM	
11:35 AM	11:50 AM	45
11:50 AM	12:05 PM	
12:05 PM	12:20 PM	
12:23 PM	12:38 PM	45
12:38 PM	12:53 PM	
12:53 PM	1:08 PM	
1:11 PM	1:26 PM	45
1:26 PM	1:41 PM	
1:41 PM	1:56 PM	

4 Academic courses on Friday - rotate through w/ 5 subjects (FL "off" this Friday)

Sample Schedule for Individual Student B, 11th Grader

7:25 AM	7:40 AM	37	Advisory (14 students)		Advisory (14 students)		Advisory (14 students)		Advisory (14 students)									
7:40 AM	7:55 AM																	
7:55 AM	8:02 AM																	
8:05 AM	8:20 AM	57	Elective English (20 students)	Varies Computer Station	English Skill Support (30 students)	Expert teacher Resident teacher Computer Station	Elective English (20 students)	Varies Computer Station	English Skill Support (30 students)	Expert teacher Resident teacher Computer Station								
8:20 AM	8:35 AM																	
8:35 AM	8:50 AM																	
8:50 AM	9:02 AM																	
9:05 AM	9:20 AM	57	Trig / Pre Calc (30 students)	Expert teacher Computer Station	Trig / Pre Calc (30 students)	Expert teacher Computer Station	Stats (20 students)	Resident 1 teacher Computer Station	Trig / Pre Calc (30 students)	Expert teacher Computer Station								
9:20 AM	9:35 AM																	
9:35 AM	9:50 AM																	
9:50 AM	10:02 AM																	
10:05 AM	10:20 AM	57	American History (30 students)	Expert teacher Computer Station	American History Lecture (60 students)	Expert teacher Add'l teacher Tech used for monitoring	Gym (40 students)	Gym Teacher	American History Discussion (15 students)	Expert teacher								
10:20 AM	10:35 AM																	
10:35 AM	10:50 AM																	
10:50 AM	11:02 AM																	
11:05 AM	11:20 AM	57	Foreign Language (30 students)	Teacher (expertise varies) Computer Station	Foreign Language (30 students)	Teacher (expertise varies) Computer Station	Foreign Language (30 students)	Teacher (expertise varies) Computer Station	Gym (40 students)	Gym Teacher								
11:20 AM	11:35 AM																	
11:35 AM	11:50 AM																	
11:50 AM	12:02 PM																	
12:05 PM	12:20 PM	57	Lunch		Lunch		Lunch		Lunch									
12:20 PM	12:35 PM		For some students: Academic Support / Study Hall / Independent Study		For some students: Academic Support / Study Hall / Independent Study		For some students: Academic Support / Study Hall / Independent Study		For some students: Academic Support / Study Hall / Independent Study									
12:35 PM	12:50 PM																	
12:50 PM	1:02 PM																	
1:05 PM	1:20 PM	57	Science Elective (incl AP) (30 students)	Varies	Science Elective (incl AP) (30 students)	Varies	Science Lab (15 students)	Teacher (expertise varies)	Elective (Varies)	Varies								
1:20 PM	1:35 PM																	
1:35 PM	1:50 PM																	
1:50 PM	2:02 PM																	
2:05 PM	2:20 PM	57	Online course on Computer Science (15 students) *One semester only	Supported by resident teacher or graduate student	Online course on Computer Science (15 students) *One semester only	Supported by resident teacher or graduate student	Elective (Varies)	Varies	Online course on Computer Science (15 students) *One semester only	Supported by resident teacher or graduate student								
2:20 PM	2:35 PM																	
2:35 PM	2:50 PM																	
2:50 PM	3:02 PM																	
3:05 PM	3:20 PM	30	Academic Support (Not required for all students)	Varies	Academic Support (Not required for all students)	Varies	Academic Support (Not required for all students)	Varies	Academic Support (Not required for all students)	Varies								
3:20 PM	3:35 PM																	

* In second semester, student takes African-American Studies elective taught by a graduate student or pursues Independent Study project completing Web Design Project.

7:25 AM	7:35 AM	10	Advisory (14 students)			
7:35 AM	7:50 AM	45	Community (120 students)			
7:50 AM	8:05 AM					
8:05 AM	8:20 AM	45	English Elective (10 students)	Varies Computer Station		
8:23 AM	8:38 AM					
8:38 AM	8:53 AM					
8:53 AM	9:08 AM					
9:11 AM	9:26 AM	45	Stats (20 students)	Resident 1 teacher Computer Station		
9:26 AM	9:41 AM					
9:41 AM	9:56 AM					
9:59 AM	10:14 AM	45	American History Lecture (60 students)	Expert teacher Add'l teacher Tech used for monitoring		
10:14 AM	10:29 AM					
10:29 AM	10:44 AM					
10:47 AM	11:02 AM	45	Gym (40 students)	Gym teacher		
11:02 AM	11:17 AM					
11:17 AM	11:32 AM					
11:35 AM	11:50 AM	45	Lunch			
11:50 AM	12:05 PM					
12:05 PM	12:20 PM					
12:23 PM	12:38 PM		45	Foreign Language (30 students)	Teacher (expertise varies) Computer Station	
12:38 PM	12:53 PM					
12:53 PM	1:08 PM					
1:11 PM	1:26 PM	45	Elective (Varies)	Varies		
1:26 PM	1:41 PM					
1:41 PM	1:56 PM					

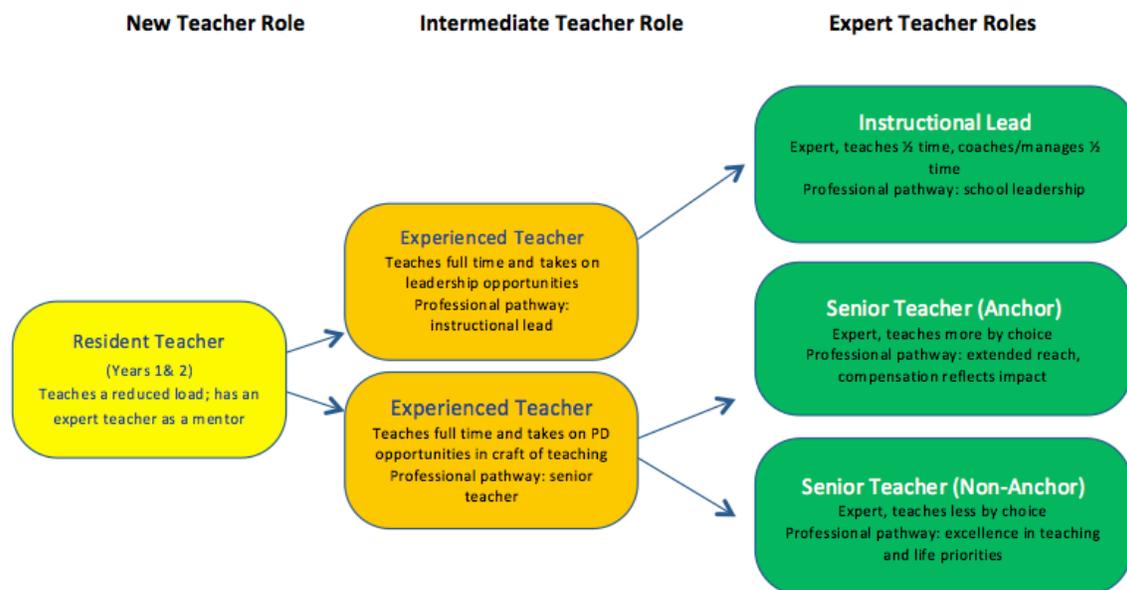
C

4 Academic courses on Friday - rotate through w/ 5 subjects (Sci "off" this Friday)

Teacher Roles and Approach to Professional Development

Teaching and Learning

We strongly believe the basis for student learning is interaction with excellent teachers. We believe we can maximize teachers' impact when we recognize and utilize the skills and expertise of individual teachers. By offering **differentiated roles**, with compensation to match responsibilities and reach to students, we aim to develop, leverage, and retain great teachers while elevating the teaching profession by providing multiple pathways for advancement based on excellence and results. The following visual provides a high-level overview of our differentiated roles and career pathways.



Resident Teachers

New teachers spend significant amounts of time in the classrooms of expert teachers as residents who assist in planning and execution of lessons. They also work with small groups, assess learning, and take on more responsibility as they build instructional capacity. On their own, they lead small and average size classes as well as facilitate skill practice, digital or otherwise, to build their classroom management abilities and provide high-quality instruction to students. Resident teachers have more time to reflect on their lessons and observe other teachers. They also receive weekly high frequency coaching with priorities and goals largely driven by their instructional coach, with increased input over time. A resident progresses to an experienced teacher by **consistently meeting or exceeding the professional goals in each performance area on his or her End of Year evaluation for the two consecutive years of residency**. Teachers who come to us with one year of successful fulltime teaching experience



may progress to an experienced teacher after only one year of meeting or surpassing their professional goals, but may take up to two years to achieve this status.

Experienced Teachers

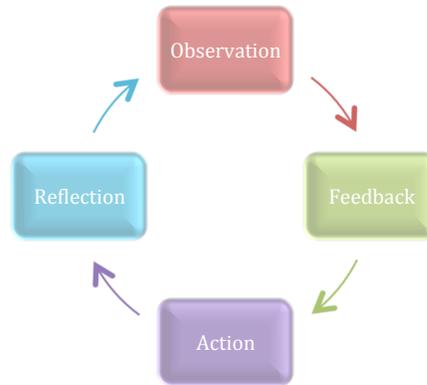
Experienced teachers have demonstrated the consistent ability to effectively plan and execute instruction, analyze student data, and maintain a positive and productive classroom culture while a resident or in another teaching position. Experienced teachers may progress to become expert teachers as they hone their practice over time. Experienced teachers must meet additional requirements in instructional excellence, and are encouraged to take on additional development and/or leadership opportunities that align with their goals. Experienced teachers receive regular high frequency coaching and collaborate with an instructional coach to determine their priorities and goals. An experienced teacher progresses to an expert teacher by consistently **meeting or exceeding the professional goals in each performance area of his or her evaluation for at least two consecutive years.**

Expert Teachers

Expert teachers have demonstrated advanced teaching practice and transformative results in the classroom. Expert teachers take on different roles that fit individual career and life priorities. These pathways include excellence in classroom teaching (with or without an extended-reach) or instructional leadership. Expert teachers help develop resident and experienced teachers, provide school-wide professional development, guide curriculum development, and are recognized and valued for their expertise. They continually grow and meet new challenges through their varied roles and leadership status among the staff. Expert teachers largely drive their own development with assistance of an instructional coach; they receive high frequency coaching that largely focuses on their self-guided professional goals.

Instructional Feedback Cycle

Feedback is the driver of supporting teaching and learning at Foundations College Prep. As professionals, we constantly seek out opportunities to improve our practice and become experts in our craft. Like in sports, music, and the trades, coaches and mentors help us excel and achieve better results by holding up the mirror to our work and guiding us to make adjustments to our practice. Instructional coaches work in much the same way; they guide teachers through **deliberate practice** resulting in increased student learning.



Instructional coaches are school leaders who observe teachers and provide feedback weekly. Teacher coaching is an effective form of continuous form of development and support. Coaches give direct, actionable feedback and also ask questions that allow teachers to reflect on their practice. Teachers implement the agreed upon action steps, and reflect on progress with their instructional coach. The result is an observation-feedback cycle that is focused on continuous improvement of student outcomes.

Instructional Coaching Expectations

Instructional Coaches

- Instructional coaches **observe** teachers at least 1x a week for at least 15-30 minutes
- Instructional coaches **meet with teachers face-to-face** 1x a week for 30-45 minutes to debrief the observation, co-analyze instructional data, and check in on progress toward professional goals
- Instructional coaching **provide holistic support** for teachers
- Instructional coaches **plan** for high-quality feedback
- Instructional coaches **record** teacher action steps weekly
- Instructional coaches **hold teachers accountable** to the agreed upon action steps
- Coaches are held accountable to teacher progress in evaluations by

Teachers

- Teachers **attend face-to-face coaching meetings** with instructional coaches 1x a week for 30-45 minutes to debrief the observation, co-analyze instructional data, and check in on progress toward professional goals
- Teachers **come prepared** to face-to-face-coaching meetings
- Teachers **implement** the agreed upon action steps in the classroom
- Teachers **reflect** on the action steps prior to the face-to-face meeting
- Teachers hold themselves accountable, bring ideas and insights of their own, acting in the drivers' seat of their own development
- Teachers are held accountable to their progress in evaluations by their direct supervisors



their direct supervisors

Professional Development

Summer Induction will take place 4 weeks before the school year begins. The table below represents the main topics that will be covered to adequately prepare teachers and staff.

Summer Induction Calendar	
Week 1	AM: Professional Culture, School Culture (PBIS), Advisory PM: Curriculum Acquaintance, Writing Unit Assessments
Week 2	AM: Data-Driven Practices, Instructional Non-Negotiables, Technology PM: Modifying Units, Writing Unit Assessments
Week 3	AM: Special Education and Services, Professional Development and Evaluation PM: Vertical and Horizontal Alignment
Week 4	AM: Revisiting Culture and Instructional Non-Negotiables, Preparing for Students PM: Writing Lessons for 1 st Unit

In addition to the Instructional Feedback Cycle, approximately 6 sessions each quarter are planned for team-wide professional development. The table below serves as an example of topics that will be covered; school leader observations and data will drive the actual topics covered each week to address the greatest areas of need.

School Year Professional Development Calendar	
Friday 1	<i>School Culture</i> : Creating a demanding, supportive, resilient culture together
Friday 2	<i>Instructional Excellence</i> : Warm/Strict and 100 Percent
Friday 3	<i>Tech for Effectiveness</i> : Using Kickboard to help manage student behavior
Friday 4	<i>School Culture</i> : Genuine (and sometimes difficult) conversations/PBIS share
Friday 5	<i>Instructional Excellence</i> : No Opt Out and Positive Framing
Friday 6	<i>Tech for Effectiveness</i> : Using Kickboard to help plan daily instruction



Data Day 1	Analyzing First Quarter Interims
Friday 7	<i>School Culture</i> : Building Culture in Advisory/PBIS share
Friday 8	<i>Best Practice Sharing</i> : Classroom culture (teacher-led)
Friday 9	<i>Instructional Excellence</i> : Data-driven decision making case study
Thanksgiving Retreat (M-W)	Revisiting school and professional culture, PBIS, team building
Friday 10	<i>Tech for Effectiveness</i> : Blended learning models
Friday 11	<i>Instructional Excellence</i> : Right is Right, Cold Call, Wait Time
Friday 12	<i>School Culture</i> : Strategies to Meet Social/Emotional Needs/PBIS Share
Data Day 2	Analyzing Second Quarter Interims
Friday 13	<i>School Culture</i> : Team Building
Friday 14	<i>Instructional Excellence</i> : Re-teaching based on student data/PBIS Share
Friday 15	<i>Best Practice Sharing</i> : Technology tools and strategies that work (teacher-led)
Friday 16	Special Education and Meeting the Needs of Exceptional Learners
Friday 17	<i>Instructional Excellence</i> : Evaluating student performance
Friday 18	School Culture Spring Deep Dive/PBIS Share
Data Day 3	Analyzing Third Quarter Interims
Friday 19	<i>Instructional Excellence</i> : Ratio and Write First
Friday 20	<i>Tech for Effectiveness</i> : Curricular resources
Friday 21	<i>Instructional Excellence</i> : Vegas/PBIS Share
Friday 22	Data-Driven Practice: Analyzing School Wide Data
Friday 23	<i>Best Practice Sharing</i> : Strategies for advisory (teacher-led)
Friday 24	<i>Instructional Excellence</i> : Planning for Next Year



Data Day 4	Analyzing Fourth Quarter Interims
Friday 25	End of Year lessons
Summer Induction	Returning and new staff attend Summer Induction

Instructional Framework

The *Foundations of Excellent Teaching* is a framework and rubric for defining and developing strong methods of teacher practice. It is designed to develop a common vision of excellence in teaching and drive development toward it. It contains only the most essential competencies, and is not meant to indicate every effective teaching skill or strategy. Instead, it focuses on the key performance indicators that drive student dramatic growth and achievement.

As a school, we recognize that teachers come to us at very different places and we do not expect everyone to master each strand at once, at the same time, or at the same pace. Instead, teachers work with an instructional coach to determine specific areas of focus together. Coaching and feedback will focus on those few goal areas at a time. Even more, the rubric is differentiated for resident, experienced (intermediate), and expert (senior) teachers. Resident teachers are evaluated on only the most foundational areas of practice. Experienced teachers are rated in a few more areas, and expert teachers are rated on the entire rubric. However, all teachers, including expert teachers, are only focusing on a few areas of the rubric at any given time. This allows teachers and coaches to focus on depth over breadth, and ensures that the rubric can actually act as a tool for instructional development.

The *Foundations of Excellent Teaching* rubric is designed to prioritize the following:

- **Simplicity, with enough detail** – The rubric is intentionally focused not on every one only the essentials we believe are consistent with transformative student growth, not every best practice in education. It is also has enough detail from a wide enough range of indicators that may push a teacher’s development at any level.
- **Mission and Model Alignment** – Indicators specifically connect to our mission and core values, and the rubric is differentiated for resident, experienced, and expert teachers.
- **Individualization** – The rubric allows for a greater degree of individualization than most tools of its kind. It is agnostic to any “type” of teacher or instructional philosophy.

The *Foundations of Excellent Teaching* has indicators in the following areas of practice:

BIG PICTURE PLANNING – Sets a Clear, High Bar for Student Learning

LESSON DESIGN – Designs Lessons Aligned to a Clear, High Bar for Student Learning

LESSON EXECUTION – Delivers Effective Lessons to Meet the Needs of All Students



LESSON ASSESSMENT – Assesses and Analyzes Student Learning Effectively

LESSON RIGOR – Maintains a Clear, High Bar for Student Learning

CLASSROOM CULTURE - Builds an Environment that Can Accelerate Learning

STUDENT ENGAGEMENT – Motivates Students to Achieve and Develop a Love of Learning

Evaluation

Foundations College Prep firmly believes in professional growth, accountability, and transparency around our goals. At Foundations, inquiry, feedback, observation, self-assessment, and external assessment occur frequently for all team members with one goal—to improve outcomes for students and fulfill our mission. This all starts with continually improving instruction, deepening our relationships with students and families, and maximizing our contribution to the team by living our core values.

Teachers are evaluated in the performance areas of **student growth, instructional practice** and **team contribution**. Teachers set individualized goals that are captured in each team member’s Professional Growth Plan, the guiding document for support, development and evaluation of teachers.

We built our own comprehensive rubric, *Foundations of Excellent Teaching* for use in driving teacher development. Ratings on the rubric are specifically linked to the **instructional practice** area of evaluation. The rubric is informed by tools and research from recognized leaders in the field, including Achievement First’s Essentials rubric, KIPP’s Framework for Excellent Teaching, Gates Foundation’s Effective Teaching Pathway and Measures of Effective Teaching project, and YES Prep’s Teaching Continuum, among others.

The table on the following page summarizes how each area is measured and their criteria as they relate to formative and final ratings, which are given midyear and in the spring. Ratings are used to determine all personnel decisions, including movement along our Career Pathways. The **Professional Growth Plan (PGP)** forms the foundation of individual teacher evaluations.

Teacher Evaluation Overview

<i>Performance area</i>	<i>How it is measured</i>	<i>Rating criteria</i>
<p>Student Growth</p> <p><i>How effective is your content team in driving student growth?</i></p> <p><i>What is your individual contribution to your content team?</i></p>	<p>Progress toward team student growth goals evidenced by NWEA and/or other assessments data</p> <p>Supervisor input on individual contribution to team effectiveness</p>	<p>Exceptional: Exceeding goals on PGP</p> <p>Acceptable: Meeting goals on PGP <i>or</i> making meaningful progress</p> <p>Unacceptable: Not meeting goals on PGP <i>or</i> not making meaningful progress</p>
<p>Instructional Practice</p> <p><i>To what extent is your instructional practice developing toward excellence?</i></p>	<p>Progress toward goals set on your PGP, evidenced by observations using the <i>Foundations of Excellent Teaching</i> rubric</p> <p>Maintaining <i>at least</i> baseline effectiveness in areas without goals set on your PGP, evidenced by observations using the <i>Foundations of Excellent Teaching</i> rubric</p>	<p>Exceptional: Exceeding goals on PGP and meeting or exceeding your baseline in 100% of areas without goals set on your PG;</p> <p>Acceptable: Meeting goals on PGP <i>and</i> maintaining at least your baseline in more than 80% of areas without goals set on your PG</p> <p>Unacceptable: Not meeting goals on PGP <i>or</i> not maintaining at least your baseline in less than 80% of areas without goals on your PGP</p>
<p>School Contribution</p> <p><i>What is your overall contribution to the school team?</i></p>	<p>Core values team survey by team</p> <p>Supervisor input on professionalism, advisory progress, and culture fit</p>	<p>Exceptional: Meets an average of 4.5 on a 5 point scale on survey</p> <p>Acceptable: Meets an average of 4 on a 5 point scale on survey</p> <p>Unacceptable: Less than 4 on a 5 point scale <i>or</i> serious professionalism or culture fit concerns</p>

***Quarterly student feedback is also utilized as another indicator of instructional practice. While the ratings on the feedback do not directly relate to evaluative ratings, they are taken into



account as general indicators and may drive professional goal setting and may in some circumstances be considered as part of supervisor input in final ratings. Feedback is solicited in the areas of care, engagement, clarity, challenge, classroom management, and quality of learning (from the Gates' Measures of Effective Teaching study, which showed strong correlation between favorable student feedback and effectiveness.)

Teacher Evaluation Process

We understand that educators come to us with differing levels of experience, areas of expertise, strengths, areas for growth, and personal career goals, and therefore development cannot be one-sized-fits-all. The evaluation process, detailed below, is designed so it can be tailored to the needs of individuals.

All team members complete a Professional Growth Plan (PGP) each year that documents and memorializes the growth and reflection of each individual. The PGP is a living document and is added to throughout the year, but specifically at the Midyear Check-in and Spring Evaluation.

Setting Up the Professional Growth Plan: Teachers perform a **self-evaluation**, evaluating themselves on the *Foundations of Excellent Teaching* rubric. They write a reflection **narrative** that includes their overall assessment of their personal strengths, areas for growth, career goals, preferred communication styles, and suggested supports. Teachers then develop preliminary professional goals in student growth and instructional practice, with or without a coach's support. Teachers send their self-evaluation, narrative, and drafted goals to their instructional coach at least one week before the goal-setting meeting. The self-evaluation, narrative, and the professional goals together make up the **Professional Growth Plan (PGP)**.

Solidifying Goals: After approximately 3 observations and at least 2 coaching meetings, as well as a **full baseline evaluation** on the rubric, the teacher and instructional coach sit down to review and solidify these goals for the year in a **goal-setting meeting**. Together, the instructional coach and the teacher ensure these goals are specific, measurable, feasible, and appropriately ambitious. Most importantly, these goals should help meaningfully drive development in the most important areas of practice. Instructional practice goals are set in *only a select few areas* of the rubric. In the relevant areas of the rubric where a teacher does *not* have goals set, teachers are expected to hold at least their baseline rating.

Instructional Coaching: Observation and feedback focuses on the instructional practice goals.

Mid-Year Check-In: Prior to the Midyear Check-In, the teacher **self-evaluates** his or herself on the relevant areas of the rubric and writes a **narrative** about his or her progress. The instructional coach compiles *all* the relevant data, makes a formative rating in each area (student growth and achievement, instructional practice, and advisory) and includes a narrative about the teacher's progress toward his or her goals. During the **Midyear Check-In**, teachers and instructional coaches check in on the progress toward these goals and instructional coaches share their



formative ratings, including evidence, with teachers in a discussion. Teachers and instructional coaches decide whether to keep or amend the goals for the remainder of the year.

Instructional Coaching: Observation and feedback focuses on the instructional practice goals.

Spring Evaluation: Prior to Spring Evaluations, the teacher **self-evaluates** his or herself on the relevant areas of the rubric and writes a **narrative** about his or progress. The instructional coach compiles *all* the relevant data, makes a **full evaluation** with the entire rubric, makes final ratings in each area (student growth and achievement, instructional practice, and advisory), and includes a narrative about the teacher's progress toward his or her goals. During the Spring Evaluation, teachers and instructional coaches discuss the **final ratings**. These final ratings are ultimately based on the rating criteria identified in the table above, and instructional coaches must provide evidence that supports their ratings in each area. Teachers who wish to contest their final rating may do so in writing to the principal, providing additional evidence to support their reasoning. Considering that evidence, the principal, with the support of the executive director, will determine if a rating change is appropriate at that time. The written contest of the rating will remain on record regardless of a rating change.

At this time, decisions about retention and/or promotion are finalized between the teacher and coach/principal.*

**As a team, we are transparent about strengths and areas for improvement. Teachers should assume that any performance issues would be faced head on. For that reason, we do not believe in the practice of asking our teachers back to return to school the next year. There are no surprises. Assume, unless you have had frank discussions with your coach or the principal, that we are invested in you and look forward to your return for the following year. However, because we know there are reasons team members may choose to leave, we ask the same frankness from you. Let us know your intention of returning for the next school year by March 31 so we can ensure that we have excellent teachers for our students.*



Curricular Choices at Foundations College Prep

Expert teachers will work with school leaders in the spring of 2014 to develop Common Core State Standards-based curriculum maps for each grade and subject. Initially, for middle school, the Achievement Network's interim assessments in middle school will help provide a schedule of assessed standards that serve as guide for these maps, set a high bar of rigor, and provide benchmarks for achievement. At the high school level, we will use the Noble Network's interim assessments. Over the course of several years, teachers and instructional leaders will work to modify the interim assessments, as necessary, to meet our specific curricular needs.

We have chosen several research-based frameworks, materials, and off-the-shelf curricula that, when combined with teacher-developed curriculum, will provide a robust, high-quality educational program for our students. Teachers will also have room to modify the curriculum maps throughout the year (while staying aligned to CCSS) to best meet the needs of their students. Our curricula will incorporate the rich menu of resources shown below.

Middle School Math

Connected Mathematics

Connected Math Project is a problem-centered middle school math curriculum that asks students to spend significant portions of time solving problems in contexts that require thinking, planning, reasoning, computing, and evaluating. Problem-centered math helps students make sense of and retrieve math concepts more readily. *Connected Math* focuses on depth of understanding, as well as on developing the necessary habits of mind that are conducive to the long-term study of mathematics. An independent study conducted by Claremont Graduate University's Institute of Organizational and Program Evaluation Research, reported that Connected Mathematics students demonstrated significantly greater gains in problem-solving, math communication, and math reasoning strategies than their peers using other math programs as evidenced by performance on the Balanced Assessment of Mathematics (BAM.) Problem solving courses will draw primarily on Connected Math, while adaptive digital curriculum will be used to support skill instruction in Math Foundations.

ST Math

Created by the MIND Research Institute, ST Math provides game-based, visual math instruction. This interactive program adapts to students' mastery as they progress through various skills and concepts targeted to their needs. ST Math focuses on improving conceptual learning and problem solving by visually representing concepts students learn during traditional instruction. Schools that use ST Math achieve at least double the growth in math proficiency than comparable schools.

iReady

iReady provides an online adaptive diagnostic to pinpoint the skills students most need to learn and then provides teachers with an action plan based on that data. Additionally, iReady provides individualized online instruction through videos and interactive activities that complement the teacher's action plan.



eSpark for Math Intervention

eSpark provides a personalized learning plan via the iPad by taking students' existing assessment data, diagnosing specific Common Core aligned goal areas, and then providing a suite of apps, videos, projects and assessments individualized for that student.

Middle School English Language Arts

Balanced Literacy including Small Group Intervention

Balanced literacy is an instructional framework within the Reader's and Writer's Workshop, based on the research of Marie Clay, Irene Fountas and Gay Su Pinnell. The balanced literacy approach combines several types of reading and writing experiences in balance, including read-alouds, shared reading, reading conferences, guided reading, and independent reading. In writing, these experiences include shared writing, interactive writing, guided writing, writing conferences, and independent writing. We will use Fountas & Pinnell's *Guided Reading* as a reading intervention with students who are below grade level or struggling to make adequate progress in reading fluency and comprehension. Students with special needs or those who struggle dramatically will receive interventions using programs such as Fountas & Pinnell's *Leveled Literacy Intervention*, *Wilson Just Words* and/or *Scholastic Read180*. The *Leveled Literacy Intervention* program is a small-group supplementary intervention strategy for below grade level readers. A 2010 efficacy study of LLI by the Center for Research in Education found that LLI positively impacts student achievement with benchmark reading gains of 64% in just 14.5 weeks of instruction¹, and many high-performing charters, like Namaste Charter School in Chicago, have found success with the program.

Teaching Basic Writing Skills

TBWS is a series of instructional strategies for the development of written language developed by Dr. Judith C. Hochman, former Superintendent of Greenburgh Graham Union Free School District in Hastings on Hudson, New York and founder of the Windward Teacher Training Institute. It specifically addresses sentence, paragraph and essay structure, as well as coherence and clarity in student writing with a focus on expository writing. TBWS will be used as a systematic approach to direct writing instruction in ELA in the middle school grades, but concepts can be applied in any subject area. TBWS will be an important supplement for writing within the larger framework of balanced literacy.

ThinkCERCA

ThinkCERCA is an online, CCSS-aligned literacy platform with tools and content that help teachers teach students to read closely, think critically, and develop powerful arguments. Their online library of leveled informational texts are curated into "CERCAs," where students must first closely and critically read on-level texts, build an argument in the CERCA format (claim, evidence, reasoning, counterclaim and audience), and share their thinking with the class. The tool also allows teachers to select and curate their own informational texts, and create their own "CERCA" projects.

Curriculet (formerly Gobstopper)

Curriculet is a digital reading platform that allows teachers to embed questions, quizzes, videos, and other activities within a text. Students access the text on a computer or tablet and respond to the teachers' activities as they engage with the text.

¹ <http://www.heinemann.com/fountasandpinnell/research/LLIEfficacyStudyReport2010.pdf>

iReady for ELA

iReady provides an online adaptive diagnostic to pinpoint the skills students most need to learn and then provides teachers with an action plan based on that data. Additionally, iReady provides individualized online instruction through videos and interactive activities that complement the teacher's action plan. Specifically in ELA, iReady targets reading strategies that students can apply more broadly to other texts they read in class or independently.

eSpark for Reading Intervention

eSpark provides a personalized learning plan via the iPad by taking students' existing assessment data, diagnosing specific Common Core aligned goal areas, and then providing a suite of apps, videos, projects and assessments individualized for that student.

Middle School Science and Social Studies

Core Knowledge Sequence

Based on the idea that what children are able to learn depends on what they already know, the Core Knowledge Sequence, provides a coherent, cumulative and content-specific core curriculum. Core Knowledge address the body of enduring knowledge and skills that students need to learn each year. The science and social studies components of the Core Knowledge Sequence provide a robust supplement to Illinois Learning Standards, as they provide resources and a detailed road map for teaching essential knowledge and skills in social studies (world and US history, civics and geography) and science (physical, biological and environmental sciences). There are also considerable opportunities for cross-curricular connections between the subjects and with the arts and English. Rowe Elementary, a successful K-8 charter school in Chicago, uses the Core Knowledge Sequence.

CK12 FlexBooks

FlexBooks were created by the CK-12 Foundation, which creates and aggregates high-quality curated social sciences content. The FlexBooks are free, standards-aligned, online textbooks that include text, videos, assessments, and other interactive activities.

Middle School Science

FOSS

FOSS (Full Option Science System) is a research-based science curriculum covering grades K-8, developed at the University of California at Berkeley's Lawrence Hall of Science². FOSS has been adopted by hundreds of school districts including large urban school districts. FOSS stresses that science is an active enterprise, and the program encourages students to think critically and construct new ideas through inquiry and hands-on investigations³. FOSS' third edition reflects the conceptual framework of the Next Generation Science Standards (National Research Council, 2012).

CK12 FlexBooks

FlexBooks were created by the CK-12 Foundation, which creates and aggregates high-quality curated STEM content. The FlexBooks are free, standards-aligned, online textbooks that include text, videos, assessments, and other interactive activities.

² <http://lhfoss.org/introduction/index.html>

³ Ibid.

Middle (and High School) ELA

Junior Great Books

ELA teachers in all grades will use Junior Great Books, a product of the nonprofit The Great Books Foundation, in conjunction with complete novels and informational texts. Junior Great Books provides teachers with expertly curated, textually complex leveled readings for grades 6-12, with an emphasis on historical and modern classics. Teachers and students can still exercise choice over novels, but Junior Great Books takes the guesswork out of choosing texts that adequately prepare students for college-level reading, writing and discussion. Various studies support their shared inquiry process as effective in improving oral reading skills and comprehension, as well as making significant contributions to superior reading, thinking and learning skills⁴. Two separate case studies yielded dramatic gains in ELA standardized test scores in Washington DC and New York City schools with more than 90% low-income students⁵. In addition to providing rich and challenging texts, Junior Great Books provides professional development for educators in their Shared Inquiry process of text-based discussion.

Middle and High School Interdisciplinary Projects

As a way to specifically build 21st century skills and real-world relevance into the school day, interdisciplinary project class is incorporated into students' weekly schedule. The course integrates academic content from multiple disciplines and allows students to hone skills like critical thinking, collaboration, and communication. Based on project-based learning principles developed by the Buck Institute for Education⁶, students will engage in an inquiry process in response to a complex question. Much like in college, students are guided by a skilled teacher, but have voice and choice in the direction of the project. Students will engage with a school-wide theme or challenge such as environmental justice. We will also draw on community resources and history.⁷ Each grade level designs a specific project around a driving question or series of driving questions, with student input. Teachers design grade-level appropriate inquiry projects, working closely with content teachers to reinforce core subject areas. In the case of the school-wide theme of environmental justice, 6th graders may address the question, "*how are food resources distributed in our area?*" Eighth graders may strive to determine "*how good is our soil and water?*" Tenth graders may investigate "*does the environment affect men and women equally?*" while 12th graders may strive to answer "*does income level relate to environmental quality?*" All projects culminate in sharing results with a public audience of community and school members. Culminating activities may include building a community garden and presenting to community members, reporting results of soil and water tests out to an expert panel, or conducting a community health awareness event. Rich experiences such as these are made possible by the redesign of the day and our staffing approach. We will be utilizing the Buck Institute's Common Core aligned Creativity and Innovation Rubric for Project-Based Learning⁸ to assess student work throughout the project and the product itself, and their Presentation Rubric for Project-Based Learning to evaluate student presentations.

⁴ <http://www.greatbooks.org/programs-for-all-ages/junior/research-effectiveness/research-on-shared-inquiry/>

⁵ <http://www.greatbooks.org/programs-for-all-ages/junior/research-effectiveness/shared-inquiry-results-slideshow/>

⁶ Buck Institute for Education, www.bie.org

⁷ For example, significant work has recently been done on documenting the rich, and historically important, Pullman porter experience – and broader African-American experience – with the Pullman Railcar company.

⁸ <http://bie.org/objects/cat/rubrics>

High School ELA

The Wheatley Portfolio

In conjunction with the Shared Inquiry model using Junior Great Books (cited above), high school teachers will have access to high-quality curriculum maps, The Wheatley Portfolio, by The Common Core Curriculum Mapping project. The Wheatley Portfolio (named after African American poet Phyllis Wheatley) are ELA maps are designed as a sequence of coherent and thematic units that showcase “text studies” that help guide students through close reading of rich, complex literature and informational texts written by a wide range of diverse authors. The Common Core Curriculum Mapping Project is already a leader in providing educators with high-quality curricula that are based on the Common Core State Standards⁹. Over twenty-five major school districts nationwide use the maps for their secondary ELA classrooms.

Collins Writing Program

Collins Writing Program is designed to crystallize the thought processes behind great writing in all subject areas. The program develops thinking skills with writing through 5 Types of Writing: capture ideas, respond correctly, edit for focus areas, peer edit, publish. The program places special emphasis on the fourth type, editing for focus areas. Frequent feedback, a portfolio system and focused assessments are hallmarks of the Collins Writing Program. Collins is currently used by the Noble Network of Charter Schools, which boasts the highest ACT scores of non-selection Chicago high schools.

High School Math

CME Project Common Core

The Center for Mathematics Education’s *CME Project Common Core* is a coherent, four-year, high school Common Core math curriculum published by Pearson and funded by the National Science Foundation. The curriculum centers on mathematical habits of mind and is designed around how knowledge is organized and generated within mathematics: the themes of algebra, geometry, analysis, probability, and statistics¹⁰. The curriculum follows a familiar course sequence of Algebra I, Geometry, Algebra II and Pre-Calculus that aligns with the learning goals of the ACT. The student-centered, problem-based program balances high rigor with an accessible approach for engaging all students. Walter Payton College Prep, one of Illinois’ top college prep high schools, currently uses CME Project as a part of its mathematics offerings.

High School Social Studies

California Board of Education Social Science Curriculum Frameworks

The California BOE is highly regarded nationally for setting a clear, high bar in social sciences. Their standards are specific and sophisticated, and their curricular frameworks provide robust course descriptions from ancient civilizations in 6th grade to American democracy and economics in 12th grade. California’s social science curriculum frameworks engage students in deep levels of content knowledge in world history, U.S. history, geography, and economics, and also require students to develop the critical thinking skills used by social scientists. An emphasis on historical figures and primary sources allows students to unravel the individual ideas and experiences behind historic events as they unfold

⁹ www.commoncore.org/maps

¹⁰ Trigonometry and calculus are covered but not identified as themes.



before them. CommonCore.org considers California’s social science standards exemplary¹¹. We are currently evaluating the best materials to support these standards in grades 6-12 and the AP College Board’s learning goals for AP U.S. History.

Social Studies Supplements and Partners

To promote the development of deep content knowledge and critical thinking skills, we will utilize the following resources to supplement our teachers’ creation of standards-based curricula: Holt’s African American History collection, Rethinking Columbus, Rethinking Globalization, and The Zinn Project. We are currently evaluating a partnership with Mikva Challenge. Mikva Challenge is a nonpartisan 5013 organization that develops and implements common core aligned curriculum that informs future civic leadership in underserved Chicago communities. Since 2000, Mikva Challenge has trained over 20,000 young people through elections, activism and policymaking programs. Mikva Challenge’s programs are designed to increase youth civic knowledge, develop students’ democratic leadership skills, and help young people become part of the solution to school, neighborhood and city problems.

High School Science

Next Generation Science Standards

Our high school science will align to the Next Generation Science Standards, which have three dimensions – core content across the science disciplines, scientific and engineering concepts, and cross-cutting concepts. The science concepts are taught coherently from K-12, and importantly, science and engineering are woven together, raising engineering design to the level of scientific inquiry within science education. We are currently evaluating several resources and textbooks from different providers and for readability, level of rigor, alignment of standards, and availability of practice problems and lab guides. Our philosophy is that science is about doing, not just reading from a textbook, so we are also evaluating materials that will support a robust laboratory and experiential learning. The California BOE’s science standards will also serve as a curricular guide because of their level of detail and clarity.

*A note on selecting high school curricula: We will involve faculty in ultimately deciding which of these curricular choices and supplemental resources to use. Based on our continual evaluation of our students and their needs, as well as the ever-changing curriculum landscape, our faculty, with the leadership of our Principal, will select curriculum resources that are rich, engaging and appropriate for our students when they reach high school grades.

¹¹ <http://www.cde.ca.gov/ci/cr/cf/documents/histsocsciframe.pdf>

Student Assessment Plan					
Grade	Assessment	Type of Assessment	Objective and Times Given	Benefits	Drawbacks
6-8	ANet Interims (Achievement Network)	Interim	To measure quarterly mastery of learning objectives and guide data-analysis to inform instruction; measure achievement to a national sample; given at the end of each quarter	Teachers can analyze data in teams and adjust planning accordingly; professional development provided by ANet; ANet staff are experts in the CCSS and will help teachers align instruction to the standards	Testing windows are set by Achievement Network; cost is relatively high
6-8	NWEA	Diagnostic, Adaptive and computerized	To measure math, reading and language growth to a national sample; given at three intervals throughout the year	Useful diagnostic for teachers; Gives individual growth measurements; a good tool for discussing with parents; instant results	Does not give question-specific data
6-12	PARCC	Performance Based Assessment (PBA) and Summative End of Year (EOY)	To assess progress toward mastery of the Common Core State Standards; PBA taken after 75% of school year; EOY taken after 90% of school year	Benchmarks performance against the schools in 22 states adopting PARCC; PBAs capture insights into skills such as writing, problem solving and analysis	It is early in the development of the assessment
9-12	Noble Interims	Interim	To measure quarterly mastery of learning objectives and guide data-analysis to inform instruction; measure achievement to a national sample; given at the end of each quarter	Teachers can analyze data in teams and adjust planning accordingly; quick turnaround time (Scantron based); benchmark against Noble's performance	To be accurate, teachers must teach content in rigid order
9 -11	EPAS (Explore, Plan, ACT)	Summative, Standardized	To measure progress toward college readiness; given at beginning and end of year	Shows growth from the beginning to end of year	10 th grade traditionally shows less growth
11	ACT	Summative, Standardized; First of year and again in April of 11 th grade	To assess college readiness in math, English, reading and science	Well-recognized by most colleges and universities in the Midwest	Not as well recognized by West coast and East coast colleges and universities

12	COMPASS	Summative, untimed, computerized	To assess reading, writing, and math to help colleges evaluate skills and placement; given at the end of the year	Fast, accurate and comprehensive; remote testing is available	Cost
6-8 and 9-12	Teacher-created	Diagnostic, Formative; ongoing	To assess current students mastery, understanding for the purpose of adjusting instructional methods		Quality and validity of data is variable



Student Recruitment Strategy

Our efforts to build strong community connections and partnerships form the cornerstone of our student recruitment strategy. Darren Armstrong, our Dean of Operations and Sustainability, is leading our student recruitment efforts with the support of our community engagement staff and interns. The key to successful student recruitment is getting out and talking to parents; all of our school leadership team is also pounding the pavement as much as possible. We have been working with Citizen Consulting Group since the fall of 2013 to build upon the community engagement work we have done over the past two years. One of the strengths of working with Citizen is their access to a large community outreach database of residents in the Far South community. We have also been working with Citizen to increase our capacity, knowledge, and skills around community engagement.

We have a citywide enrollment policy, and have disseminated our application forms at events targeting the far south side. We continue to collect information on interested students and families and we are actively following up with all interested parents through email, phone calls, and handwritten notes to ensure they are completing the enrollment process. We hosted several Parent Information Sessions and Enrollment Sessions to provide interested parents a forum for meeting the school leadership team, asking any questions they have about Foundations, and receiving assistance with completing the enrollment paperwork.

We have continued to engage families after they have applied, and have encouraged enrolled families to invite other interested families to our summer events. We will continue our recruitment efforts through the summer.

Below is high-level summary of our marketing strategy for student recruitment.

Face to Face Interactions with Parents

We have found that most of our enrolled students have been sourced through face-to-face interactions, as well as referrals from other parents and trusted sources. We have organized informal opportunities for parents and other stakeholders to meet the Foundations team. Specifically, we have solicited opportunities to introduce Foundations at the following:

- Local businesses and major retail centers, such as the new Pullman Park Walmart
- Churches, such as House of Hope
- Recreation centers, such as the Ray and Joan Kroc Center, and daycares
- Social service advocacy organizations, such as Catholic Charities and Metropolitan Family Services
- After-school & youth programs
- Education nonprofit organizations
- School expositions

While introducing parents to Foundations, we are simultaneously establishing our permanent presence in the community so as to build trust and enable transparency.



Parent Information Sessions

This is a more intimate setting to further inform parents and community members about Foundations' mission and core values, address questions and concerns, and seek their input. Parents are provided informational handouts and applications. Our presentation is largely based on Foundations' core values and culture, and parents learn about the safe and nurturing environment we provide, our college-prep curriculum, the importance of increased instructional time we offer students, our emphasis on technology and blended learning, and our vision for parent involvement.

CPS Data

We have used CPS data to identify failing/closed neighborhood schools that serve the same students we're looking to recruit. In these same neighborhoods, we have completed a mass mailing campaign to reach parents and inform them about what we offer.

Advertising Campaign

We are conducting a robust campaign to advertise the enrollment opportunities at Foundations. Foundations staff has disseminate marketing materials throughout targeted areas, including posting materials in aforementioned public spaces as well as listing posts in community bulletins and newsletters. We will also run select radio advertisements beginning in mid-July. "Marketing materials" include but are not limited to: flyers, posters, social media, cups, folders, buttons, and magnets.

Door-to-Door Outreach

Our staff, with the help of the board, interns, volunteers, and trained Citizen staff, have been making personal contact with families within targeted South Side communities. The strategy consists of door-to-door visits to inform families about Foundations, to listen to what educational opportunities community members want for their children, and to encourage parents to attend information sessions or follow up with staff. Our goal is to target a minimum of 1,000 households identified as high-potential enrollees as indicated by sign-up sheets from meetings, information gathered from door-to-door introductions, CPS data, mailing lists, phone canvassing, and referrals. Our goal is to also express that Foundations will serve as a new anchor and asset to the community.

Phone Canvassing

Trained Citizen staff have called more than 500 households identified as reporting students in our age range to discuss enrollment and give them more information about Foundations. Phone canvassing has helped us identify which families to follow up with for more information, invitations to group presentations or events, and for referrals for more potential families.

Parent & Community Advocates

Current supporters and parents of enrolled students are our best ambassadors. We are forming a group of local parents of Foundations applicants committed to forging alliances with other parents in hopes of enrolling more students. At-large community members and community organizations are also reaching out to parents and other organizations to spread the word and offer references.

Alejandra Garza

Alejandra Garza has built a distinguished career working in both the corporate and the non-profit world providing her with a unique understanding of how to create and implement successful business strategies within both sectors.

Currently, MS. Garza is the Executive Vice President of The ClareFolio Company, a women-owned business that is dedicated to helping consumer understand health insurance, health reform, and insurance marketplace. Alejandra is strongly committed to changing the health care status of minority communities through education, technology, transparency and cultural competency.

Ms. Garza has specialized in marketing and business development within the health care industry and has worked with various corporations such as UnitedHealthcare where she was responsible for marketing to public sector clients such as federal government, states, municipalities, school districts and labor & trust. Prior to joining UnitedHealthcare, Ms. Garza was part of Aetna's Emerging Markets Initiative that focused on developing relationships with Latino and African-American consumer and business leaders.

Ms. Garza has been instrumental in supporting the Latino immigrant community. Currently she is on the board of Instituto del Progreso Latino, which provides educational, adult training and citizenship services to the Chicago Latino immigrant community. During her more than fifteen years working with Instituto del Progreso Latino, Ms. Garza has held many positions including board president (twice), treasurer and marketing committee chair. While under her leadership, Instituto established new strategic direction, created initial branding standards and recently inaugurated Instituto Health Career Sciences Academy, Chicago's first health science charter high school.

In addition to being on the board of Instituto del Progreso Latino, Ms. Garza has been a member of the Board of Directors of National African American Insurance Association, the University of Illinois Alumni Association, and George M. Pullman Educational Foundation.

Ms. Garza received a Bachelor of Arts in psychology from University of Illinois at Chicago and a Master of Business Administration from the University of Chicago. Ms. Garza recently participated in Harvard Business School's Executive Education Program on "Governing for Nonprofit Excellence."

Jeffrey T. Donoghue



Summary Mission driven, outcome oriented professional with classroom experience and extensive project and change management skills. Experience driving evidence based planning and decision making across diverse stakeholder groups, including executive management.

Relevant Experience

Jan 12-Current: Cancer Treatment Centers of America, Schaumburg, IL

Director, Financial Planning

- Directing multi-billion dollar, enterprise wide budget cycle for national network of specialty cancer hospitals
Redesigning process and managing culture change to reduce profile of yearly budgeting and implement rolling quarterly forecasts as management and control tool
Developing infrastructure, process, and training to improve strategic outcomes-based budgeting and decision making

Jul 05-Dec 11: Chicago Public Schools, Office of Management and Budget, Chicago, IL

Senior Manager for Performance Budgeting

- Leader on senior team responsible to plan and execute \$5.1B operating budget
Managed several high level budget policy projects, including studies on charter equity and Weighted Student Funding
Designed from scratch and managed effort to drive evidence based decision making across the entire district budget.
FY11 and FY12 budgets included over \$5B directly tied to specific, measurable goals and activities, with ongoing tracking of both financial and outcome data

Project Manager

- Developed and managed district wide Investment Planning process, developing relationships and building capacity among dozens of district stakeholders to research and track outcome data and cost-effectiveness of programs
In first year, over \$2B tied directly to specific, measurable outcome goals
Provided analysis to senior staff on major budget policy issues, including funding formulas and budget autonomy and accountability
Led teams of analysts on cross functional projects including per pupil funding equity analysis and financial effects of labor proposals; also trained new analysts

Senior Budget Analyst

- Directed the creation and implementation of special education staffing formula, which equalizes and reduces average student-teacher ratio, improves efficiency
Worked closely with principals to assist and implement special ed staffing decisions
Managed planning and execution of large district-wide budgets, including special education (\$775M) and a \$100M high school programs restructuring

Aug 02-Jun 05: Lakeside School District, Lake Village, AR

Secondary Math Teacher

- Implemented and assessed progress on Geometry and Algebra I curriculum for high-poverty student body of grades 9-12
Increased mathematics proficiency from zero to 60%
Reduced percentage of students deemed "Below Basic" by more than half

Department Chair

- Created and administered school-wide supplemental math program
Managed faculty and served as its representative on cross-curricular initiatives
Primary analyst of educational data for administration and faculty

June 00-Dec 01: Cutler Group, LP, Chicago, IL

Assistant Market Maker, Equity Options, Chicago Board Options Exchange

- Identified arbitrage opportunities and assisted with trading decisions
Acquired advanced skills to quicken decision making and quantify risk
Taught options theory curriculum in classroom environment

Education

Graduate: **University of Illinois – Chicago**, Chicago IL
Masters of Public Administration, May 2009

Undergraduate: **Northwestern University**, Evanston, IL
Bachelor of Arts, June 2002

- **Major:** Mathematical Methods in the Social Sciences (MMSS) – Graduate level program in applied statistics and mathematics in the social sciences
- **Double Major:** Economics **Minor:** History

Awards & Organizations

- **Teach for America** – Member of highly selective corps committed to closing the achievement gap in American public schools, through strategic and relentless leadership both inside and outside the classroom
- **Pi Alpha Alpha Honor Society** – Top 10% of MPA students nationwide
- **Teacher Certification** – State of Arkansas, Mathematics 7-12 (lapsed)
- **National Merit Finalist** – Top 1% of American high school students

Skills & Training

- Record of strong leadership, management, change process, and training skills
- Education in data analysis, statistical modeling, and advanced mathematics
- Expertise in education policy, education finance, and public administration
- Highly skilled in analysis tools, including SPSS, Oracle ERP, MS Access and Excel
- Experience in formal project management and survey methods

BOARD CHAIR



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Matt Lewin has devoted his career to serving as bond counsel and underwriter's counsel on a wide variety of municipal financings, including private activity and general governmental bond issues, throughout the United States. The focus of his practice has primarily centered on tax-exempt financings for charter schools, public housing, multi-family affordable housing, elementary, secondary and higher education, health care and miscellaneous 501(c)(3) not-for-profit organizations, small issue (manufacturing), solid waste financings for landfills and other private entities, utilities, port facilities, empowerment zone facilities, airports, stadiums and governmental facilities.

Matt founded and chairs GT's Charter School Group consisting of 60 attorneys nationwide active in the charter school community. He specializes in charter school finance and, in particular, the national market for the issuance of charter school revenue bonds.

Matt was bond counsel in connection with the issuance by the Chicago Housing Authority of its \$291 million Capital Program Revenue Bonds, Series 2001, which represented the first securitization of federal public housing capital grants ever undertaken in the United States. The transaction was selected as *The Bond Buyer's* inaugural "Deal of the Year" in the United States. He was underwriter's counsel in connection with the joint issuance by 37 Alabama public housing authorities of their \$125 million Capital Fund Revenue Bonds, Series 2003, representing the first pooled securitization of federal public housing capital grants ever undertaken in the United States. The transaction was selected as *The Bond Buyer's* "Southeast Deal of the Year" for 2003.

Matt has written several articles regarding the issuance of public housing authority capital fund revenue bonds and is a frequent speaker on this topic at NAHRO, PHADA and other PHA national, regional and state conferences.

Areas of Concentration

- Charter schools
- Education
- Affordable multi-family housing
- 501(c)(3) not-for-profit
- Public housing
- Industrial development revenue bonds - manufacturing
- Solid waste, sewage and other environmental disposal
- General purpose governmental bonds
- Renewable energy
- Tax increment financing

Significant Representations

- Served as bond counsel, underwriter's counsel, credit enhancer's counsel and/or borrower's counsel on multiple charter school revenue bond financings in several states.
- Served as counsel to Fannie Mae and Freddie Mac in connection with purchase or credit enhancement of 25 single-family and multi-family housing bond issues pursuant to New Issue Bond Program.
- Served as counsel to Fannie Mae in connection with its loans to public housing authorities secured by capital funds.

Assisted in structuring these obligations as "private activity bonds" for use in mixed-finance low-income housing tax credit transactions.

- Served as bond counsel to the Chicago Housing Authority in connection with its issuance of multi-family housing revenue bonds to finance mixed-income, mixed-finance redevelopment of multiple affordable housing developments.
- Served as bond counsel in connection with tax-exempt Midwestern Disaster Area Bonds combined with New Markets Tax Credits.
- Served as bond counsel or underwriter's counsel on over 60 501(c)(3) bond issues since 2000.
- Served as bond counsel in connection with multiple privately owned landfill financings in several states.

°Some of the above representations were handled by Mr. Lewin prior to his joining Greenberg Traurig, LLP.

Professional & Community Involvement

- Member, National Association of Bond Lawyers

Awards & Recognition

- Listed, *Super Lawyers* magazine, *Illinois Super Lawyers*, 2013
- Listed, *The Best Lawyers in America*, Public Finance Law, 2012-2013
- Listed, Leading Lawyers Network, 2008-2013
- Listed, *Chambers USA Guide*, National - Banking and Finance Law, 2009-2013

Articles, Publications & Lectures

Articles

- Co-Author, "Local PHAs Use HUD Capital Grants to Back Bonds," *Affordable Housing Finance*, May 2003
- Author, "Growing Trend of HUD Capital Grant-Backed Housing Bonds Offer Win-Win for Investors, Communities," *Asset Securitization Report*, March 10, 2003
- Author, "Capital Fund Revenue Bonds Become Increasingly Popular," *Affordable Housing Finance*, September 2003

Speeches

- Speaker, "Conduit Tax-Exempt Bonds," CDFA Illinois Financing Roundtable Webcast: Unlocking the Development Finance Toolbox in Illinois, December 10, 2012
- Panelist, "From Vision to Reality: Evaluating Developing and Financing your Ideal School Facility," Illinois Network of Charter Schools' 2012 Statewide Conference, Chicago, IL, October 29-30, 2012
- Panelist, National Association of Bond Lawyers 501(c)(3) Financings-Charter Schools, October 2009
- Speaker, "Recovery Zone Facility Bonds, Build America Bonds and Midwestern Disaster Area Bonds," Quad Cities Regional Economic Development Authority Luncheon, September 23, 2009
- Speaker, "Green Initiatives for the Tax-Exempt Market," Council of Development Finance Agencies Sustainable Public Finance Symposium, March 5, 2009
- Speaker, United States Department of Housing and Urban Development Annual Conference on Capital Fund Revenue Bonds, September 2007
- Speaker, United States Department of Housing and Urban Development Annual Conference on Capital Fund Reserve Bonds, Spring 2006
- Speaker, Public Housing Authorities Directors Association Annual Conference, Reno, NV, Spring 2005

Education

J.D., *magna cum laude*, Indiana University Maurer School of Law, 1981

- *Order of the Coif*

M.B.A., Indiana University Kelley School of Business, 1981

B.S., *summa cum laude*, State University of New York at Albany, 1977

- Phi Beta Kappa

Admitted to Practice

- Illinois

Yondi Morris

(e) ymorris@kmrlawgroup.com

EXPERIENCE:

- 2012-present **KNIGHT, MORRIS & REDDICK LAW GROUP**, Chicago, IL
Co-founder & Attorney
- Assists clients in the formation of Limited Liability Companies and Non-Profit and manage their daily legal matters
 - Manage and assist clients with their residential real estate closing
 - Appeal clients commercial and residential property taxes in an attempt to lower their property taxes
- 2011-2012 **SPECIAL COUNSEL, Schiff Hardin LLP**, Chicago, IL
Contract Attorney
- Assisted in the defense of a major agribusiness company against negligence and product liability allegations by reviewing documents for pertinent legal issues and attorney client privilege
- 2010-2011 **PERSPECTIVES LEADERSHIP ACADEMY**, Chicago, IL
Substitute, Special Education Teacher
- Increased proficiency of algebra and geometry for students with special needs by creating individual lesson plans
 - Implemented instructional strategies and provided classroom management solutions for students with learning disabilities
- Summer 2009 **CBS BROADCASTING**, Los Angeles, CA
Legal Intern
- Drafted memorandum for General Counsel regarding CBS' exposure and potential liability for defamation claim
 - Analyzed and presented Fair Use Act research to General Counsel as a possible defense to copyright infringement suit
 - Analyzed final cuts of "America's Next Top Model" for copyright infringement and legal appropriateness
- Summer 2009 **K&L GATES**, Chicago, IL
Summer Associate
- Researched and wrote memoranda on employment discrimination under Title VII of the Civil Rights Act when client alleged he was fired as a result of racial discrimination
 - Drafted article in firm's newsletter discussing tenant liability of environmental waste in commercial buildings under CERCLA
- Summer 2008 **ARIEL INVESTMENTS**, Chicago, IL
Legal and Compliance Intern
- Worked with the General Counsel to determine whether the company's marketing strategies were compliant with SEC regulations for mutual fund advertising and suggested recommended changes for noncompliant material
 - Researched Investment Company Act of 1940 to ensure that company was in compliance with mutual fund restrictions
- 2005-2007 **NORTHWESTERN UNIVERSITY SCHOOL OF EDUCATION AND SOCIAL POLICY**, Evanston, IL
Research Analyst for Jim Spillane
- Contributed to a book on educational leadership by shadowing and interviewing Chicago Public School administrators, teachers and coaches in an effort to examine how instructional leadership is distributed
- 2004-2006 **NORTHWESTERN UNIVERSITY**, Evanston, IL
Project Coordinator *Sister to Sister: An Ethnographic Study of the Social Consequences of HIV/AIDS for Black Women*
- Conducted 45 interviews of women suffering from HIV/AIDS for publication on the social consequences of Black women with the disease focusing on employment, education and family life

EDUCATION:

NORTHWESTERN UNIVERSITY SCHOOL OF LAW, Juris Doctor, GPA: 3.4

Leadership Positions: President, Black Law Student Association; IL Representative, Black Law Student Association; Student Bar Association; Judicial Clerkship Committee; Teacher's Assistant for Negotiations Course

Awards: Harold Washington Leadership Award; Dean's List

SPELMAN COLLEGE, Bachelor of Arts, Sociology, Cum Laude, GPA: 3.5

Awards: Dean's List; Alpha Kappa Delta International Honor Society; THESIS: *Skin Complexion and the Perception of Success Among African American College Women* (Thesis awarded First Place, Association of Black Sociologists' Paper Contest)

ACTIVITIES & MEMBERSHIPS:

Legal Prep Academy Charter School; Co Chair of Development Committee and Executive Advisory Board Member, Black Women Lawyers Association; Member, Business Networking International; Member & Social Chair

BEN REEVES

EXPERIENCE

BRIDGEWATER ASSOCIATES, Westport, CT

2012-current

Client Service Associate

Advise clients on portfolio construction and account structuring for at large hedge fund.

MCKINSEY & COMPANY, Chicago, IL

2007-2011

Engagement Manager / Associate

ROLE: Engagement manager. Lead high-profile operations strategy, product cost optimization, and strategic projects for senior executives of large corporations and Private Equity firms. Manage senior client relationships and provide problem solving leadership, project management, and coaching for teams of 4-20 consultants and clients. Typical senior client relationships with COO, GM of a major division, or functional SVP

INDUSTRY FOCUS: Industrial products, energy and basic materials, Private Equity

FUNCTIONAL FOCUS: Operations strategy, product development and material cost optimization, and due diligence and strategy. Recognized as expert in design to value.

See next page for selected projects

ELKAY MANUFACTURING COMPANY, Oak Brook, IL

Summer 2006

Corporate Development Intern

Worked on deal process for three potential acquisitions of building products companies, including owning valuation models, strategic analysis, and communication with target investment bankers. Recommended against all acquisitions

“MORE THAN WHEELS” / “BONNIE CLAC”, Lebanon, NH

Summer 2004

Award-winning non-profit in New Hampshire providing low-income car loans to people with moderate incomes

Worked with CEO/founder and operations manager on top team responsibilities. Founder agreed to take non-operational role after project. Developed tactical marketing and growth plan; clients served grew 40% in next year. Directed creation of web-based customer tracking and business management system, which is still in use

IBM, STRATEGY AND CHANGE GROUP, Cambridge, MA

2001 - 2004

Associate Consultant / Consultant (post MBA role)

Growth strategy and portfolio optimization analyst for IBM services and hardware groups. Developed growth strategies and market entry strategies for data-driven businesses, and analyzed asset divestiture opportunities

MAINSRING, INC., Cambridge, MA

1999-2001

Boutique consulting firm focused on Internet business and growth strategy. Acquired by IBM in 2001.

Analyst / Senior Analyst

Developed growth strategies for industrial and financial services clients, often related to e-commerce. Created turnaround plans for companies in distress

EDUCATION

THE UNIVERSITY OF CHICAGO, BOOTH SCHOOL OF BUSINESS / HARRIS SCHOOL OF PUBLIC POLICY, Chicago, IL

2007

M.B.A. / M.P.P., Concentrations in Finance, Economics, Political Economy.

Honors: Booth - Highest Honors (top 5% of MBA class), Ryerson Tull Award for most outstanding academic record in general management (one of five academic awards granted each year). Harris - Dean's Merit Scholarship, 3.93 GPA

Quarter in Botswana consulting for Barclays about microfinance offerings as part of international management lab

HAVERFORD COLLEGE, Haverford, PA

1999

Bachelor of Arts, magna cum laude, Religion and History (both honors).

Captain and All-Conference soccer. Member of string quartet as cellist.

PERSONAL

- Lifelong interest in soccer as player and coach. Played college, minor league, and high level men's amateur. Assistant for University of Chicago men's team and coached Massachusetts state champion 16 year-old boys' team.
- Enjoy travel, particularly in Africa, being outside in Vermont, music, and reading.

ATTACHMENT: SELECTED MCKINSEY & COMPANY ENGAGEMENTS

OPERATIONS STRATEGY

- Developed strategy for large mining company to increase ore processing capacity, evaluating capital builds up to \$2B, partnerships, acquisitions, and ore sales using linear optimization model. After initial diagnostic, focused analysis on bottleneck areas and developed low-cost paths to improve processing throughput of existing assets. Team on track to generate \$200M - \$400M in NPV
- Developed operations plans and cost reduction targets for multi-billion dollar planned solar power installation, including assessment of construction design, construction costs and bids, procurement of materials, and project schedule. Assessed risks of automated assembly process in series of workshops with design engineers and operations staff. Worked directly with COO to set and evolve agenda as operating constraints changed due to requirements of potential equity investors and other financiers.
- Analyzed ROIC improvement opportunities for \$2B business unit of leading construction equipment company. Developed governance process for Business Unit GM to drive performance improvements with his team. Coached GM in weekly management meetings with his team. Worked with individual program leaders to improve revenues through better sales and marketing, reduce variable manufacturing costs, and improve parts sales. Business unit achieved stretch profit targets
- Assessed all operating improvement levers for coal power plant with weak position in power stack in one month diagnostic. Identified 10%+ in variable cost savings and capital savings. Worked with plant manager and dispatch manager to understand dispatch market parameters and potential operational levers to improve revenue performance
- Created turnaround program for under-performing telecoms company in Nigeria, with initiatives focused on high-potential revenue and cost areas. Developed governance process, and led leadership team of 10 in daily and weekly progress meetings. Team's work improved profit trajectory by 15%

MATERIAL COST OPTIMIZATION AND PRODUCT DEVELOPMENT

- Reduced industrial equipment product cost by 50% using combination of design, procurement, and lean assembly techniques. Developed design idea generation and validation process with head engineer. Created and implemented new processes for supplier collaboration and identification. Trained six member client team in methodology and supported them in management presentations
- Identified 15% in cost savings from procurement for military equipment manufacturer that were captured in year based on clean sheet cost modeling. Worked with head of procurement on identifying and implementing cost savings, and engineering team to validate cost assumptions and process
- Diagnosed underlying organizational issues and developed turnaround plan for underperforming R&D unit of major construction equipment company. Led client team of 15. Achieved impact by developing objective fact base with surveys, and interviews with the top team and senior stakeholders. Built consensus on path forward with top team presentations, large, collaborative stakeholder workshops, and small group counseling sessions with head of R&D and CTO. Identified needed management team changes, new roles and reorganization required, and created 24 month roadmap to impact
- Led product cost optimization program through product design and procurement at leading CPG manufacturer. Reduced cost by 10%-25% in each of two packaging categories and three product categories. Led implementation of design changes
- Identified 20% cost savings in packaging for global candy manufacturer working with lab techs, packaging manager, plant shift manager, and marketing manager in two week diagnostic. Presented findings and path to capture to country top team

STRATEGY AND DUE DILIGENCE

- Led due diligence of industrial distribution company for large Private Equity firm. Assessed operational opportunities across all cost areas of target's P&L (primarily procurement, logistics, warehouse efficiency). Investment team acquired the company. Operational improvements are underway
- Led due diligence of industrial distribution company, including assessment of sustainability of profits in value chain, projected market growth, potential growth initiatives, and macro-economic exposure and risks. Developed macro- economic growth model using correlations of sales and market trends with economic indicators. Worked with Managing Director and presented independent findings to deal team and debt investors. Target was acquired
- Modeled macroeconomic impacts and underlying microeconomics of policies designed to promote distributed renewable generation technology in Midwestern state for non-profit group and state energy commission

VICE CHAIR

Douglas P. Sutton



Qualification Summary

- Current leadership position in BMO Capital Markets and historically other financial institutions
- Board level experience in for profit and non-profit organizations

Experience

1980 - 1982 **Coopers and Lybrand**

Consultant in Benefits and Compensation

- Responsible for assisting in the development and execution of consulting projects

1982 – 2003 **Bank One Corporation and processor banks**

Vice President – Division Head of Commercial Banking 1982 -1992

- Increasing levels of responsibility in Commercial Banking for managing accounts and people

Senior Vice President – Capital Markets Group 1992 – 2003

- Built products and staff in mergers and acquisitions, mezzanine finance, private placements, derivatives, leasing, and syndications

2003 - present **BMO Capital Markets Corporation**

Managing Director and founder of BMO Mezzanine Fund

- Created and grew a \$300 million fund to invest subordinated debt and equity in middle market companies throughout the United States.

Education and Board Positions

1976 – 1980 Duke University, Durham, NC

Bachelor of Arts – Managerial Science

1982 – 1985 Kellogg Graduate School of Business, Northwestern University, Evanston, IL

Masters of Management

2000 – 2007 CHEMCENTRAL Corporation, Bedford Park, IL Board of Directors

Billion Dollar privately held chemical distribution company, sold in 2007

1993 – 1996 Museum of Science and Industry, Chicago, IL Junior Board of Trustees

2008 – 2010 Skokie Country Club, Glencoe, IL President and Director

LANETTA HAYNES TURNER

Email: lturner@cookcountyjustice.org

Areas Of Expertise

- Program Management and Supervision
- Fund Development
- Program Evaluation
- Executive Leadership and Advocacy
- Financial Management
- Public/Private Partnerships
- Proficient Written/Verbal Communication
- Public Speaking
- Public Speaking

Summary of Experience

- Highly respected nonprofit and legal professional with nearly ten years of leadership experience in multi-disciplinary organizations serving disadvantaged women, children and families.
- Proven track record of responsible fiscal management, including successful fund development; contract negotiations; and sound budgeting in challenging financial circumstances.
- Proven success in building cohesive, productive and mission-driven work teams
- Demonstrated expertise in cultivating and maintaining strong collaborative relationships with internal and external stakeholders in the public, nonprofit, and philanthropic communities.

Professional Experience

EXECUTIVE DIRECTOR AT COOK COUNTY JUSTICE FOR CHILDREN

2012-Present

- Successfully launched a startup nonprofit organization including strategic planning, program development, human resources, financial management and fund development.
- Responsible for advocating and promoting system reform in the juvenile justice and child protection divisions of the Cook County Juvenile Court and Cook County Juvenile Temporary Detention Center.
- Cultivated and maintained new and existing working relationships with the community, public officials, policy makers, and other stakeholders.
- Accountable for achieving and sustaining financial stability through effective management and fund development.

EXECUTIVE DIRECTOR OF CASA OF COOK COUNTY

2007- 2012

- Successfully oversaw day to day operations including leading a competent team of fifteen staff members and over 350 volunteer advocates and interns.
- Responsible for all aspects of fiscal management including leading the organization through challenging financial circumstances while maintaining core program operations.
- Initiated and implemented major projects within the organization's core programs that allowed the organization to expand and grow short and long term.
- Successfully developed multi-faceted trusting relationships with court leadership, judges, attorneys, and other internal and external players.

- Partnered with the Board of Directors and staff in developing and executing a yearly strategic plan to insure that the agency's financial and programmatic goals were achieved.

STAFF ATTORNEY AT LIFESPAN CENTER FOR LEGAL SERVICES

2005- 2007

- Represented indigent battered women in dissolution of marriage, paternity, orders of protection and civil sexual assault matters.
- Case management responsibilities included preparing complaints, substantive motions and discovery requests.
- Successfully argued contested hearings and trials.
- Proven success in referring and connecting clients to additional community based supportive services.

ASSISTANT CORPORATION COUNSEL AT THE CITY OF CHICAGO

2003- 2005

- Prosecuted individuals in the First Municipal District Courts of Cook County for violations of the City's Municipal Ordinances.
- Represented the City of Chicago in over 200 administrative hearings for violations of the City's municipal code.
- Supervised and trained incoming law clerks and entry level attorneys.
- Drafted and filed memoranda in response to administrative appeals filed against the City of Chicago.

AWARDS AND AFFILIATIONS

- 100 Women to Watch, Today's Chicago Woman Magazine, 2012
- Athena International Young Professional Leadership Award, 2012
- Fellow, Leadership Greater Chicago, Class of 2012
- Board of Directors, Inner Voice Chicago, 2011-2012
- Pro Bono Attorney, CVLS, 2012- Present
- Pro Bono Attorney, CARPLS, 2010-Present
- CASA of Cook County, Board of Directors, 2005-2007
- Mentor, Chicago Youth Center, 2003-2011
- Member, Chicago Bar Association, 2003- Present
- Member, Alpha Kappa Alpha Sorority Incorporated, 1997- Present

Education & Training

Juris Doctor, Loyola University School of Law, May 2003

Bachelor of Science Degree, School of Education and Social Policy, Northwestern University, June 2000

Licensures and certificates

- Axelon Center for Nonprofit Management, Nonprofit Leader Bootcamp, June 2008
- Kellogg School of Management, Fundraising and Marketing Certificate, September 2007
- Admitted to the Illinois Bar, November 2003

I welcome an opportunity to share a wide variety of diverse references upon request.

Kristen M. Vandawalker

Summary

Highly motivated, creative and versatile project and operations manager. Consummate connector, relationship steward, and team-builder. Event planner and logistics manager with experience in mid-sized and large events. Results-oriented problem-solver. Over eight years in the Chicago and national charter school sectors. Nearly 14 years in operations and project management spanning for-profit and non-profit sectors. Recognized both inside and outside organizations as key "go-to" team member who "always has the answers" and skilled culture-builder who contributes to positive and supportive work environments.

Qualifications

- Manages complex projects such as organizational evaluations and application processes
- Cultivates new business and stewards client relationships
- Coordinates delivery of direct services to national and international clients
- Supervises junior staff members and high-level consultants
- Highly adaptable and organized
- Handles difficult individuals with aplomb
- Commitment to results and quality
- Creates high-impact presentations
- Develops and presents process and software trainings in person and via webinar
- Manages divergent stakeholder groups from students and families to ultra-high-net-worth individuals
- Skilled, engaging communicator with positive disposition and get-it-done attitude
- Creates high-quality suites of collateral material

Skills

- Staff and consultant management
- Operations and office management
- Excellent writing and editing skills, including template creation
- Proposal development (grants, contract bids)
- Project management (schedule, work plan, and budget development and management) and logistics planning
- Procedure and protocol development
- Event planning (4-2,000 people)
- MS Office *proficient*
- GotoMeeting/Webinar *advanced*
- Adobe Acrobat Pro *moderate*
- Survey Monkey *proficient*
- Fluid Review *advanced*
- Wordpress, Social Media *moderate*

Experience

- January 2011-Present: Co-Founder/Board Chair, **Foundations College Prep**, Chicago, IL
- October 2010-Present: Senior Program Manager, **National Association of Charter School Authorizers**, Chicago, IL
- March 2006-October 2010: Executive Assistant, **Renaissance Schools Fund**, Chicago, IL
- May 2004-February 2006: Executive Assistant, **S4 Capital**, Chicago, IL
- September 2001-May 2004: Office Manager, **St. Ignatius Church**, Chicago, IL

Accomplishments

- Presenter at NACSA Leadership Conference 2012 and 2013: *Application Process Management*
- Founding role in Parents for School Choice and the New Schools Expo
- Simultaneously managed charter application processes in four cities with a cohort of nearly 60 consultants
- Remotely managed development and presentation of all-day workshop series on authorizing virtual charter schools

Education

Rutgers University—New Brunswick, NJ
Bachelor of Arts with High Honors, English and Theatre Arts 1999



Board of Education of the City of Chicago
Law Department

James L. Bebley
General Counsel

125 South Clark Street, Suite 700
Chicago, IL 60603
Telephone: (773) 553-1700
Fax: (773) 553-1701

June 23, 2014

Foundations College Preparatory School
1233 West 109th Street
Chicago, IL 60643
Attn: Micki O'Neill, Executive Director

Re: Certification of Compliance & Grant of Charter and Charter School Agreement
for Foundations College Preparatory Charter School
(Term: July 1, 2014 - June 30, 2019)

Dear Ms. O'Neill:

Enclosed for your file is one fully-executed original of the above-referenced agreement.

Please call if you have any questions.

Sincerely,

A handwritten signature in blue ink that reads "Abenaa Redus/dd".

Abenaa M. Redus
Assistant General Counsel

AMR/dd
Enclosure

**CERTIFICATION OF COMPLIANCE WITH
THE CHARTER SCHOOLS LAW**

The undersigned do hereby certify that the Board of Education of the City of Chicago and Foundations College Preparatory School have complied with all of the procedural requirements and application components set forth in the Charter Schools Law (105 ILCS 5/27A-1 et seq.) in relation to Foundations College Preparatory School's application for a charter.



David J. Vitale, President
Board of Education of the City of Chicago



Matthew R. Lewis, Chair
Charter School Governing Body



Date

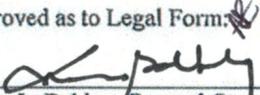


Date



Estela G. Beltran, Secretary
Board of Education of the City of Chicago

Charter School Name: Foundations College Preparatory Charter School
Board Report No. 14-0528-EX10-1

Approved as to Legal Form: 

James L. Bebley, General Counsel
Board of Education of the City of Chicago

GRANT OF CHARTER AND CHARTER SCHOOL AGREEMENT
(FOUNDATIONS COLLEGE PREPARATORY CHARTER SCHOOL)

THIS GRANT OF CHARTER AND CHARTER SCHOOL AGREEMENT ("Agreement") dated July 1, 2014 (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 Foundations College Preparatory School, 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.*, as amended (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 August 13, 2012, the Charter School submitted an application to the Board (the "Application") to operate a charter school, portions of which Application

are incorporated by reference as described in Exhibit A hereto; and

WHEREAS, the parties desire that the Charter School be authorized 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 Illinois State Board of Education (the "State Board"), the Charter School is hereby granted 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, 2019, 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 "Foundations College Preparatory 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 Schools Law.

c. Age, Grade Range. The Charter School shall provide instruction to students in grades 6 through 7 during the 2014-2015 academic year as provided in the Application. In successive years, the Charter School shall expand instruction to grades 6 through 12, as provided in the Application.

d. Enrollment, Attendance Boundary, Lottery. The Charter School's enrollment shall be no more than 170 students during the 2014-2015 academic year, and no more than 900 students during the remainder of the term of this Agreement. 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 conduct and complete its lottery by a date determined by the Board's Office of Innovation and Incubation ("I&I") and communicated to the Charter School on an annual basis; provided that the Charter School does 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 I&I. 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 I&I 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 social security number, academic aptitude, special education needs or English language proficiency. The Charter School shall also not request an essay, parent-student behavioral contract, material review, or other such exercises as part of the application process. The application must be available to all parents and students without limitations, such as an open house or school visit requirement. 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. The Board reserves the right to request additional information regarding the lottery process from the Charter School including, but not limited to, the names of students who participated in the lottery and a copy of the current waitlist of students.

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 in accordance with the accountability plan (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. Any material changes to the curriculum subsequent to the date of this Agreement must be submitted to the Board prior to the academic year, and in no event later than July 1 of the subsequent year and shall be effective as of the first day of such new academic year. Such modified curriculum shall be incorporated herein by reference as if fully set forth herein.

i. School Year; School Days; Hours of Operation. Instruction shall commence in the 2014-2015 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 otherwise established by the Charter School in accordance with state law.

j. School Calendar. No later than April 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 which shall list all student-attendance days for each grade level.

k. 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.k.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.k.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 April 1, 2015, or April 1 of any subsequent year, shall adopt such disciplinary code no later than the 1st day of the subsequent academic year, including any reasonable modifications requested by the Board, and shall carry out all disciplinary actions in accordance with such disciplinary code. 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, a record of the proceedings in which the expulsion decision was made, as well as the official transcript of the expelled student. The Board shall evaluate the student's expulsion records and determine appropriate placement on a case-by-case basis.

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 April 1, 2015 or April 1 of any subsequent year for which such election shall be effective. 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.

l. 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 the number of board directors required by applicable law and the bylaws of the Charter School.

ii. Membership and the 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. Directors 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.

For verification purposes, the Charter School shall provide to I&I the minutes of every governing board meeting held and any advertised copies of such meeting notices no later than thirty (30) calendar days after the end of each quarter.

m. 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. Once the Charter School identifies any students eligible for transportation assistance in accordance with the McKinney-Vento Homeless Assistance Act of 1987 (42 U.S.C. §11431 *et seq.*, as amended), the Charter School shall coordinate with the Board's Office of Support for Students in Temporary Living Situations to obtain and distribute transportation fares to such students.

n. 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.

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. The P-20 Longitudinal Education Data System Act;

xiv. 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, with the list of such regulations to be provided to the Charter School by the Board from time to time; and

xv. 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. In the event of any Federal or State governmental inquiries involving the Charter School with respect to such law, order or agreement, the Charter School shall fully cooperate with the Board in responding appropriately and coming to a final resolution. 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 C 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 (first semester) and February 1 (second semester) 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, Illinois employee identification numbers and/or last four digits of the social

security numbers of all applicable employees. Such list shall also indicate: (1) for each employee, the results 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 (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 February 1 of any school year, the Charter School shall provide the Board with such evidence of certification or other qualification no later than five (5) business days prior to the individual's initial date of employment.

e. Criminal Background Checks. The Charter School represents and warrants that, at its own cost and expense, it shall have a complete fingerprint-based criminal history records check ("Records Check") conducted on any and all employees, agents and subcontractors who may have direct, regular contact with students under this Agreement in accordance with the Illinois School Code (105 ILCS §5/34-18.5); the Sex Offender and Child Murderer Community Notification Law, created under Illinois Public Act 94-219, eff. August 2005; the Child Murderer Violent Offender Against Youth Notification Law, created under Public Act 94-945. Such complete Records Check consists of the following:

- 1) fingerprint-based checks through the Illinois State Police (ISP) and the FBI,
- 2) check of the Illinois Sex Offender Registry (IL-SOR), and
- 3) check of the Violent Offender Against Youth Registry (see below).

The purpose of the Records Check is to confirm that none of these persons have been convicted of any of the criminal or drug offenses enumerated in subsection (c) of 105 ILCS §5/34-18.5 or any offenses enumerated under the Sex Offender and Child Murderer Community Notification Law, or the Sex Offender and Child Murderer Community Notification Law, or have been convicted within the past seven (7) years of any other felony under the laws of Illinois or of any offense committed or attempted in any other state or against the laws of the United States that, if committed or attempted in the State of Illinois, would have been punishable as a felony under the laws of Illinois.

The Charter School understands and agrees that it shall not allow any of its employees, agents or subcontractors to have direct, regular contact with a student until a Records Check has been conducted for such person and the

results of the Records Check satisfies the requirements of 105 ILCS §5/34-18.5 and the requirements of the Acts and Laws referenced above, as amended from time to time.

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. The Charter School shall satisfy the required percentage of certificated individuals employed in instructional positions for its Charter School in accordance with Section 27A-10(c), (c-5) and (c-10) of the Charter Schools Law, as may be amended from time to time. 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; Change in Location; Temporary Change in Location in for Emergency; Compliance with Disability Access Laws and Regulations; ADA Plan.

i. Facility. The Charter School shall be located at 1233 West 109th Street, Chicago, Illinois (the "Attendance Center"). The Charter School shall have obtained and submitted to I&I for review no later than thirty (30) days prior to the commencement of operation of any Attendance Center: (1) all applicable zoning and 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 lease (for the Attendance Center not owned by the Charter School), zoning and 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, 2014 that such lease, permits, certificates and approvals shall remain in force during the

term of this Agreement.

ii. Change in Location. The Charter School may change the physical location of an Attendance Center, provided that the Charter School fulfills certain conditions of the Board and provides the information set forth in this paragraph with respect to such new physical location, and provided further that 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. I&I shall notify the Charter School whether it will recommend the change in location to the Board. 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 change the location of its Attendance Center and the Charter School shall proceed as follows:

- (1) The Charter School shall promptly repair any damage to the Attendance Center caused by the emergency 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 I&I regarding the renovation work performed on the damaged Attendance Center; or
- (2) If the Attendance Center has been condemned or has such extensive damage that the Charter School does not want to expend any funds to make the necessary repairs to the Attendance Center, the Charter School shall provide to I&I written notice of the change in its permanent location and the reasons for abandoning its original Attendance Center. The Charter School shall fulfill certain conditions of the Board and

provide the information set forth in this paragraph 5.g. with respect to such new physical location. I&I shall notify the Charter School whether it will recommend such change in location to the Board.

iv. Compliance with Disability Access Laws and Regulations. The Charter School shall ensure that its facilities 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 an 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 facility plans for the 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 I&I 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 I&I 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 by addressing all barriers to the enrollment and participation of students in temporary living situations in the school environment, and by 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 in its students in temporary living situations program 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 of 1987 (42 U.S.C. §11431 *et seq.*, as amended) 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.

i. Conflict of Interest. The Charter School shall certify that neither it, nor any of its board members, directors, officers, employees, agents or family members of any such persons, have a private interest, direct or indirect, or shall acquire any such interest directly or indirectly, which does or may conflict in any manner with the Charter School's performance and obligations under this Agreement. The Charter School must establish safeguards to prohibit such a conflict of interest or an appearance of a conflict of interest from occurring during the term of the Agreement. By December 1, 2014, and thereafter no later than July 1 of each subsequent year, the Charter School shall submit to the Board a copy of its Conflict of Interest Policy (to the extent that it is not already a part of the Charter School's Ethics Policy as described in paragraph 5.j below) with a summary of any revisions from the previous year's version.

j. Ethics Policy. The Charter School shall adopt and maintain an Ethics Policy for its board members, directors, officers and employees to ensure that all such persons act in the highest standards of ethical conduct in order to directly benefit and serve the students at the Charter School. By December 1, 2014, and thereafter no later than July 1 of each subsequent year, the Charter School shall submit to the Board a copy of its Ethics Policy with a summary of any revisions from the previous year's version.

k. Debarment/Suspension; Bid-Rigging/Bid-Rotating. The Charter School certifies that it is not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from bidding for or participating in this transaction under 105 ILCS 5/10-20.21(b) or by any Federal or State department or agency. If it is later determined that the Charter School knowingly rendered a false certification, this Agreement may be voided, in whole or in part, in addition to other remedies available to the Board under this Agreement or by law. The Charter School further agrees by executing this Agreement that it will include this clause without modification in all lower tier transactions, solicitations, proposals, contracts and subcontracts. If the Charter School or any lower tier participant is unable to certify to this statement, it must attach an explanation to the Agreement.

The Charter School further certifies that it is not barred from entering into this Agreement by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS §5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the award of a public contract to a person who has been convicted of bid-rigging or bid-rotating.

6. Financial Operations of Charter School.

a. Annual Audits. 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 accrual 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. 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, 2015.

b. Financial Reports. The Charter School shall prepare or cause to be prepared quarterly financial reports including budgets, 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. The Board reserves the right to request accounts payable aging reports and cash forecast reports from the

Charter School within ten (10) business days of the Board's request. Also the Charter School shall prepare and provide to the Board an annual budget for each fiscal year in a Board-specified format by no later than July 1 of such fiscal year unless a later date is agreed to in writing by the Board. 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 distributed 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, less the employer's proportionate pension contributions (normal cost), 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 projection for the number of students enrolled in the Charter School which shall be provided to the Board no later than December 15 of the prior academic year, multiplied by one-fourth the per capita tuition amount. In the event, both parties agree that there has been a material change or an error(s) in the Charter School's pre-enrollment projection, the Board reserves the right to request a revised projection. The Board shall determine if the revised projection or the original projection will be used for the first quarter payment. 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 I&I.

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 an enrollment date for the first semester as determined by the Board which shall be provided to the Charter School in writing no later than September 1 of each year, 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 number of students enrolled at the Charter School on the same enrollment date as set forth in paragraph 6.d.ii above, as verified by attendance records, multiplied by one-fourth the per capita tuition amount.

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 an enrollment date for the second semester as determined by the Board which shall be provided to the Charter School in writing no later than September 1 of each year, as verified by attendance records, multiplied by one-half the per capita tuition amount.

v. Negative Value (if applicable). Any quarterly payments provided to the Charter School as calculated above that result in a negative amount shall be treated as a receivable to the Board and all subsequent payments shall be offset by the Board until the obligation to the Board is fulfilled by the Charter School.

e. School-Based Allocations for Supplemental General State Aid and Federal 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 by a date determined by the Board. 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. Title I funding to the Charter School may also be adjusted by the Board to account for prior deviations between the estimated Title I funds paid and the amount of Title I funds to which the Charter School was entitled to during each fiscal year. 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 may be eligible to receive additional funding from the Board by means of special education reimbursements or payments, per pupil allocations for English Language Learners, and independent facility supplements. In addition, any Charter School receiving federal or state grant funding must comply with all federal or state regulations tied to such grant funds. The availability of federal and state grant funds is dependent upon 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 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 the respective grant period, the Board may recapture such unspent grant funds from the Charter School. In addition, if the Board determines that federal or state 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 for the employer's pension liability 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. The Board shall have the right to charge the Charter School for the proportionate share of the annual estimated employer's normal pension cost, and to deduct that amount from the quarterly payments due to the Charter School. After each fiscal year, the Board shall verify the Charter School's actual employer's share of the normal pension cost for the previous fiscal year and shall compare to that amount to the proportionate share of the annual estimated employer's normal pension cost that was withheld from the Charter School in the previous fiscal year. If the Charter School's estimated employer's normal pension cost exceeds or is less than the actual employer's pension cost, an adjustment (refund/withholding) shall be made by the Board in a future quarterly payment to the Charter School.

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. Pursuant to Section 17-132(a) and (b) of the Illinois Pension Code, employee contributions are deemed delinquent if the Chicago Teachers Pension Fund does not receive the employee contributions by the 30th calendar day after each predesignated payday.

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 fifteen (15) calendar 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 15-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. 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 access, software and training to allow Charter School personnel to use the Board's IMPACT System and input enrollment/attendance data.

m. 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 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.

n. 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 in the event that the Charter School fails to cure such material violation(s) after receiving prior written notice by the Board enumerating the specific material violation(s) on the part of the Charter School and the period of time during which the Charter School shall have the opportunity to cure such material violation(s). Upon the Charter School's cure of any such material violation(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 B 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 B.

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 C. If there are any material changes regarding testing requirements or other accountability standards which are due to the enactment of State or Federal Law, or which are dictated by circumstances outside of the Board's control, the parties agree that the Accountability Plan attached hereto as Exhibit C shall be subject to revision and modification by the Board effective on July 1 of each year of the Agreement upon written notice from the Board no later than June 30 of each year; provided, however, if the changes to the Accountability Plan are based on the Board's directive, then written notice from the Board shall be given no later than May 1 of each year. Notwithstanding the foregoing, the Board shall make a

reasonable good faith effort to engage the Charter School in discussions regarding the proposed changes to the Accountability Plan in advance of the May 1 date. However, in the event the Charter School determines that it does not want to be evaluated and measured against any such revised Accountability Plan, the Charter School shall have the right to terminate this Agreement upon prior written notice to the Board and such termination shall be effective as of the end of the current academic year. Any subsequently revised Accountability Plans approved by the Board shall be incorporated herein by reference and made a part of this Agreement as if fully set forth herein.

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. In accordance with Section 27A-6(b) of the Charter Schools Law, the Charter School shall administer any other nationally recognized standardized tests to its students that the Board administers to the district's students and the results on such tests shall be included in the Board's assessment reports. The Charter School is responsible for ensuring that the data elements (i.e., student names, demographic information, etc.) required to administer the State and CPS assessments are correctly entered into the district's IMPACT System, or such other system as may be subsequently implemented by the Board.

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. Special Education and Supports.

a. The Charter School shall provide special education and related services to students with disabilities in accordance and compliance with (i) the student's Individualized Education Program ("IEP"); (ii) the Individuals with Disabilities Education Act (20 U.S.C. §1401 *et seq.*, as amended) and any regulations promulgated thereunder; (iii) Article 14 of the Illinois School Code (105 ILCS 5/14-1.01 *et seq.*, as amended) and any regulations promulgated thereunder; (iv) the Board-approved "A Procedural Manual Educating Children with Disabilities in Chicago Public Schools", as may be amended from time to time, which is incorporated herein by reference; (v) any and all Federal court

orders applicable to students with disabilities in the Chicago Public Schools; (vi) any and all service bulletins and guidelines issued by the Board's Office of Diverse Learner Supports and Services and the Office of Student Health and Wellness; and (vii) 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 as referenced in paragraph 5.a.xiv set forth above. In addition, the Charter School shall provide reasonable accommodations and related services to students with mental or physical impairments who qualify under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §706 *et seq.*) in accordance and compliance with (vii) the student's Section 504 Plan, and (ix) the Board policies and procedures regarding students' 504 Plans.

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. Such reimbursement rates for full-time equivalent certified special education teachers and paraprofessionals shall be as set forth in the final Budget Book adopted by the Board each fiscal year and shall be effective on the later of (i) the date of the Charter School's submission to the Board via its Position Analysis Request Form ("PARF") or (ii) the initial date of employment of the staff person.

c. Related Service Providers. The parties acknowledge and agree that it is the expectation of both parties that the Charter School will hire its own related service providers to provide special education and 504 services to the Charter School's students with disabilities. The Board shall reimburse the Charter School for the salary and benefits of related service providers based on the Board's per CPS allocation percentage and the student's IEP or 504 Plan. Such reimbursement rates for full-time equivalent related service providers shall be as set forth in the final Budget Book adopted by the Board each fiscal year and shall be effective on the initial date of employment of the related service provider.

Nevertheless, if the Charter School ascertains that it will not be able to hire, or subcontract for, related service providers to provide special education or 504 services for a given academic year, the Charter School may apply for a waiver of that requirement at such time. The CEO or his designee shall review the Charter School's waiver application and make a determination whether to approve or reject the waiver request. If approved, the CEO or his designee, as a last resort, shall assign the necessary staff of related service providers to the Charter School. Failure to inform the Board of its inability to hire, or subcontract for, its

related service providers shall be deemed a material breach of the Agreement by the Charter School, 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.

d. Staff Requirements. In accordance with the Board's budgetary process, the Charter School shall receive the projected staffing allocation for special education teachers, paraprofessionals and related service providers required by State guidelines, based on students enrolled at the Charter School, entered into and identified as needing services by the students' IEPs or 504 Plans and the Board's IMPACT System. The Board may during the school year issue adjustments to these staff requirements to accommodate changes in the enrollment, IEP needs and 504 Plans of the Charter School's students. All special education teachers, paraprofessionals and related service providers employed by the Charter School shall have the requisite qualifications, Illinois certificates and/or licenses. All special education teachers, paraprofessionals and related service providers employed by the Charter School must attend at least four (4) professional development training sessions on an annual basis. The Board shall notify the Charter School of the available dates, locations, times and topics for the professional development training sessions through several communication channels.

e. Case Manager. The Charter School shall appoint one of its special education personnel as a qualified case manager. The Board shall provide the Charter School with a stipend per semester for such qualified case manager. The stipend amount for a qualified case manager shall be as set forth in the final Budget Book adopted by the Board each fiscal year; however, such amount is subject to the terms of the agreement between the Board and the Chicago Teachers Union. A case manager shall be deemed qualified if he or she has a Professional Educator License (PEL) with one of the following endorsements: special education, school counselor, school social worker, school psychologist, school nurse or speech language pathologist (non-teaching). At least two (2) years' experience in the field of special education is recommended/preferred for such case manager.

f. 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 or 504 Plan) 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 and 504 Plans of such students. Such additional resources shall be sufficient to comply with all provisions of the Charter Schools Law, including Section 27A-11 thereof.

g. Subsequent Funding for Special Education and Supports. In the event that the Board adopts a new school funding methodology for special education and supports, the Board reserves the right to provide funds to the Charter School on a per-student basis for the salaries and benefits of full-time equivalent certified special education personnel referenced hereinabove and the provisioning of special education and 504 services for students with disabilities.

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 D attached hereto must be incorporated into any such contract.

12. Renewal of Charter; Failure to Renew. No later than January 1, 2019, and no earlier than July 1, 2018, but in no event later than the date set by I&I, 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 I&I in accordance with paragraph 4 of Exhibit C.

No later than June 30, 2019, I&I 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 I&I. 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 case of revocation, the Board shall notify the Charter School in writing of the reason why the charter of the Charter School is subject to revocation. The Charter School shall submit a written plan to the Board to rectify the problem. The plan shall include a timeline for implementation, which shall not exceed two (2) years or the date of the charter's expiration, whichever is earlier. If the Board finds that the Charter School has failed to implement the plan of remediation and adhere to the timeline, then the Board shall revoke the charter of the Charter School. Except in situations of an emergency where the health, safety or education of the Charter School's students is at risk, the revocation shall take place at the end of the school year. Nothing in this subparagraph shall be construed to prohibit an implementation timetable that is less than two (2) years in duration.

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 24 of this Agreement, or in accordance with any specific revocation indicators set forth in paragraph 4 of Exhibit C.

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. In addition, to the extent that the Charter School is subject to taxes under Section 4980H of the Internal Revenue Code (pertaining to the Patient Protection and Affordable Care Act), the Charter School shall be solely responsible for paying such taxes and in the event that the Board is determined to be liable for taxes under Section 4980H of the Internal Revenue Code as a result of the performance of the Charter School's faculty, employees or agents under this Agreement, the Charter school shall indemnify, defend and hold harmless the Board for any such liability. All of the foregoing shall be referred to collectively herein as 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 Indemnitee 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 Indemnitee 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. Winding Down Procedures Upon Revocation, Non-Renewal or Termination by Mutual Consent. If the Board revokes this Agreement and the charter of the Charter School, or does not renew the Agreement and the charter of the Charter School, or the Agreement and the charter of the Charter School are otherwise terminated by the mutual consent of the parties, the Charter School shall follow the procedures set forth below:

a. The Charter School shall be responsible for winding down the operations of the Charter School, including payment of any and all debts, loans, liabilities (contingent or otherwise) and obligations incurred at any time by the Charter School in connection with the operation of the Charter School. Under no circumstances, shall the Board or the Board's members, officers, employees or agents, or those acting on behalf of the Board's members, officers, employees and agents, be responsible for such obligations.

b. The Charter School shall cooperate with I&I and shall abide by the school closing procedures as required by I&I to effectuate the orderly closing of the Charter School.

17. 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.

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

19. 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.

20. Counterparts; Facsimile/Electronic Signatures. This Agreement may be signed in counterparts, which shall together constitute the original Agreement. Signatures received by facsimile or electronically scanned by either of the parties shall have the same effect as original signatures.

21. 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 this Agreement and the Charter Schools Law.

22. 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.

23. 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.

24. 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.

25. 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: Foundations College Preparatory School
1233 West 109th Street
Chicago, Illinois 60643
Attn: Micki O'Neill, Executive Director
Facsimile: _____

If to the Board: Chicago Board of Education
Office of Innovation and Incubation
125 South Clark Street, 10th Floor
Chicago, Illinois 60603
Attn: Jack Elsey, Chief Innovation and Incubation Officer
Facsimile: (773) 553-3225

With a copy to: Chicago Board of Education
Law Department
125 South Clark Street, 7th Floor
Chicago, Illinois 60603
Attn: James L. Bebley, General Counsel
Facsimile: (773) 553-1701

26. 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.

27. 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.

28. 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.

29. 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.

30. 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.

31. 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.

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

[Rest of this page left intentionally blank.]

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

**BOARD OF EDUCATION OF THE
CITY OF CHICAGO**

By: David J. Vitale
David J. Vitale, President

ATTEST:

By: Estela G. Beltran 6/19/14
Estela G. Beltran, Secretary

Dated: 6/19/14

**FOUNDATIONS COLLEGE
PREPARATORY SCHOOL**

By: Matthew R. Lewis
Name: Matthew R. Lewis
Title: Board Chairman

ATTEST:

By: Sarah Hunko Baker
Name: Sarah Hunko Baker
Title: Principal

Dated: 6/17/14

Board Report No. 14-0528-EX10-1

Approved as to legal form: [Signature]

James L. Bebley, General Counsel

Attachments:

- Exhibit A - Application
- Exhibit B - Insurance Requirements
- Exhibit C - Accountability Plan
- Exhibit D - Comprehensive Management Services Contract Requirements

EXHIBIT A

APPLICATION

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

1. Excerpts of the Application of the Charter School dated August 13, 2012, as approved by the Board on May 28, 2014.

EXHIBIT B

INSURANCE REQUIREMENTS

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 operations under the Agreement and upon request, shall promptly provide a certified copy of any applicable policy of insurance. Minimum insurance requirements include the coverage set forth below:
 - 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. If a vehicle (whether owned, non-owned or hired) is used to transport students, with limits of not less than Ten Million and 00/100 Dollars (\$10,000,000) per occurrence for bodily injury and property damage unless a Board-approved bus vendor is used.

- 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. **Catastrophic Accident Insurance:** Catastrophic Accident Insurance covering the Charter School that enrolls grades 9 through 12 with aggregate benefit limits of \$3 million or 5 years, whichever occurs first, for eligible students in grades 9 through 12 who sustain an accidental injury while participating in school-sponsored or school-supervised interscholastic athletic events sanctioned by the Illinois High School Association (including direct and uninterrupted travel to and from the athletic event as well as during a temporary stay at the location of an athletic event held away from the student's school) that results in medical expenses in excess of \$50,000. These benefit limits are to be in excess of any and all other insurance, coverage or benefit, in whatever form or designation.
- g. **Property Insurance/Fire Legal Liability :** Property Insurance (on a special form cause of loss or all-risk basis) and Fire Legal Liability 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.
- h. **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. The bond shall name the Board of Education of the City of Chicago as a third party.

i. **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 Charter School, its insurance company, or its insurance company 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 thirty (30) days prior written notice of material change, cancellation, or non-renewal be given to:

Board of Education of the City of Chicago
Office of Innovation and Incubation
125 S. Clark Street, 10th Floor
Chicago, Illinois 60603
ATTN: Jack Elsey, Chief Innovation and Incubation Officer

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.

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 that might be placed on any indemnity in this Agreement given as a matter of law.

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

EXHIBIT C

ACCOUNTABILITY PLAN

See attached.

CHARTER ACCOUNTABILITY PLAN - STARTING IN 2014-2015 SCHOOL YEAR

The Board and the 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. The governing board of the Charter School shall be responsible for overseeing the academic performance of the Charter School and ensuring the academic success of the Charter School's students. Additionally, the governing board of the Charter School is responsible for ensuring that the Charter School's financial management and compliance meets the minimum acceptable standards, defined as Average performance in the below plan. The governing board of the Charter School shall be held accountable through an annual performance evaluation and the publishing of a public Performance Scorecard outlining the level of achievement of the Charter School with respect to those standards, based on data collected during the prior school year.

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 in order to ensure, at a minimum, alignment with the district's School Quality Rating Policy ("SQRP") for both elementary and high schools adopted by the Board on August 28, 2013 (13-0828-PO5), as may be amended from time to time, which policy is hereby incorporated by reference into and made a part of this Agreement as if fully set forth herein.

2. Annual Performance Scorecard

Annually the Board shall publish a Performance Scorecard indicating the Charter School's performance overall and by each Attendance Center or campus if applicable, on each of the indicators in the following two categories: Pupil Performance and Financial Management and Compliance. The Board reserves the right to also publish any underlying documentation with respect to such Performance Scorecard including, but not limited to, the Financial Audit of the Charter School as referenced in paragraph 6.a. of the Agreement. A Performance Scorecard for the preceding school year will be issued each year as soon as the data and corresponding analysis is available.

Pursuant to the SQRP, the Board will assign Charter Schools an accountability designation for purposes of comparison to other CPS schools and public reporting. The level of the Charter School's achievement and progress will be determined by a set of indicators measuring, among other things, student academic performance and growth, attendance, progress toward graduation, post-graduation success, school culture and climate, and data quality.

The SQRP shall be used to determine if a school is meeting or making reasonable academic progress, as defined in the Illinois Charter Schools Law. This determination shall be used in decisions concerning the revocation or renewal of a school's charter or contract.

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

- 4 - Above average 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 an indicator higher or lower than when performance level criteria are strictly applied.

A. Pupil Performance

Standardized Tests

In the spring of each year, the Charter School shall participate fully in assessments required by the State of Illinois as well as any other assessments required by the district's performance policy during the administration period agreed upon by the Chicago Public Schools and the Charter School. Data from these assessments will be compiled and evaluated as described in the SQRP. 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.

Additional Student Performance Indicators and Data Required

Additional metrics may also be assessed per the SQRP, including the Charter School's attendance rate, freshman on track rate (for high schools), one-year dropout rate (for high schools), Advanced Placement ("AP") exam metrics (for high schools), International Baccalaureate ("IB") exam metrics (for high schools), early college credit (for high schools), career certifications (for high schools), graduation rate (for high schools), college enrollment and persistence (for high schools), and data quality. Additionally, all schools will be required to administer the My Voice, My School survey annually.

In general, schools will be required to submit all relevant data necessary to calculate the metrics outlined in the SQRP.

Adequate Yearly Progress

As required by the Federal No Child Left Behind Act ("NCLB"), Illinois has set annual Adequate Yearly Progress ("AYP") targets for student performance on the ISAT and PSAE assessments. Charter Schools failing to meet AYP targets may face sanctions under applicable State and Federal laws.

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	2009	2010	2011	2012	2013	2014
Target	70%	77.5%	85%	85%	92.5%	100%

Comparison Metrics

The Charter School's academic performance shall be reviewed annually relative to the performance of other schools within CPS on metrics included in the SQRP and/or on assessments mandated and other metrics measured by the State of Illinois.

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B. Financial Management and Compliance

The following Financial Management and Compliance Categories will be included on and evaluated for each Performance Scorecard: 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 will be reported on the Annual Performance Scorecard.

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, cash-on-hand, loan delinquency, and the reasonableness of the budget. Points will be assigned for each indicator as follows:

Indicator	+4	+3	+2	+1
Change in Net Assets	Increase in net assets equal to or greater than budgeted surplus	Increase in net assets less than budgeted surplus or realizing a balanced budget	Decrease in net assets equal to or less than budgeted deficit	Unbudgeted decrease in net assets or decrease in net assets greater than budgeted deficit
Current Ratio	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
Cash-on-Hand	Cash/avg. monthly expenses greater than or equal to 3.0	Cash/avg. monthly expenses greater than or equal to 1.0 but less than 3.0	Cash/avg. monthly expenses greater than or equal to 0.75 but less than 1.0	Cash/avg. monthly expenses less than 0.75
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

Indicator	+4	+3	+2	+1
Budget	Appears to be realistic budget w/ reasonable assumptions and revisions allowed through the end of October	Appears to be realistic budget w/ mostly reasonable assumptions and revisions allowed through the end of October	Appears to be realistic budget w/o assumptions and needs to be resubmitted	Appears to be unrealistic budget w/ unreasonable assumptions and needs to be resubmitted

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.a., along with any other relevant information as part of the Financial Condition and Budget Category.

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.

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 an audit with a qualified opinion

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

- i) the Charter School's audit report opinion on its financial statements; and
- ii) 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.

Reporting

This category measures a school's timely submission of annual budgets, quarterly statements, audit reports, and other compliance documents required at the federal, state and local levels as outlined in the Office of Innovation and Incubation's compliance chart.

Indicator	+4	+3	+2	+1
Budget	Budget is submitted on a timely basis	Budget is submitted late one time but with prior notification to and acknowledgement by CPS	Budget is submitted with significant delay (45 days or more late) or submitted late without prior notification to and acknowledgement by CPS	Budget is submitted with significant delay (45 days or more late) 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 CPS	Audit is submitted with significant delay (45 days or more late) or submitted late without prior notification to and acknowledgement by CPS	Audit is submitted with significant delay (45 days or more late) for second year in a row, or not submitted at all
Fed/State/CPS 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

Legal Compliance

This category measures legal compliance reflected and reported in the annual audit and detailed in any findings.

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)

The following items, required by paragraph 6.a.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:

- i. Compliance with all Federal and State laws 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 pursuant to 105 ILCS 5/27A-4(a);
- ii. Compliance with the Freedom of Information Act and Open Meetings Act pursuant to 105 ILCS 5/27A-5(c);
- iii. Compliance with all applicable health and safety requirements applicable to public schools under the laws of the State of Illinois pursuant to 105 ILCS 5/27A-5(d);
- iv. Compliance with all enumerated State laws and regulations applicable to Charter Schools in accordance with 105 ILCS 5/27A-5(g); and
- v. Conformance with the following paragraphs of the Agreement:
 - a) Paragraph 4.d., an open enrollment process and lottery,
 - b) Paragraph 4.l., the school's governance structure,
 - c) Paragraph 5.c., maintenance of corporate status and good standing,
 - d) Paragraph 5.e., completion of criminal background checks,
 - e) Paragraph 5.g., the school's facility and ADA compliance,
 - f) Paragraph 6.j., compliance with applicable sections of the Illinois Pension Code,
 - g) Paragraph 6.k., ongoing presence of management and financial controls, and
 - h) 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 Office of Innovation and Incubation'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 other CPS departments, parents, or employees. If the audit states that there were material weaknesses or significant deficiencies found, the Board may 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 overall and by each Attendance Center, if applicable, including, without limitation:

- A. Full participation in the administration of all required student assessments, as the case may be, including all procedures designed to safeguard the integrity of the assessments;
- B. Participation in site visits conducted by the Board to ascertain that sufficient, minimum educational, facility, and operational practices are in place;
- C. 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;
- D. Provision of student, school, and employee information required by the Agreement and/or the Accountability Plan;
- E. Submission and implementation of ADA Plan(s) for the Attendance Center(s) required by the Agreement;
- F. 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
- G. 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 Financial Management and Compliance Categories.

4. Annual Performance Evaluation, Revocation and Renewal

The Board shall conduct an annual performance evaluation in which it holds the Charter School accountable in these Categories (Pupil Performance and Financial Management and Compliance) through the Indicators contained in this Accountability Plan. 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 conducting the annual performance evaluation and 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, in whole or as to any Attendance Center or campus, during the term of the Agreement in accordance with paragraphs 12 and 13 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.

When a charter is up for renewal, the charter's academic performance on the PRPP will be categorized as Meeting Standards, Making Reasonable Progress, or Failing to Meet Standards or Make Reasonable Progress.

Similarly, the Financial Management and Compliance indicators will be analyzed to determine if violations of the Charter Schools Law have occurred. So, to further strengthen the Board's financial accountability process, the Board has established baseline financial standards for Charter Schools which have been detailed below.

There are three types of financial Tier Infractions: Tier 1, Tier 2 and Tier 3. Tier 1 is the least severe infraction and Tier 3 is financial infraction tiers are as follows:

Tier 1 (Concern): These infractions generally relate to incidents that are fairly straightforward for a Charter School to correct and they are:

- Annual Budget is submitted with significant delay (45 days) or submitted late for the second time
- Quarterly financial statements are submitted late two or more times
- Annual Audit is submitted with significant delay (45 days) or submitted late for the second time
- Late submittal of three or more required documents (for second consecutive year)
- Two or more loan payments beyond 30 days late in a fiscal year

- Realistic budget without assumptions and needs resubmission OR unrealistic budget with unreasonable assumptions and needs resubmission
- Change in Net Assets (from the Annual Audit Report): Decrease in net assets less than or equal to budgeted deficit for a second consecutive year (a score of 2) OR unbudgeted decrease in net assets or decrease in net assets greater than budget (a score of 1)
- Auditor report on compliance reflects repeat finding(s) from prior year (a score of 1)

Tier 2 (Warning): These infractions could represent a significant risk to the Charter School's fiscal viability and they are:

- Financial Internal Controls Audit: Unqualified audit opinion with two noted significant deficiencies (a score of 2)
- Cash-on-Hand Ratio (calculated from the annual audit report): Ratio less than 1.0 (less than 1 month of cash-on-hand)
- Net Asset Ratio (calculated from the annual audit report): Net assets less than 20% of total assets
- Current Ratio (calculated from the annual audit report): Ratio less than 1.1.

Tier 3 (Deficiency): This infraction could present a real and immediate risk to the financial stability of the Charter School and is related to:

- Unqualified audit opinion with a noted material weakness or three or more significant deficiencies (a score of 1), or a qualified audit opinion

If a Tier 1 infraction is not resolved in the following fiscal year, it will be elevated to a Tier 2 infraction. If a Tier 2 infraction is not resolved in the following fiscal year, it will be elevated to a Tier 3 infraction.

If the Charter School commits a Tier 1 financial infraction three times in a row, a Tier 2 financial infraction two times in a row, or one Tier 3 financial infraction in any year of this Agreement, the Charter School may automatically receive a shortened renewal term when the charter is up for renewal.

For any Tier infraction, an infraction letter will be sent from the Office of Innovation and Incubation to the Charter School's Board Chair and management. For a Tier 3 Infraction the Charter School must submit a Corrective Action Plan to the Office of Innovation and Incubation. The plan should outline how and when the charter school's board will resolve the infraction.

If infractions are severe enough or the charter school did not successfully complete the Corrective Action Plan to resolve an infraction(s), the charter school may be subject to revocation.

EXHIBIT D

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, other financial 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, regular 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 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.

Other Attachment File(s)

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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.

Mike Mickelson
NAME OF AUTHORIZED OFFICIAL

Executive Director
TITLE

Mike Mickelson
SIGNATURE OF AUTHORIZED OFFICIAL

July 11, 2014
DATE

Foundations College Prep
APPLICANT ORGANIZATION

July 11, 2014
DATE SUBMITTED

Management Team Resumes:

- Micki O'Neil, Executive Director
- Sarah Hunko Baker, Principal
- Emily Quiroz, Dean of School Culture
- Leah Harris, Mathematics Instructional Lead
- Darren Walker Armstrong, Dean of Operations and Sustainability

Micki L. O'Neil

Education

University of Chicago Booth School of Business and Harris School of Public Policy

Master of Business Administration, Concentrations in Economics, Entrepreneurship

Chicago, IL

September 2005 - June 2007

- Graduated with High Honors and named Siebel Scholar, school's top scholarship awarded to five second-year students for academics and leadership; received two-year merit scholarship upon admission

Master of Public Policy, Concentration in Education

September 2004 - June 2007

- Received Irving B. Harris Fellowship, school's top scholarship; earned GPA of 3.95
- Voted 2004-5's 1st-year student leader; elected to Student Association as 2005-6 Academic & Career Services Co-Chair

Brooklyn College, New York City Teaching Fellows

Master of Education, Secondary Social Studies

Brooklyn, NY

June 2002 - July 2004

Georgetown University

Bachelor of Arts, Major in American Studies

Washington, D.C.

September 1995 - May 1999

- Graduated *magna cum laude* (GPA: 3.74); John Carroll Scholar (awarded to 25 students/class)
- Wrote senior thesis on 1968 battle over NYC schools and decentralization; worked at the SEED School (in its first year) as math teaching assistant; served in editor positions at campus weekly newspaper; studied abroad in Ghana and Ecuador

Experience

Foundations College Prep

Founder and Executive Director

Chicago, IL

October 2011 – Present

- Founded brand new charter school to open in 2014; 1 of 4 new charter schools to receive authorization from Chicago Public Schools
- Secured \$450,000 Next Generation Learning Challenge grant from the Bill and Melinda Gates Foundation; 1 of 20 teams nationwide
- Recruited school leadership team, founding Board members and significant community support

Revive The Dream

Co-founder and Director of Curriculum

Chicago, IL

September 2011 – July 2012

- Led and designed educational policy curriculum for emerging leaders fellowship

Renaissance Schools Fund/New Schools For Chicago

Knowledge Management Officer, Expert Advisor & Special Projects

Chicago, IL

June 2010 – September 2011

- Managed partnership with the Office of New Schools, leading the organization's efforts on the 2011 new school authorization process
- Advised on development of new evaluation and accountability strategy for both targeted investment portfolio and all Chicago charters
- Evaluated schools' and portfolio's academic performance, as well as analyzes operators' financial performance

Manager of School Investment and Strategy

October 2008 - June 2010

- Managed strategic consulting projects for targeted charter management organizations, including advising a fundamental strategic re-organization of one's governance and leadership structure, which has since facilitated major academic and financial improvements
- Led analysis of top Chicago school network's student-level academic performance and educational improvement priorities and collaborated on all recommendations as integral part of consulting team developing network's 5-year strategic plan

Teach for America

Managing Director, Alumni Programs

Chicago, IL

April 2007- June 2008

- Designed national alumni summit strategy in order to further organizational goals, advance thinking on education reform and strengthen alumni commitment to educational equity; executed five summits for 1,200+ attendees in initiative's first year
- Led alumni magazine *One Day*, helping set vision and strategy and collaborating to determine and edit content

Bain & Company

Summer Associate

Chicago, IL

Summer 2006

- Assessed large retail chain's seasonal staffing processes, identifying \$5M of annual cost savings; managed extensive client outreach

Aspire Public Schools - Education Pioneers fellowship, 2nd Cohort

Intern, Intranet Project Manager

Oakland, CA

Summer 2005

New York City Teaching Fellows, New York City Public Schools

Math Teacher

Brooklyn, NY

June 2002 - September 2004

- Raised school's 8th-grade math scores 40%, New York City's greatest increase in 2004, at successful school in impoverished region

J.P. Morgan

Investment Banking Analyst, Healthcare

New York, NY

October 1999 – July 2001

- Advised Bristol-Myers Squibb on \$5 billion spin-off of Zimmer Holdings, repeatedly exceeding client's rigorous demands
 - Modeled multiple divestiture scenarios, assessed their strategic implications, and analyzed industry dynamics
 - Worked directly with Zimmer's senior management to market and communicate business to investors
- Collaborated with companies' CEOs and CFOs and with Equity Capital Markets team in advising two biotech IPOs

Sarah Hunko Baker

Relevant Experience

Achievement First, Leadership Fellow

Brooklyn, NY

- Developed and implemented school-wide systems to promote a joyous and achievement-focused school culture
- Coached, mentored and evaluated 7 ELA and science teachers. Provided curricular and instructional professional development to teacher teams
- Offered strategic support to middle school leadership team

*Feb 2013 –
June 2013*

Ryan Fellowship – A Program of The Alain Locke Initiative, Ryan Fellow

Chicago, IL

- Selected as one of 8 fellows nationwide for prestigious urban principal training program
- Completed academic foundation at the Accelerate Summer Institute at Northwestern University's Kellogg School of Management; currently writing a doctoral thesis-style Leadership Strategy and Playbook which culminates in a comprehensive strategic plan to launch a high-achieving charter school
- Leads, supports, manages and evaluates the middle school teacher team of Alain Locke Charter School, one of 7 schools recognized by the US Dept. of Education as closing the achievement gap
- Works on the leadership team of ALCS during the 2012-2013 school year, gaining valuable experience with teacher evaluation and professional development, school culture, budgeting and operations, parent and community relations, data-driven instruction

*July 2012 –
Feb 2013*

Foundations College Prep, Principal

- Developed educational program and talent management system for new 6-12 charter school in Chicago
- Collaborated with Executive Director and Dean to develop an ambitious vision for an innovative new school, which was authorized in 2013 for a 2014 opening

Chicago, IL

*Feb. 2012 -
Present*

Network for Teaching Entrepreneurship, Program Manager

- Coached 11 Chicago Public School business/entrepreneurship teachers to increase instructional effectiveness
- Designed regional alumni strategy including a data tracking initiative to help meet organizational goals
- Managed 100K scholarship fund, Advanced Business Camp, alumni engagement programs and strategic partnerships

Chicago, IL

*Sept. 2011 -
June 2012*

Gary Comer College Prep, A Campus of Noble Street Charter School, 10th Grade AP Human Geography Teacher

- Piloted school's first AP Human Geography course; produced highest percentage of 3+ on AP exam in network
- Led 100% of advisory to meet academic, service and discipline goals by establishing warm/strict culture, developing relationships with students and families, transparently tracking metrics
- Mentored first year teacher; facilitated weekly observation-feedback discussions
- Initiated and led afterschool remedial phonics program for non-readers

Chicago, IL

*July 2010 -
July 2011*

Teach for America – M.S. 228, 7th - 8th Grade English Language Arts Teacher

New York, NY

- Produced significant academic achievement: 90% of honors 8th graders received Regents high school diploma distinction; general 8th grade students averaged 2 years of reading growth in 1 year; improved 7th grade ELA proficiency by 45%
- Designed and led first ever honors 8th grade (Regents) course in the Bronx
- Developed and implemented engaging, critical thinking based English curriculum for general, inclusion and honors courses
- Managed, supported and developed 22 teachers as United Federation of Teachers chapter chair
- Led team of 5 in analyzing student data to drive instructional decisions as 7th grade team leader

*June 2007 -
June 2010*

Education

Pace University

New York, NY

Master of Science for Teachers in Adolescent Education, GPA 4.0
NY Transitional B Certification in Secondary English 7-12

May 2009

Michigan State University

East Lansing, MI

Bachelor of Arts in Journalism and Women, Gender and Social Justice, GPA 3.6

May 2006

- Outstanding Journalism Student 2006
- Founding Editor-in-Chief of student magazine; studied history and race relations abroad in South Africa

Volunteer Experience

Maama Suubi – Co-founder and Lead Project Manager

Mbale, Uganda

- Started a social entrepreneurship venture for women in rural Uganda to startup businesses
- Trained over 50 rural women in health, nutrition, sanitation, business plan writing, marketing; coordinated the launch of women's village bakery including managing budget, staffing and all operations

*Sept. 2006 -
March 2007*

Emily Koches Quiroz

Education

American University

Master of Arts in Teaching, Elementary Education, GPA 3.95

Northwestern University

Bachelor of Science, Education and Social Policy, with Honors, GPA 3.72

- President of Alpha Chi Omega Sorority
- Senior Honors Thesis: *Community Responses to Voucher Program*

Washington, DC

August 2009

Evanston, IL

June 2007

Experience

eSpark Learning

Director of Learning Design

- Managed team of 6 learning designers to evaluate digital learning resources to build personalized, standards-based learning plans for PreK-8th grade students in math and reading
- Developed a curriculum that led 100% of schools reporting data to achieve 2 times the expected learning growth on the NWEA assessment during 2012-2013 school year
- Reduced cost of curriculum by 50% to create a more affordable product for schools

Professional Development Creation Lead

- Developed and led blended learning professional development sessions for 100+ teachers across the country

Chicago, IL

Sept 2012-Dec 2013

July-Sept 2012

UNO Sandra Cisneros Charter School, Master Teacher

- Direct supervisor, instructional coach and evaluator of 16 elementary and special education teachers
- Led teachers of limited English proficiency students to score above the district average in reading and math on the STEP and NWEA MAP
- Conducted regular classroom observations, feedback sessions and evaluation meetings
- Led professional development sessions on best practices in literacy instruction, behavior management strategies, increasing student interactions and technology integration
- Received average rating of 5.5 out of 6 on staff survey evaluating effectiveness of the Master Teacher

Chicago, IL

2011-2012

Galapagos Charter School, Middle School Language Arts Instructor, with select administration responsibilities

- Delivered consistent results of improving students' reading and language arts levels by an average of 1.5 years over nine months of instruction, as measured by NWEA MAP
- Co-founded the Teacher Research Committee to study the culture and climate of other high-performing charter schools and present applicable findings to Board of Directors and administration team
- Led professional development sessions for instructors on cross-curricular project design and classroom management strategies
- Designed and implemented new long-term plan to increase rigor of curriculum, including creation of 10 new reading comprehension assessments
- Awarded "Best New Teacher" in June 2010

Chicago, IL

2009-2011

Teach for America – Friendship Southeast Elementary, Fifth Grade Language Arts Instructor

- Selected from over 20,000 applicants nationwide to join corps of recent college graduates
- Improved student reading levels by an average of 1.5 grade levels over eight months of instruction
- Designed five assessments used as baseline data tools and a year-long language arts curriculum
- Presented in-service workshops on reading instruction and data analysis for 30 teachers and administrators
- Awarded for "Supporting the Diverse Needs of All Students" by the district's Special Education department

Washington, DC

2007-2009

Professional Development

Teach for America 20th Anniversary Summit, *February 2011*

National Geographic Summer Geography Institute, *August 2008*

Teachers College Reading and Writing Project, Columbia University, *July 2008*

Teachers College New Teacher Academy, Columbia University, *2007-2008*

Teach for America Summer Institute, *Summer 2007*

Washington, DC

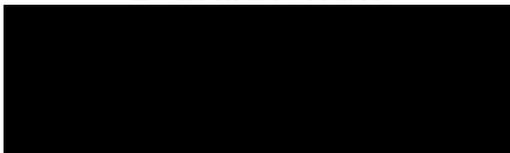
Washington, DC

New York, NY

Washington, DC

Washington, DC

Leah Marie Harris



=

Experience

Girls Preparatory Charter School, NY, NY

Math Teacher and Grade Level Chair (8/2013-present)

- Design and deliver Common-Core aligned instruction, use data daily to drive instruction, and serve as the leader of the 7th grade team charged with working directly with the Leadership Team in an effort to ensure the 7th grade scholars and staff are supported

New Classrooms, NY, NY

Curriculum Writer –Consultant (9/2013- present)

- Design Common Core aligned task-based curriculum for grades 5-8.

Achievement First Crown Heights Middle School, Brooklyn, NY

Academic Dean (7/2011 – 6/2013)

- Designed high-achievement mathematics curriculum to align with Common Core standards
- Coached a portfolio of 12 math and science teachers through regular observation and feedback and strategically designed coaching meetings
- Created and facilitate monthly professional development for the math team
- Served as an active member of the leadership team by designing and leading staff trainings and professional development, assisting in the development of teacher leaders, working closely with the Dean of Students to support systems to promote positive school culture, and generally being part of the problem-solving and execution team charged with the overarching job of promoting and protecting exemplary instruction.

Math Teacher, Coach, Grade Level Chair (8/2010 – 7/2011)

- Led 8th grade team meetings, served as a liaison between the leadership team and the grade-level team, and facilitated the norming of school-wide initiatives across our team and school (in addition to the two bullet points above)

Breakthrough Collaborative, NY, NY

Dean of Faculty (3/2010 – 8/2010)

- Worked closely with the executive director to train and support instructional leaders and teachers
- Developed professional development sessions for a staff of 22 teachers and wrote final evaluations of staff members

Mentor Teacher (3/2009 – 8/2009)

- Supported and developed teachers through observations, feedback, and weekly professional development

Explore Charter School, Brooklyn, NY

Fifth-Eight Grade Lead Math Teacher/Administrative Intern (7/2006- 7/2010)

- Used a backwards design approach to develop and implement math curriculum at the elementary and middle school levels leading to 100% of sixth graders in 2008 and 100% of seventh and eighth graders in 2009 meeting or exceeding standards on the state assessment
- Aligned, developed, and delivered Integrated Algebra curriculum for advanced 8th grade students
- Led a task-force of teachers in the creation of a standards-based report card as a means of pushing student achievement through targeted feedback
- Coordinated the end of year trip which included fundraising \$20,000, creating and implementing policy and procedures for future trips, and serving as the point-person on staff during the trip

- Designed and facilitated on-going differentiated professional development sessions for all-staff
- Supported new teachers through regular observation and feedback
- Examined school-wide grading policies resulting in normed grading across the upper- school

Emerging Leader Fellowship, NY, NY

Emerging Leader Fellow (8/2009 – 7/2010)

- Selected from a competitive pool of applicants to be part of this year-long leadership training program for rising secondary leaders
- Participated in leadership rotations which consisted of bi-weekly seminars examining various leadership issues including observation, school culture, assessment, finance, hiring, and others
- Observed and coached ELA team on their questioning in an effort to push student achievement
- Created and delivered differentiated monthly professional development to staff

Teach for America, NY, NY

Math Content Specialist (2008-2009)

- Designed and facilitated bi-monthly professional development sessions for 10 corps members
- Supported corps members with development of scope and sequence, as well as alignment and implementation of curriculum with New York standards
- Provided feedback on lesson-plans
- Used survey data to create curriculum aligned to a pacing guide and subsequently design sessions

Teach for America/New York Public School 75, Bronx, NY

Teacher (2004-2006)

- Selected to lead the Arts and Journalism Academy for high-performing fifth and sixth graders
- Co-taught kindergarten inclusion and led students to attain an average of 2.4 years of growth in reading

Education

College of St. Rose (10/2009- 6/2010)

Brooklyn, NY

- Completed coursework through the Center for Integrated Teacher Education (CITE) towards a School Building License (SBL)

Lehman College (2004-2006)

Bronx, NY

- M.S.Ed., Childhood Education, Summa Cum Laude

Kalamazoo College (2000-2004)

Kalamazoo, Mi

- Bachelor of Arts, June 2004

Majors: French Language and Literature, Business and Economics

- Economics Honors Thesis: *"The Impact of Affirmative Action on the Achievement Gap"*

Groupe ESC Clermont (2002-2003)

Clermont-Ferrand,

France

- Part of a study abroad experience where all classes at this French business school were conducted in French

Related Experience

2000-2004	Designed and coached first Math Olympiad team at the Woodward School for Technology and Research
2002-2003	Taught conversational English to French students
2006-2010	Co-directed student math team
2008-2010	Created and led student chess team

DARREN W. ARMSTRONG

darren.armstrong@owen.vanderbilt.edu

EDUCATION

VANDERBILT UNIVERSITY, Nashville, TN

OWEN GRADUATE SCHOOL OF MANAGEMENT

Master of Business Administration, May 2012

Concentration: Marketing, Specialization: Brand Management

- Diversity Scholar Award Recipient
- Owen Black Student Association, Vice President; Vanderbilt Marketing Association

MOREHOUSE COLLEGE, Atlanta, GA

Bachelor of Arts in Business Administration, May 2005

Major: Finance

- Graduated cum laude (top 5% of class), Full-Tuition Academic Scholarship
- Harvard Business School Summer Venture in Management Program and Alpha Phi Alpha Fraternity, Inc.

EXPERIENCE

FELLOWSHIP EDUCATIONAL & ECONOMIC DEVELOPMENT CORPORATION, Chicago, IL

Gladiators Mentorship Program, Manager and Administrator, 2013 – 2014

- Developing strategies and curriculum for the 9-month, grant funded Gladiators Mentorship Program (GMP) targeting Chicago males, ages 14 to 18 years of age, from impoverished communities; curriculum addresses anti-violence, educational enrichment and exposure, college and professional readiness, character development, building high expectations, enhancement of core values and life skills, and spiritual maturation; recruited mentors and mentees
- Creating relationships/partnerships with Chicago Public Schools (CPS) educators, other nonprofit organizations, and members of the local professional community
- Ensuring appropriate pairings of (20) mentees to (20) mentors, monitoring those relationships, and integrating best Practices from other mentorship programs and studies to aid in improving mentee/mentor interaction
- Overseeing implementation of the budget and maintaining budgetary requirements; seeking to expand GMP and achieve additional grant funding awards
- Meeting overall targets for achievement and measurement as outlined in the Chicago Area Project grant award

URBAN PREP CHARTER ACADEMY FOR YOUNG MEN, Chicago, IL

Chief Financial Officer, 2012

- Oversaw \$14MM charter school organization; responsible for school network budgeting, purchasing and other financing activities, cash flow management, bank reconciliations, and maintaining relationships with bankers and vendors
- Met monthly with school network principals to review financial performance and assist them with their management of budgeted financial resources
- Assisted Institutional Advancement with fundraising efforts, build a tighter pipeline to college admissions departments, and create content for the 2012 annual report

AT&T, Dallas, TX

Leadership Development Program Intern, Customer Experience Group, Summer 2011

- Focused on AT&T's Interactive Voice Response (IVR) system for cellphone customers; identified top customer complaints and benchmarked them against competitors' customer interactions; set-up IVR testing procedures for each cellphone provider; analysis resulted in Best Practices implemented in Winter 2011
- Developed internal marketing communication Sales & Service Customer Experience site that informed employees about the company's rededication to superior customer service; selected media, customer satisfaction information, and blog content; company-wide site launched in Summer 2011
- Built "2011 Customer Experience Roadmap" for leadership across various business units to prioritize key

customer-related ongoing projects/initiatives; resulted in leadership re-prioritizing product improvement and brand building efforts

JONES LANG LASALLE, INCORPORATED (JLL), Chicago, IL

Real Estate Analyst, Corporate Solutions – Procter & Gamble (P&G) Account, 2008 – 2010

- Assessed the value of P&G's U.S. and Latin American leased properties using key factors from extensive economic data via research tools, broker recommendations, and financial models; resulted in P&G renewing leases at rental rates lower than market rent and terminating costly leases; analysis helped P&G yield over \$3MM in cost savings
- Analyzed acquisition opportunities, provided financial analysis, and researched market forecasts and trends to help P&G execute deals valued at over \$13MM
- Achieved \$2.5MM cost savings for Corporate Solutions business unit; identified new market opportunities for global accounts; eliminated business relationships with global accounts that were not expanding real estate needs; efforts resulted in new business and commission wins valued at \$5MM

ACCENTURE Chicago, IL

Consulting Analyst, Communications & High-Technology, 2005 – 2008

- Utilized SAP to assist client the Wrigley Company collect \$10MM in overdue Accounts Receivables and reduce invoice processing time by 50%; led training for client's employees and CFO via presentations and internal communications about SAP functionality for daily work activities
- Co-managed online tool project for the state of Texas to automate the application process for government assistance programs; led cross-functional team and controlled budgeting for application implementation and managed application approval process with state officials

J&K PRODUCTIONS, Chicago, IL

Co-founder, Marketing and Operations Manager, 2005 – 2009

- Experiential marketing passion and business development skills enabled me to organize art shows, fundraisers, startup company launch events, graduate school functions, and other professional social events
- Marketed client/J&K Productions events via Facebook, digital media, and professional networks to our consumer segment of 3,000 people; co-partnered with companies such as Fortune Brands for events

ADDITIONAL

- Member of the American Marketing Association (AMA—Chicago, IL chapter)
- Amateur collector of original contemporary African-American art and sculptures
- Volunteer work: Amandla Charter School Auxiliary Board Development Committee and Tutoring Program; Gladiators Mentorship Program Mentor; KIPP Academy Mentor



OFFICE OF THE SECRETARY OF STATE

JESSE WHITE • Secretary of State

OCTOBER 25, 2011

6808-423-7

MICKI LYNN O'NEIL
1038 N PAULINA ST #1F
CHICAGO, IL 60622

RE FOUNDATIONS COLLEGE PREPARATORY SCHOOL

DEAR SIR OR MADAM:

ENCLOSED YOU WILL FIND THE ARTICLES OF INCORPORATION OF THE ABOVE NAMED CORPORATION. THE CORPORATION IS REQUIRED TO FILE AN ANNUAL REPORT EACH YEAR. BLANK FORMS WILL BE MAILED BY THIS OFFICE TO THE REGISTERED AGENT AS SHOWN BY OUR FILES APPROXIMATELY 60 DAYS PRIOR TO ITS ANNIVERSARY MONTH. (ORIGINAL DATE OF INCORPORATION).

THE REQUIRED FEE OF \$50.00 IN THIS CONNECTION HAS BEEN RECEIVED AND PLACED TO YOUR CREDIT.

CERTAIN NOT FOR PROFIT CORPORATIONS ORGANIZED AS A CHARITABLE CORPORATION ARE REQUIRED TO REGISTER WITH THE OFFICE OF THE ATTORNEY GENERAL. UPON RECEIPT OF THE ENCLOSED ARTICLES OF INCORPORATION, YOU MUST CONTACT THE CHARITABLE TRUST DIVISION, OFFICE OF THE ATTORNEY GENERAL, 100 W. RANDOLPH, 3RD FLOOR, CHICAGO, ILLINOIS 60601 TELEPHONE (312) 814-2595.

THE ISSUANCE OF THE ARTICLES OF INCORPORATION DOES NOT ENTITLE THE CORPORATION TO A PROPERTY TAX EXEMPTION. YOU MUST APPLY FOR THAT EXEMPTION THROUGH THE BOARD OF REVIEW IN THE COUNTY WHERE THE REAL ESTATE IS LOCATED.

SINCERELY,

JESSE WHITE
SECRETARY OF STATE
DEPARTMENT OF BUSINESS SERVICES
CORPORATION DIVISION
TELEPHONE (217) 782-6961

FORM NFP 102.10 (rev. Dec. 2003)
ARTICLES OF INCORPORATION
 General Not For Profit Corporation Act

Jesse White, Secretary of State
 Department of Business Services
 501 S. Second St., Rm. 350
 Springfield, IL 62756
 217-782-9522
 www.cyberdriveillinois.com

Remit payment in the form of a
 cashier's check, certified check,



FILED: 10/25/2011 JESSE WHITE SECRETARY OF STATE

File # 6808-423-7 Filing Fee: \$50 Approved: JR

----- Submit in duplicate ----- Type or Print clearly in black ink ----- Do not write above this line -----

Article 1.

Corporate Name: Foundations College Preparatory School

Article 2.

Name and Address of Registered Agent and Registered Office in Illinois:

Registered Agent: Micki Lynn O'Neil
First Name Middle Name Last Name

Registered Office: 1038 N Paulina St. #1F
Number Street Suite # (P.O. Box alone is unacceptable)
Chicago IL 60622
City ZIP Code
Cook
County

Article 3.

The first Board of Directors shall be 4 in number, their Names and Addresses being as follows
Not less than three

Director Name	Street Address	City	State	Zip Code
Micki O'Neil	1038 N Paulina St. #1F	Chicago	IL	60622
Michael Rosskamm	110 Smith St #4R	Brooklyn	NY	11201
Benjamin Reeves	1728 N. Damen Ave #311	Chicago	IL	60647
Kristen Vandawalker	2228 N. Kenneth	Chicago	IL	60639

Article 4.

Purpose(s) for which the Corporation is organized: 049
Educational: to operate a public charter school to serve low-income stud
in Chicago. from grades 6-12

(continued on back)

Article 4.(continued)

Is this Corporation a Condominium Association as established under the Condominium Property Act? (check one)

Yes No

Is this Corporation a Cooperative Housing Corporation as defined in Section 216 of the Internal Revenue Code of 1954? (check one)

Yes No

Is this Corporation a Homeowner's Association, which administers a common-interest community as defined in subsection (c) of Section 9-102 of the code of Civil Procedure? (check one)

Yes No

Article 5.

Other provisions (For more space, attach additional sheets of this size.): *See attached*

Article 6.

Names & Addresses of Incorporators

The undersigned incorporator(s) hereby declare(s), under penalties of perjury, that the statements made in the foregoing Articles of Incorporation are true.

Dated October 25, 2011
Month & Day Year

Signatures and Names	Post Office Address
1. <u><i>Moche O'Neil</i></u> Signature <u>Micki O'Neil</u> Name (print)	1. <u>1038 N Paulina</u> Street <u>Chicago IL 60622</u> City, State, ZIP
2. <u><i>Michal Rosh</i></u> Signature <u>Michael Roskamm</u> Name (print)	2. <u>110 Smith St #4R</u> Street <u>Brooklyn NY 11201</u> City, State, ZIP
3. <u><i>[Signature]</i></u> Signature <u>[Name]</u> Name (print)	3. <u>1728 N Damen Ave #811</u> Street <u>Chicago, IL 60647</u> City, State, ZIP
4. <u><i>[Signature]</i></u> Signature <u>Kristen Vandawalker</u> Name (print)	4. <u>2232 N. Kenneth</u> Street <u>Chicago IL 60639</u> City, State, ZIP
5. _____ Signature Name (print)	5. _____ Street City, State, ZIP

Signatures must be in BLACK INK on the original document.

Carbon copies, photocopies or rubber stamped signatures may only be used on the duplicate copy.

- If a corporation acts as incorporator, the name of the corporation and the state of incorporation shall be shown and the execution shall be by a duly authorized corporate officer. Please print name and title beneath the officer's signature.
- The registered agent cannot be the corporation itself.
- The registered agent may be an individual, resident in Illinois, or a domestic or foreign corporation, authorized to act as a registered agent.
- The registered office may be, but need not be, the same as its principal office.
- A corporation that is to function as a club, as defined in Section 1-3.24 of the "Liquor Control Act" of 1934, must insert in its purpose clause a statement that **it will comply with the State and local laws and ordinances relating to alcoholic liquors.**

FORMNFP 102.10
ARTICLES OF INCORPORATION

Foundations College Preparatory School

Article 5 – Other Provisions

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, to one or more organizations as determined by the Board of Directors. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

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](#)

Project Budget Plan

Foundations opens to students on September 2, 2014 with 160 students in grades 6 and 7 and will expand by one grade level each year (eventually 120 students) to full operational capacity of 840 students in grades 6-12.

Year One funds are requested for initial pre-opening start-up costs, including staff time from July 1, 2014 to prepare the school for opening and our month-long teacher professional development summer session, curriculum development stipends, student recruitment, technology, books and educational materials. Year Two funds are requested for curriculum development stipends, staff time for new teacher induction, furniture, books and educational materials. Year Three funds are requested for staff time for new teacher induction, new staff computers and FF&E, books and educational materials.

Grant Year One (7/1/14-6/30/15): \$200,000

Grant Year Two (7/1/15-6/30/16): \$200,000

Grant Year Three (7/1/16-6/30/17): \$200,000

TOTAL REQUEST: \$600,000

Year 1 (October 1, 2013-September 30, 2014)

Description	Item Total	Category Total
Personnel		\$125,041
Executive Director, Principal, Dean of School Culture, Dean of Operations, Math Lead, School Manager, Associate Dean 2 months salary (July and August before school opens)	\$68,958	
9 teachers salaries, August (summer PD/induction)	\$38,583	
Student recruitment interns & canvassers	\$7,500	
Curriculum development stipends (July)	\$10,000	
Fringe Benefits	Covered elsewhere	
Travel	2 staff members travel to CSP conference	\$1,500
Equipment		\$20,000
Phone equipment (50% of cost)	\$10,000	
White boards	\$10,000	
Supplies		\$43,459
Classroom and school libraries	\$30,000	
Educational materials (\$75/student)	\$12,000	
Office supplies	\$1,459	
Contractual	Consultant to set up I/T infrastructure	\$10,000
Total		\$200,000

Year 2 (October 1, 2015-September 30, 2016)

Description	Item Total	Category Total
Personnel		\$25,000
Summer induction, 5 new teachers	\$25,000	
Fringe Benefits	@25% of salaries (includes pension)	\$6,250
Travel		\$17,000
2 staff members travel to CSP conference	\$2,000	
Travel stipends to all staff members for blended learning site visits / conferences <i>(20 staff @ \$750 each)</i>	\$15,000	
Equipment		\$110,000
Devices, 150 @ average of \$300 each <i>(mix of tablets, Chromebooks)</i>	\$45,000	
Chromebook carts	\$15,000	
Whiteboards	\$10,000	
Student Desks and Chairs, 200 @ \$200 each pair	\$40,000	
Supplies		\$41,750
Science curriculum	\$20,000	
Interdisciplinary curriculum	\$15,000	
Math curriculum (approx 60%)	\$6,750	
Total		\$200,000

Year 3 (October 1, 2015-September 30, 2016)

Description	Item Total	Category Total
Personnel		\$50,000
Summer induction, 5 new teachers	\$25,000	
Curriculum stipends of \$2,500 to 10 teachers to complete ALL curriculum plans (through 12th grade)	\$25,000	
Fringe Benefits	@25% of salaries (includes pension); 10% of stipends	\$8,750
Travel		\$12,000
2 staff members travel to CSP conference	\$2,000	
Travel stipends to staff members (new and lead) for blended learning site visits / conferences (<i>10 staff @ \$1000 each</i>)	\$10,000	
Equipment		\$79,250
Devices, 100 @ average of \$300 each (<i>mix of tablets, Chromebooks</i>)	\$30,000	
High school library, ~6,000 books @ avg price of \$8 each	\$49,250	
Contractual	Consultant(s) to develop full college knowledge curriculum and plan for Foundations College (early college seminar program)	\$50,000
Total		\$200,000

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

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Foundations College Preparatory 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	125,041.00	25,000.00	50,000.00			200,041.00
2. Fringe Benefits		6,250.00	8,750.00			15,000.00
3. Travel	1,500.00	17,000.00	12,000.00			30,500.00
4. Equipment	20,000.00	110,000.00	79,250.00			209,250.00
5. Supplies	43,459.00	41,750.00	50,000.00			135,209.00
6. Contractual	10,000.00					10,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	200,000.00	200,000.00	200,000.00			600,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	200,000.00	200,000.00	200,000.00			600,000.00

***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 Foundations College Preparatory 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)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Micki		O'Neil	

Address:

Street1:	1233 W 109th Pl
Street2:	
City:	Chicago
County:	
State:	IL: Illinois
Zip Code:	60643-3706
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
917-488-8771	

Email Address:

micki.oneil@foundationscollegeprep.org
--

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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