

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): Planning, Progr

CFDA # 84.282B

PR/Award # U282B150034

Grants.gov Tracking#: GRANT11701206

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.).

There were problems converting one or more of the attachments. These are: [1235-Section 427 of GEPA Statement.docx](#)

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/11/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Concept Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):

03-0503751

* c. Organizational DUNS:

8329345870000

d. Address:

* Street1:

2250 East Devon Avenue

Street2:

Suite 215

* City:

Des Plaines

County/Parish:

* State:

IL: Illinois

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

60018-0037

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Mr.

* First Name:

Sedat

Middle Name:

* Last Name:

Duman

Suffix:

Title:

President/CEO

Organizational Affiliation:

Concept Schools

* Telephone Number:

Fax Number:

* Email:

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-052714-001

* Title:

Office of Innovation and Improvement (OII): Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Program Design, and Initial Implementation Grants CFDA Number 84.282B

13. Competition Identification Number:

84-282B2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Horizon Science Academy-Southwest Charter School

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="343,138.96"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="343,138.96"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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.

Sedat Duman

NAME OF AUTHORIZED OFFICIAL

President/CEO

TITLE

[Redacted Signature]

SIGNATURE OF AUTHORIZED OFFICIAL

July 11, 2014

DATE

Concept Schools

APPLICANT ORGANIZATION

July 11, 2014

DATE SUBMITTED

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>Sedat Duman</p>	<p>TITLE</p> <p>President/CEO</p>
<p>APPLICANT ORGANIZATION</p> <p>Concept Schools</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
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Concept Schools

* Street 1: 2250 East Devon Avenue Street 2: Suite 215

* City: Des Plaines State: IL: Illinois Zip: 60018

Congressional District, if known: IL-09

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

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: 	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: N/A Middle Name:

* Last Name: N/A Suffix:

* Street 1: Street 2:

* City: 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: Street 2:

* City: State: Zip:

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

* Signature: Sedat Duman

* Name: Prefix: Mr. * First Name: Sedat Middle Name:

* Last Name: Duman Suffix:

Title: President/CEO Telephone No.: Date: 07/11/2014

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U282B140034

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.

Section 427 of GEPA Statement.docx

Add Attachment

Delete Attachment

View Attachment

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

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 Concept Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Sedat Middle Name:
* Last Name: Duman	Suffix:
* Title: President/CEO	
* SIGNATURE: Sedat Duman	* DATE: 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:

Abstract for Horizon Science Academy—Southwest

Concept Schools is a charter management company that oversees 31 schools in seven different Midwestern states: Ohio, Indiana, Illinois, Missouri, Wisconsin, Minnesota and Michigan. In 1999, a small group of educators, engineers and academics founded Horizon Science Academy Cleveland and Horizon Science Academy Columbus in Ohio—the first two schools in our charter management. To ensure the development of a rigorous, research-based curriculum aligned to state standards, a number of local scientists were invited to become part of the Concept Schools’ project planning phase. Involvement of these scientific practitioners made a significant contribution to the Concept Schools learning environment. The project team's charter school proposal was lauded by the State of Ohio Board of Education and was immediately approved. Even though the Concept Schools’ team had originally submitted only one proposal for a high school in Cleveland, state education officials urged and approved the submission of a second proposal for a high school in Columbus. Thus, in 1999, expansion of the Concept Schools’ model began. The dynamic group went on to develop what has evolved into a proven successful school design in all the Concept Schools today—a college preparatory STEM curriculum focusing on math, science, technology, and engineering, where expectations and standards are high regardless of the students’ backgrounds, and where relationships between all members of the school communities are highly valued.

In Illinois, Concept Schools has two well-established charter schools: Chicago Math and Science Academy (CMSA) and Quest Charter School in Peoria. CMSA has been ranked as a Level 1 “Excellent” rating school from the Chicago Public Schools. CMSA ranks among the top 10 non-selective high schools in Chicago with a 90% college acceptance rate and a 94% poverty rate. From 2011 to 2013, close to 80% of students at Quest Charter School met and exceeded standards on the ISAT standardized test, slightly above the state average of 77 percent. In 2013, Concept Schools opened two new charter schools in Chicago communities with above 92% poverty levels: HSA-Belmont and HSA-McKinley. Both schools have made tremendous academic strides within a year’s time on the NWEA-MAP data by moving from the 20th percentile to the 66th percentile at the Belmont site and from the 40th percentile to the 80th percentile at McKinley. Our new Southwest charter school in the Gage Park-West Englewood neighborhood with a 93% poverty rate will also make great academic strides in its first year.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

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1. Competitive Preference Priorities

A. Priority 1: Improving Achievement and High School Graduation Rates

Horizon Science Academy Southwest (HSA-Southwest) is a new K-8 charter school starting its first year of implementation in 2014-2015 and is managed by Concept Schools, a charter management organization. Our new school is located along the border of Gage Park (a predominantly Hispanic American neighborhood) and West Englewood (a predominantly African American community). Therefore, it is a majority minority school. Our HSA-Southwest charter school will improve academic achievement, high school graduation and college completion rates for several specialized populations such as students with special needs, English Language Learners (ELL), high-needs students, and students from high-poverty homes and communities. We will begin in August 2014 with 450 students in grades K-8, and then over the next 4 years, become a K-12 school with a projected enrollment of 725 students.

Concept first initiated Horizon Science Academies in Cleveland and Columbus, Ohio, in 1999. Over the next 15 years, it has grown to open and manage total of 31 charter schools in Ohio, Indiana, Illinois, Missouri, Michigan, Minnesota, and Wisconsin. In such a short time, Concept Schools has built a great reputation for creating effective learning environments evidenced by their standardized test scores, graduation and college acceptance rates, attendance and retention rates, and parent/student satisfaction. In such a short time, Concept has become one of the sought-after organizations when it comes to STEM-focused charter schools in the Midwest. In a research study released in January 2013 by CREDO of Stanford University, Concept Schools is among the highest performing charter support organizations in the nation:

- Distinguished School Award for Closing the Achievement Gap, National Association of State Title 1 Directors – 2010 (*Horizon Science Academy [HSA] Cleveland High School*)
- National Blue Ribbon School Award – given to schools where students achieve at very high levels and/or where the achievement gap is narrowing, U.S. Department of Education -2009 (*HSA Cleveland High School*)
- U.S. News & World Report Best High Schools List – 2008, 2010 (*HSA Cleveland High School*)
- Excellent with Distinction Rating- the highest state accountability rating, 1 out of 350 charter schools to receive this designation, Ohio Department of Education-2010 (*Noble Academy Cleveland*)
- Excellent Ratings- the second highest state accountability rating, Ohio Department of Education- 2011 (*HSA Columbus High School, HSA Cleveland High School, HSA Cleveland Middle School, Noble Academy Cleveland*)
- Schools of Promise- award given to schools that are making substantial progress in ensuring high achievement for all students, Ohio Department of Education (*HSA Cleveland High School, HSA Columbus High School, HSA Toledo High School*)
- “Needles in a Haystack” by the Thomas Fordham Institute- featured for “demonstrating significant achievement for disadvantaged youngsters from depressed inner-city communities”- 2010 (*HSA Cleveland Middle School*)
- “A” Designation and Highest Performing School in its Region, Michigan Department of Education- 2011 (*Michigan Math and Science Academy*)
- Highest Performing Non-Selective High School -out of 97 Chicago Public Schools– 2008 (*Chicago Math and Science Academy*)

- “Exemplary Progress,” Indiana State Department of Education- 2008, 2009, 2010
 - *Indiana Math and Science Academy West (3 years)*
 - *Indiana Math and Science Academy North (In its first year)*
- First Charter School Student at the Intel International Science Fair (*HSA Cleveland High*)
- Champion’s Award for best robot design and programming, performance, project, core values, and professionalism, Hathaway Brown Regional Robotics Competition in Cleveland – 2011 (*HSA Denison Middle School*)
- Gold Medal at International Olympiad, Azerbaijan- 2008 (*HSA Cleveland High School*)
- First student accepted to MIT from Ohio Charter Schools (*HSA Cleveland High School*)
- First organization that organizes interstate science fair, CONSEF (Concept Schools Science & Engineering Fair).

As a charter school network, here is our data on high school graduation rates and college enrollment data:

- An average 90%--95% high school graduation rate with 100% of those students accepted to college.
- 2012-13 was a huge success with over a 90% college acceptance rate and \$18,000,000 merit-based scholarships.
- Out of all Concept graduates, 80% are first generation college students in their families.

In Illinois, we have two well-established charter schools that are K-12 sites and therefore we have data on high school and college achievement: Chicago Math and Science Academy and Quest Charter School. Chicago Math and Science Academy (CMSA) serves 600 students in

grades 6 through 12 in the Rogers Park neighborhood in the north side of Chicago. Opened in 2004 with 225 students, CMSA now has close to 800 students on the waiting list. CMSA's demographics are 56% Latino, 27% African American, 7% Asian, 4% White, and 4% multi-racial. Eleven percent of the CMSA students are in special education, while 12.5% are ELL. Close to 92% of the CMSA students come from economically disadvantaged families.

Based on the recently released Chicago Public Schools' performance rating, CMSA earned 69.7% of the available points in the 2012-2013 school year, which placed the school in the Level 1 Tier. Tables below include more data on the performance of CMSA within the past three years with comparison to CPS averages:

	% of Students Passing and Exceeding ISAT (Grades 6-8)											
	READING			MATH			SCIENCE			COMPOSITE		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
CMSA	80.2	81.3	42.6	89	89.6	54.5	75.4	78	74.0	83.4	84.3	51.9
CPS	77.6	76.8	48	78.7	79.7	50.1	74	72.8	73.4	77.6	77.4	52.5

Average ACT Scores						
		Reading	Math	Science	English	Composite
2011	CMSA	16.6	18.7	18.8	17.6	17.9
	CPS	17	17.7	17.6	16.4	17.2
2012	CMSA	17.5	19	18.9	17.9	18.4
	CPS	17	18.2	18.2	17.3	17.7
2013	CMSA	18.4	19.9	19.1	19.2	19.1
	CPS	17.7	18.3	17.8	17.1	17.7

PSAE Average Meeting and Exceeding %					
		Reading	Math	Science	Composite
2011	CMSA	27.9	41.2	35.3	34.8
	CPS	31.7	29.7	25.1	28.8
2012	CMSA	36.9	45.2	39.3	40.5
	CPS	32.6	32.5	29.5	31.5
2013	CMSA	47.3	50.0	43.2	46.8
	CPS	37.0	33.7	27.1	32.6

College Acceptance Rate	
2010	93%
2011	92%
2012	90%
2013	90%

Chicago Math and Science Academy has been making great strides for the last three years, moving forward to reclaim its position back in 2008 as the highest-performing non-selective public school in Chicago. Below is a table that shows CMSA’s ratings and status for the past three years:

Overall Rating			
Performance Policy Rating	2013-2014	2012-2013	2011-2012
Performance Policy Points Earned	23 of 33 (69.7%)	19 of 30 (63.3%)	15.67 of 30 (52.2%)
Performance Rating	Level 1	Level 2	Level 2
PSAE Composite Meets/Exceeds %	46.8% (2013)	40.5% (2012)	34.8% (2011)

Another Concept-managed charter school in Illinois is the Quest Charter Academy in Peoria. Quest Charter Academy opened its doors in August of 2010 with 225 students in grades 5 through 7. The school is located in the heart of Peoria and serves an ethnically and socio-economically diverse population. For the 2012-2013 school year, Quest Charter Academy served students in grades 5th-9th with an enrollment of 375 and more than 300 students on the waiting list. Current demographics of Quest’s students show a low-income level of 70 percent. Approximately 62% of the student population is African American, 21% Caucasian, 8% Hispanic, 2% Asian, and 7% multiracial. Thirteen percent of the students are in the special education program, while there is no significant number of ELL students. Like CMSA, Quest established a great reputation in such a short time through its standardized test scores, students

and staff retention rate, and parent/student satisfaction. Given the success of not only our Illinois schools, but also 27 other schools in multiple communities similar to Chicago, we are confident that the HSA-Southwest charter school will be an effective learning environment in a short time, making great differences in the lives of many students and becoming a great asset within the Gage Park-West Englewood community.

The culture at HSA-Southwest will be all about college. Students and parents will be exposed to a college-bound culture through many strategic opportunities that the school will provide. Students will have classes such as College Readiness and College Path as part of their academic program. Through these programs students will go through a formal college application process and apply to multiple colleges and for scholarships and financial aid. Below is what our students will go through in each grade at the high school level to prepare them for college beyond the academic curriculum.

9th grade: Each student has a meeting with the school college counselor. Students take an interest survey and find out which careers interest them. The counselor and the student create a four-year college readiness plan to be ready for college after graduation. Students visit a minimum of two colleges and attend a minimum of two college representative presentations. Students are guided to start their community services.

10th grade: Students visit a minimum of two colleges and attend a minimum of two college representative presentations. Students are urged to take honors and Advanced Placement (AP) classes. Students are guided to have internships.

11th grade: Students attend ACT Camps to improve their score and to master test-taking skills. Eligible students take free college classes at local universities. Students attend a college fair.

12th grade: Seniors are assigned to mentors from local companies to support the college admission process. Each college counselor works with just up to 35 students to provide maximum support. By the time students finish their senior year, they visit a minimum of 15 colleges and attend a minimum of 20 college representative presentations. Students are registered to scholarship websites to fund their college expenses. Students receive FAFSA completion support from the school counselors. Here are some more college initiatives:

- In order to expose our students to college early on, classrooms will be named after colleges
- Teachers will design bulletin boards about their alma mater in their rooms
- There will be college flags and posters throughout the school
- Annual in-school college fairs will provide our students with more information about the universities and younger grades will tour the fair, too
- College visits will begin in as early as 6th grade
- Ivy League Mentorship program will involve high-performing students as early as 6th grade
- Experts from different fields are invited to the school to talk about their careers
- Regular college representatives will visit the senior classes to present, and students from lower grades will be included in some of those presentations
- College workshops for parents provide information for parents to support their children to go and graduate from college
- College counselors visit parents' homes to inform them about college admission process

- The school organizes parent-only college trips to raise college awareness
- Photographs of highly successful graduates are posted on the school wall to promote a college-bound culture
- A mentorship program will be developed between alumni and current students
- Celebration and recognition programs will be organized for seniors who are going to college. Younger students and their families will be invited to such programs.
- T-shirts promoting graduation and college will be worn by students
- Promotional materials from colleges such as banners, stickers, pens, and pads will be passed out to students as gifts
- Students who receive merit-based scholarships are recognized by celebration nights

At HSA-Southwest, eligible students will take free college classes at local colleges and universities through College Bridge and Dual Enrollment programs. These programs, established by CPS, are available to charter school students. The College Bridge program offers qualified juniors and seniors the opportunity to earn college credit while still in high school. Students participate voluntarily after school or in the summer, earning a semester of transferable college credit and a semester of high school elective credit upon completion of the course. Several universities offer four-year scholarships to successful College Bridge students. Participating colleges include Chicago State University; the City Colleges of Chicago; DePaul University; Loyola University; National-Louis University; Roosevelt University; Northeastern Illinois University; North Park University; Northwestern University; Roosevelt University; St. Xavier University; University of Chicago; and the University of Illinois. HSA-Southwest will

offer Advanced Placement (AP) courses to prepare its students for college. Our goal is that 60% of our students will be taking AP courses in their junior and senior years.

HSA-Southwest' commitment to college readiness does not end after our students graduate from high school. With programs like our recently created Concept Alumni Network (CAN), we will track college acceptance and persistence rates and provide alumni with support during and even after college. Eight of the 31 charter schools that Concept currently manages already have graduating classes. Hundreds of students graduate and go to college from these schools every year. These students can find a home in CAN, where dedicated staff will work closely with college counselors to provide alumni with information on scholarship and career opportunities. Alumni will have exclusive use of CAN's interactive website, where they can request transcripts, apply for scholarships, search for jobs and community service opportunities, and connect with fellow alumni through a variety of events. Talented individuals will be encouraged to go into teaching and return to the Concept network as teachers and administrators. Alumni also will be encouraged to give back to their schools by volunteering and helping with reunions and special events for current students.

- 1) Students with disabilities: All 31 charter schools managed by Concept Schools serve students with Special Needs and English Language Learners (ELL). There is an average of 9% Special Needs students and 6% English Language Learners receiving appropriate and supportive services within our schools. Two years ago, Concept Schools hired a Director of Specialized Services who has extensive years of both classroom teaching (Spanish bilingual and cross-categorical students) and administrative experiences. Her role is to provide professional development for teachers on best service delivery

practices, ensure that each school has met legal compliance for its respective state as well as the federal requirements for IDEA, complete audits, provide daily technical assistance for Case Management throughout the network, engage parents and families in the special education process, implement systems such as RTI (Response to Intervention) and PBIS (Positive Behaviors Program) in each school, support inclusive learning for each special needs child as well as least restrictive environments, and maintain an updated website. Previously, our director was the Assistant Superintendent for Student Services at a large suburban school district; therefore, she currently oversees compliance for our ELL students by managing Title III grants, state TPI/TBE grants, and she directs programming for ESL and bilingual services. We are proud to have a knowledgeable leader in the field.

Currently, we are meeting requirements for IDEA as well as meeting the needs of all students with special needs and/or disabilities. To ensure that we fulfill our respective obligations with respect to IDEA, we use the "Charter Schools Special Education Services and Implementation Rubric" provided by the Illinois State Board of Education, a document we complete and it covers all aspects of implementing special education in our charter schools. Our plan is to provide both academic and behavioral support to promote the learning and academic achievement of all students, including students with disabilities and those with special needs. We have at least 1-2 Special Education teachers at each of our schools, depending on size and need. The SWIFT (Schoolwide Integrated Framework for Transformation) model from the University of Kansas has domains and features which are the building blocks for our inclusive education plan within Concept Schools. Research shows it takes administrative leadership, a multi-tiered system of support, family and community partnerships, an integrated education framework, and

inclusive policies and practices to effectively meet the needs of ALL students, including students with disabilities and those with the most extensive needs. Differentiation for our special needs students is our top priority with general education teachers collaborating with the Special Education teacher, parents and school administration in order for the classroom content to be comprehensible, accessible and adaptive for each student.

Professional training and development across the network, which occurs in our summer institute, for staff involved with the education of students with disabilities include the following items: referral process to the special education coordinator, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents, and discipline of students with disabilities. To the maximum extent appropriate, students with disabilities will be educated in regular classrooms with non-disabled students. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aides and services cannot be achieved satisfactorily. Students with disabilities will have an equal opportunity with students in the regular education program to participate in and where appropriate, receive credit for nonacademic, extracurricular and ancillary programs, services, and activities. Students with disabilities will receive the same notices concerning school-sponsored programs, activities and services as other students. Such programs, services and activities include, but are not limited to art and music, counseling services, health services, transportation, recess and physical education, field trips and other recreational activities, school-sponsored clubs or groups, etc.

A student suspected of having a disability will be referred in writing to the special education teacher/coordinator for an individual evaluation and determination of eligibility for special education programs and services. Any professional staff member of the school may make referrals. Such referrals will:

(1) state the reasons for the referral and include any test results, records, or reports upon which the referral is based, if any, (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose, if any, and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such a referral, along with the procedural safeguards notice described in Federal Law, will be sent to the student's parents. Initial evaluations, re-evaluations and revisions of IEP's, and the procedures relating thereto are the responsibility of the special education coordinator. Each school will implement the IEP developed by the special education coordinator and committee for each student with a disability.

HSA-Southwest will provide substitute coverage for teachers as necessary to ensure that they are able to attend special education committee meetings. As required by IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP, provided that the student is, or may be, participating in the regular education environment. We will ensure that the teacher is knowledgeable about the student's needs and will help implement any modifications or accommodation as determined by the Special Education Committee. HSA-Southwest will send the mandated procedural safeguards notice to the parents. Every teacher of a student with a disability will be provided a copy of the student's IEP and training will be provided by

the special education coordinator, as needed, to ensure their understanding of the student's needs and his or her specific responsibilities related to implementing the student's IEP. Quarterly progress reports regarding each student and his or her IEP, as well as copies of all report cards will be sent to the student's parents. Parents will be informed of these policies in the parent/student handbook, the school website and newsletter, and in meetings with individual parents and their child.

Response to Intervention Approach

Horizon Science Academy-Southwest will utilize "Response to Intervention" (RTI), a three-tiered academic and behavioral support program as part of the Horizon Science Academies/Concept Schools model. Any student who is suspected of having learning difficulty and behavior issues will be placed in the RTI prior to referral to special education based on the aforementioned process. As a non-selective school, some students will be academically behind their grade level—in some cases, three to four years behind. Once enrolled at Horizon Science Academy-Southwest, students will be required to take diagnostic tests focusing on mathematics and reading. To understand each student's academic background, administration and staff will analyze the results of these tests. In addition to the diagnostic tests, we will also review the students' past school records and standardized test results to determine whether the students are below, at, or above our performance standards.

Students with serious academic background issues based on the data analysis will participate in the RTI program, where they will receive one-on-one and small-group, targeted, and effective assistance. The Concept Student Information System (CSIS)

database will facilitate communication between teachers and RTI staff, as the system will help the school provide more targeted assistance to the students in the RTI program. Student progress in the RTI will be monitored on a regular basis. Effectiveness of strategies and support will determine the next step for students in RTI.

- 2) English Language Learners (ELL): The percentage of ELL/bilingual students at HSA-Southwest will be close to 50% of the student body. Therefore, we will follow requirements from the Illinois State Board of Education and the Chicago Public Schools by administering the Home Language Survey for all our students and then using this data to determine what services are needed for each qualifying student. Illinois is a WIDA Consortium state and therefore we use the WIDA standards for our ESL and bilingual classrooms. The ACCESS primer (MODEL test) in Grades K-12 and the ACCESS test—both developed by WIDA—are administered regularly and there is a file for each student who qualifies for language services. HSA-Southwest will look at disaggregated data for ELL students as a group to evaluate whether these students are acquiring English language proficiency and progressing in academic subjects. This data will provide information as to whether broader program modifications are necessary and/or additional professional development needs to be provided to our teaching staff.

The cut-off score of 5.0 on the ACCESS testing determines when a student exits from an ESL/bilingual program. Any students classified and receiving educational services as an ELL student who subsequently tests above the 60th percentile on the NWEA-MAP assessment will be deemed no longer in need of ELL services along with the ACCESS 5.0 test score. Therefore, we follow the state requirements for testing

students, providing services, monitoring data, and transitioning students to the mainstream classroom. Our Director of Specialized Services has expertise in Special Education and ESL/Bilingual Education and subsequently monitors whether an ELL student is wrongly placed in a special education classroom due to language differences rather than differences in ability and need. We want to ensure compliance with state requirements and work with parents closely to meet each student's needs.

As a network, our philosophy has always been an additive approach in the sense that we value each students' native language, which is essential to maintaining ties with their parents and families as well as sustain a strong language foundation. We also offer a Spanish as a Foreign Language program in our schools so students can either learn Spanish as a second language and/or maintain their native language while also acquiring the English language. In our hiring process, we seek candidates who have either the required ESL or bilingual endorsement. Our research-based curriculum also reflects a multilingual approach in which we place great value on the acquisition of languages.

3) High-needs students:

In the 31 charter schools that Concept Schools currently operates, approximately 88% of all students are economically disadvantaged and the majority of our schools are located in high-poverty, urban areas. Included in this calculation, there are three schools that serve a 100% high-poverty student population: Horizon Science Academy in Youngstown, Ohio; Horizon Science Academy in Dayton, Ohio; and Milwaukee Math and Science Academy.

2013-2014 SCHOOL YEAR CONCEPT SCHOOLS

ECONOMICALLY DISADVANTAGED STUDENTS DATA

#	Schools	State	Opened	Grades	Enrollment 2013-2014	2013-2014 Economically Disadvantaged
1	HSA-Cleveland Elementary	OH	2008	K-5	170	95%
2	HSA-Youngstown	OH	2010	K-8	310	100%
3	HSA-Lorain Elementary	OH	2009	K-7	320	89%
4	Noble Academy Cleveland	OH	2006	K-8	255	78%
5	HSA-Springfield	OH	2005	3-8	270	92%
6	HSA-Toledo Downtown	OH	2010	K-8	215	97%
7	Noble Academy Columbus	OH	2006	K-8	215	77%
8	HSA-Denison Elementary	OH	2008	K-5	190	91%
9	Indiana Math & Science Academy North	IN	2010	K-8	430	74%
10	Indiana Math & Science Academy West	IN	2007	K-12	525	78%
11	Gateway Science Academy	MO	2010	K-8	460	32%
12	HSA-Columbus Elementary	OH	2008	K-5	390	92%
13	HSA-Cincinnati	OH	2005	K-12	385	94%
14	HSA-Dayton Elementary	OH	2005	K-6	155	82%
15	HSA-Dayton Downtown	OH	2010	K-7	175	99%
16	HSA-Denison Middle	OH	2005	K-8	320	90%
17	HSA-Cleveland Middle	OH	2005	6-8	145	86%
18	Michigan Math & Science Academy	MI	2009	5-10	250	76%
19	Quest Charter Academy	IL	2010	5-8	300	70%
20	HSA-Columbus Middle	OH	2007	6-8	330	89%
21	Chicago Math & Science Academy	IL	2004	6-12	599	94%
22	HSA-Dayton High	OH	2009	7-12	245	90%
23	HSA- Columbus High	OH	1999	9-12	390	87%
24	HSA-Toledo High School	OH	2004	9-12	240	85%
25	HSA-Cleveland High School	OH	1999	9-12	475	79%
26	Milwaukee Math & Science Academy	WI	2011	K-5	160	99%
27	Minnesota School of Sci.	MN	2011	K-5	230	87%
28	HSA-Belmont	IL	2013	K-6	273	96%

29	HSA-McKinley	IL	2013	K-8	446	93%
30	HSA-Southwest	IL	2014	K-8	450	92%
31	HSA-Southwest Chicago	IL	2014	K-8	450	93%
	TOTAL /AVERAGE				9768	88%

In terms of serving students from different racial minority backgrounds, we serve primarily African American and Hispanic American students from high-poverty backgrounds:

2013-2014 SCHOOL YEAR CONCEPT SCHOOLS STUDENTS DEMOGRAPHICS

#	SCHOOLS	Asian	Black	Hispanic	Native American	Multi	White	SPED	ELL
1	HSA-Cleveland Elementary	0%	88%	5%	0%	0%	3%	6%	7%
2	HSA-Youngstown	0%	70%	13%	0%	9%	7%	5%	2%
3	HSA-Lorain Elementary	0%	34%	24%	0%	0%	42%	12%	10%
4	Noble Academy Cleveland	0%	88%	1%	0%	1%	10%	6%	0%
5	HSA-Springfield	0%	56%	8%	0%	13%	22%	7%	2%
6	HSA-Toledo Downtown	0%	70%	2%	0%	15%	13%	8%	0%
7	Noble Academy Columbus	0%	32%	3%	0%	10%	58%	2%	7%
8	HSA-Denison Elementary	0%	46%	23%	0%	15%	15%	12%	17%
9	Indiana Math & Science Academy North	1%	77%	2%	0%	8%	11%	10%	2%
10	Indiana Math & Science Academy West	0%	66%	15%	0%	6%	13%	10%	3%
11	Gateway Science Academy	1%	12%	4%	0%	8%	82%	10%	0%
12	HSA-Columbus Elementary	0%	79%	4%	0%	5%	11%	8%	11%
13	HSA-Cincinnati	0%	89%	1%	0%	1%	9%	8%	0%
14	HSA-Dayton	0%	81%	1%	0%	8%	10%	10%	3%

	Elementary								
15	HSA-Dayton Downtown	0%	12%	2%	0%	3%	82%	10%	29%
16	HSA-Denison Middle	0%	48%	31%	0%	7%	13%	9%	12%
17	HSA-Cleveland Middle	0%	90%	7%	0%	1%	2%	6%	3%
18	Michigan Math & Science Academy	0%	68%	1%	0%	1%	30%	12%	0%
19	Quest Charter Academy	1%	63%	3%	0%	11%	22%	10%	0%
20	HSA-Columbus Middle	0%	82%	3%	0%	2%	14%	7%	9%
21	Chicago Math & Science Academy	7%	23%	63%	1%	3%	4%	11%	12%
22	HSA-Dayton High	0%	51%	1%	0%	5%	45%	13%	21%
23	HSA- Columbus High	0%	73%	4%	0%	9%	13%	7%	12%
24	HSA-Toledo High School	0%	63%	4%	0%	13%	19%	14%	0%
25	HSA-Cleveland High School	0%	81%	7%	0%	NA	11%	6%	1%
26	Milwaukee Math & Science Academy	NA	NA	NA	NA	NA	NA	19%	0%
27	Minnesota School of Science	NA	NA	NA	NA	NA	NA	5%	0%
28	HSA-Belmont	NA	70%	25%	NA	5%	NA	NA	NA
29	HSA-McKinley	NA	10%	70%	NA	7%	5%	NA	NA
30	HSA-Southwest	NA	97%	1%	NA	NA	NA	NA	NA
31	HSA-Southwest Chicago	NA	50%	50%	NA	NA	NA	NA	NA
	TOTAL /AVERAGE	1%	68%	12%	0%	6%	22%	9%	6%

- 4) High-poverty families: HSA-Southwest is located in the Gage Park-West Englewood neighborhood of Chicago. Gage Park has close to 40,000 people and almost three-fourths speak Spanish and 70% are Hispanic American. The median home price is \$40,000. Gage

Park ranks 37th among Chicago's 77 community areas for violent crime reports last year due to drug sales and gang violence. West Englewood is the second neighborhood from which we will draw our students. According to the Encyclopedia of Chicago History, the 1970s saw the decline of West Englewood's economic prosperity. The closing of the Chicago Transit Authority bus barn and the loss of stockyard and railroad jobs hit the community hard. For the first time since its founding, West Englewood population declined, after peaking at 62,069 in 1980. Many residents followed jobs to the suburbs. In 1990, West Englewood's population was 52,772, and 98 percent African American. Behind the outward bleakness of closed retail shops and gang graffiti, only 14 percent of the population had an income of \$50,000 or more, and little more than a quarter of the residents had high-school educations. Based on these statistics, we know that we must address the social and economic conditions outside the school walls by emphasizing the students' social and emotional learning along with their academic learning. Bringing qualified school psychologists to the school will help us begin the process of identifying students' SEL needs as well as helping us work better with their families.

We are currently partnered with the Chicago Area Project's Bridges to the Future Program, an initiative that funds 10-15 Alliance Partners (we are one of the new Alliance Partners) in underserved communities in Chicago to increase the number of youth served. Program support includes a variety of youth services: sports, after-school tutoring, mentoring, computer training, college tours, employment and job readiness. Health prevention/intervention has been a secondary service focus, including lead abatement, asthma, and peer mental health counseling. In 2009, 1118 youth were served directly by these programs and another 1124 were impacted indirectly. Chicago

Area Project's philosophy is to improve the quality of neighborhood life with a special focus on solving problems faced by young people and their families. The agency believes that residents must be empowered through the development of community organizations so that they can act together to improve neighborhood conditions, hold institutions serving the community accountable, reduce anti-social behavior by young people, protect them from inappropriate institutionalization, and provide them with positive models for personal development.

B. Priority 2—Promoting Diversity: Concept Schools works primarily with majority minority schools composed primarily of African American and Hispanic American students. In general, Concept Schools promotes diversity through several different measures: its hiring process with a racially diverse group of educators and administrators, multicultural curriculum design, school programs that promote global literacy, celebrating the students' own native cultures, and an overall respect for cultural differences. We have a multicultural curriculum emphasis throughout our schools with a greater focus on African American history and culture. We offer World Studies courses and World Literature courses in the high schools. We have a Director of Social Studies in our central office who integrates multicultural education into the Concept Schools' K-12 social studies curriculum. Our Director of English also integrates multicultural literature into the curriculum as well as authors of color and authors with diverse viewpoints.

We also offer both Spanish and Turkish as a foreign language in high school. We offer language immersion programs in Spain and Turkey during the academic school year. However, Concept Schools also organizes many trips, domestic and international, to

provide students from our schools with unique summer traveling opportunities. Open to staff and parents, these trips take students to China, Turkey, Puerto Rico, and many other locations filled with culture, history, and natural beauty.

In the teacher evaluation tool which we have developed as a network, one area of evaluation is the teacher’s ability to promote diversity in her/his classroom:

The teacher fosters positive teacher-to-student relationships built on mutual respect.
5 - Interacts with many students personally and respect for diversity and community values are highly emphasized.
4 - Interacts with some students personally and positive respect for diversity and values is present.
3 - Interacts with students but a climate of mutual respect is not fully established.
2 - Is respectful to diversity and values, but doesn't engage students to build positive relationships personally.
1 - Does not promote community values or diversity and does not engage/avoids respectful interaction

Furthermore, Concept Schools organizes a worldwide gathering of experts in the field of international education every Spring. The International Conference in Education (ICE) offers a one-of-a-kind opportunity for academics and practitioners such as our classroom teachers to come together for the purpose of sharing diverse perspectives and expertise in the field of international education.

C. Priority 3—Improving Productivity: As a charter school holder and management company, Concept Schools has proven track record of managing and operating charter schools. The dedicated staff brings collective ability, determined focus, and an action mentality to creation an excellent school. They also possess the skills to sustain each

school's high quality into the future. The Concept Schools staff has more than a half-century of combined experience in education and administration. Concept Schools has the means, judgment, and integrity to manage schools with high expectations, fiscal responsibility, and innovation—all leading to increased productivity.

We know that HSA-Southwest will have all the components for increased productivity: a safe, exciting, and motivating learning environment; quality instruction delivered by passionate, smart, and highly skilled teachers; a comprehensive support system that is data driven; extended time spent on learning; and a laser like focus on student achievement. HSA-Southwest will leverage its technology infrastructure to create operational efficiencies to transform all school systems and practices, making them more efficient and effective. HSA-Southwest will have extended school hours and an extended school year. Students will have a total of 185 instructional days. However, when professional development days and parent-teacher conferences are included, the academic calendar goes over 200 days.

D. Priority 4—Support for Military Families:

Awareness is the first step. We will first identify those students whose family members are enrolled in the military services. Many educators and school systems have no idea which children are living in military families. Next, we will develop an educational plan designed to meet the social and emotional needs of individual military families and their children. Some families may need counseling services. Others may need financial assistance. At the same time, we will maintain communication with family members overseas as well as recognize these

family members on national holidays here. We will make sure that HSA-Southwest is a school that will provide an equal and fair education to all children from military families.

Children spend the majority of their lives at school, and those schools often offer social support when a child is struggling with a situation at home. When a parent is deployed, a military child's life gets impacted immediately. With this in mind, we will educate teachers on the effects of deployment and PTSD on military children. Teaching educators about the effect that military life, deployments and PTSD have on children would go a long way toward helping them better understand their students. Even providing teachers a basic understanding of military culture and the sacrifice required from parents would help better reach these students. As a school, we will also create school-wide events which can help all students have an impact on a soldier's life: have a care package program during the holidays, set up a pen pal system between a group of soldiers and a classroom of students, and integrate a curriculum that teaches about military families. First and foremost, our school administrators will become familiar with the US Department of Education's website and its resources for military families: public school attendance policies, interstate compacts, readmission requirements, Section 504 of the Rehabilitation Act, school aid programs for military families, behavioral health care, etc.

APPLICATION REQUIREMENTS

a. Quality of Proposed Curriculum and Instructional Practice:

HSA-Southwest is modeled after the school design developed by Concept Schools, NFP. Concept is an Illinois-based, not-for-profit, charter school management organization. Concept established its first school in Ohio in 1999 and has since expanded to 31 charter schools spread

across the Midwest. In such a short time, Concept has earned a reputation for establishing effective learning environments—a reputation substantiated in standardized test scores, graduation and college acceptance rates, attendance and retention rates, and parent/student satisfaction. Concept began with a 6–12 grade design and later expanded to K–12 in order to better meet the needs of the student populations they serve. The expansion was born out of the need to recruit students earlier, beginning in kindergarten, and equip them with the academic and social skills necessary to excel in a rigorous college preparatory curriculum in middle and high school. The high level of success attained by the elementary schools within the Concept network has proven the value of this expansion of the design.

The **Mission** of the Horizon Science Academy-Southwest charter school is to prepare our students for college completion by creating an effective learning environment composed of higher standards and expectations along with a rigorous college preparatory curriculum that focuses on science, technology, engineering, and math (STEM).

Our **Vision** for the HSA-Southwest charter school is an effective learning environment where:

- teachers, parents and students work together to develop young people who are confident and achieve academic excellence in a powerful college prep curriculum;
- students do not question “whether” they will go to college, but instead ask “when” and “where”;
- students understand that with hard work and discipline, dreams are possible;
- students develop the skills in math, science, engineering, and technology necessary to become bold inquirers, analytical thinkers, and STEM leaders in the twenty-first century; and

- students are empowered to get engaged and become productive in the local community and broader society.

The core features of HSA-Southwest are based on the ten features of successful small schools outlined in *Redesigning High Schools: What Matters and What Works* (2002), a publication of the School Redesign Network at Stanford University:

- **Personalized approach** – Each student will have daily, individualized support for achieving milestones toward their own goals and school goals. Research shows that social supports are as important as academic supports for improving student achievement and preparing students for life beyond high school graduation (Alliance for Excellent Education, 2007; Pathways to College Network, 2007). Social supports can include small learning communities, structured peer interactions, and faculty advisors for small groups of students (Herlihy & Quint, 2006). Other forms of social support increase students’ access to college information through post-graduation planning sessions, financial aid and college application assistance, and generally establishing a college-going mindset among high school students (Hoyt, 2001; Nagaoka et al., 2006; Corwin & Tierney, 2007).
- **Continuous relationships** – Effective small schools are designed to nurture relationships with students. HSA-Southwest will have an advisory system. Each teacher will be assigned a small group of students to advise, mentor, and help with academic, social, and emotional needs. Teachers will organize additional events with their group of students outside the school in order to build a sustainable and healthy relationship. Advisors will conduct home visits to their students to assist in building a relationship with their parents, as well. Advisors will be the primary contact for parents regarding their children. The advisory system, along

with the homeroom, which is also focused on community-building activities, will foster an environment that allows students to be socially and emotionally safe. Students' sense of belonging and community will increase self-esteem and lead to greater success.

- **High standards and performance-based assessments** – HSA-Southwest will clearly define the expectations for academic achievement and conduct for all students regardless of background. Students, parents, teachers, and staff will create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior. With an extended school day, week, and year, students will have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive colleges.
- **Adaptive pedagogy** – Teachers will use multiple instructional strategies to adapt teaching to students' backgrounds, talents, interests, and the nature of their past performance. The teacher will not assume that students have mastered skills. Students will be taught how to study, how to approach academic tasks, and how to evaluate their own and others' work.
- **Multicultural teaching** – By exposing students to a rich diversity of American and international cultures, HSA-Southwest will promote respect for diversity and create a context in which teachers' and students' experiences can be understood, appreciated, and connected to the curriculum. By drawing upon Concept Schools' relationships in and outside of the country, HSA-Southwest will hire a diverse faculty and administration.
- **Knowledgeable and skilled teachers** – HSA-Southwest will recruit highly qualified and skillful teachers that will be among the brightest, most talented in their field. Their demonstrated technological skills will be infused in their curricula. Many will have advanced degrees and understand the multifaceted needs of different learners.

- **Collaborative planning and professional development** – Because so much is expected of HSA-Southwest’ teachers, professional development and collaborative planning will play a critical role. The Summer Institute and four professional development days will provide time for teachers to work together in teams and by grade levels to develop curriculum, review assessment data, and develop teaching strategies.
- **Family and community connections** – Students, parents, teachers, and staff will be part of a school culture that fosters strong communication between school and families. Everyone will be asked to uphold a commitment to the school and to each other to put in the time and effort required to achieve success. The school will host community breakfasts and student-centered exhibits to create a sense of community and build community support. Families and educators will share responsibility for student learning, and they will rely on each other to contribute to the learning process. High-quality interactions among educators and families can build trust, increase adult support for learning, and improve student performance (Adams & Christenson, 2000, Perna & Titus, 2005).
- **Democratic decision-making** – Day-to-day decision-making is made as close to the classroom as possible. Teachers share responsibility for groups of students, adapting teaching strategies to meet their needs. The team-oriented organizational structures of the schools create ownership amongst staff and best utilize everyone’s skills and capacity professionally. HSA-Southwest will have student-led parent-teacher conferences. Both parents and students will have the opportunity to serve on school committees and plan school events. Parents and teachers will have the opportunity to participate in professional development to enhance their ability to contribute to student success.

- **Authentic curriculum** – Students will be engaged in active learning set in a real-world context that requires higher-order thinking. Students will consider alternatives in developing solutions and present them to an appropriate audience.

In terms of what makes Concept Schools stand out in relation to our charter school peers, it is definitely the academic focus on a STEM-based curriculum. We have recently paired up with Dr. Kemi Jona at Northwestern University and the Office of STEM Education Partnerships in order to provide cutting-edge STEAM curricula focusing on the Next Generation Science Standards. HSA-Southwest will begin the partnership in its second year of implementation:

- **STEM Focus:** Nationally recognized, application- based programs such as Project Lead the Way and Gateway to Technology are part of the Horizon design. Hands-on science classes, science fairs, math competitions, robotics and engineering programs give our students a competitive edge and help them pursue college degrees and STEM careers.
- **RoboCon Robotics:** The competition challenges students’ robot construction skills. In this robotic sumo contest, two autonomous robots attempt to push each other out of a circular arena using mechanisms and brute force. Students enjoy this stimulating competition and constructing robots out of LEGO-manufactured parts. Several of our teams have won robotic competitions across respective states and across the country.
- **CONSEF:** The largest and most ambitious of our inter-school programs, Concept Schools Science and Engineering Fair (CONSEF) features dozens of schools from within our network and the outside community. Thousands of students create wonderful project displays on a wide range of topics including zoology and computer science. In March

2014, we had 3,125 Concept students from 7 states and 1,041 judges attend our national CONSEF conference at the Cleveland Convention Center. Since we believe that recognition spurs motivation, most competing students do receive awards.

- **MathCON:** It is more than just a test; it is a full day of math-related activities and entertainment. Coming together and having fun in the name of mathematics is an essential part of MathCON. The event concludes with an awards ceremony recognizing schools and students.

HSA-Southwest will have a dedicated STEM Coordinator to assist faculty members at the school in enhancing learning through technology. The STEM Coordinator will create resources for teachers and students, provide training and additional support, and oversee the integration of technology in instruction.

Our Curriculum Framework

In order to prepare every HSA-Southwest student to succeed in college, the curriculum is “mapped backwards” from a clear set of college-readiness standards. However, the curriculum will be modified based on assessment results and the identified needs of the students. Students lacking grade-level skills will be provided with the necessary academic support services. HSA-Southwest will utilize the Rubicon Atlas program to facilitate curriculum mapping. Rubicon Atlas is an online knowledge-transfer system for teaching and learning that helps schools to see what is being taught, who is teaching it, what standards are being aligned, and how this is important for the classroom. As all Concept-managed schools utilize Atlas, HSA-Southwest teachers will have access to lesson plans, activities, and other innovative teaching methods that are currently being utilized in schools within the Concept network. Curriculum mapping will

focus on skills, strategies, content, and testing to ensure that students are provided a balanced and carefully sequenced curriculum designed to maximize student achievement across grade levels. Students will practice critical skills years in advance of the need for mastery of them. In this manner a student will also begin to explore and internalize a skill in an earlier grade and then develop increased mastery over that skill in more sophisticated ways in each subsequent grade.

Scientific studies indicate that elementary school lays the foundation for a rigorous secondary curriculum. The elementary program at HSA-Southwest will emphasize English Language arts, math, science, and social studies and follow a cross-disciplinary approach that will allow for the integration of art and technology into these core areas. Elementary students will work on science fair projects, art portfolios, and presentation skills to increase their understanding of concepts and to develop self-reliance. The school will serve as a model where technology will be widely and scientifically used as a student-oriented learning tool. The school will have computer labs and multimedia computer labs where students will be able to use multimedia and the Internet as part of a lesson plan in core subject areas. We strongly believe that exposure to technology at a young age is essential for elementary school students.

The Literacy Curriculum

HSA-Southwest will implement a *balanced literacy approach* toward language acquisition for our students. We have a Director of Elementary Education who focuses on these aspects of language learning for our literacy curriculum:

- Phonemic Awareness and Phonics: Understanding the sounds of a language and learning to manipulate those sounds by deleting, isolating, blending, chopping, and duplicating sounds.

We use phonemic awareness programs such as Michael Heggerty and Jolly Phonics. Young children need to understand what are the sounds of a language and how they come together to make words. Our phonics programs also emphasize the use of physical motions to associate with each sound. Furthermore, we emphasize a sound-spelling system, which teaches young children that one sound can have many different spellings, such as the /f/sound, which can be spelled as “f”, “ff”, “ph” and “ough.” It also teaches that one spelling such as “sc” can have different sounds. Assessment of phonemic awareness is a regular part of our data collecting system. In addition, we are using the Common Core Standards for Foundational Skills as our curriculum guideline.

- Word Study: In addition to learning the sounds of a language, all of our students must understand that language is composed of words, that words have parts that can be assembled in different ways, and that words need to be visually memorized in order to decode text and to spell correctly. We begin by teaching sight words from various lists, and we make sure that by the end of the 2nd grade all of our students have mastered the ability to read and spell the 500 high-frequency word list. In addition, we teach the students how words can be sorted into different categories: words with an -and rime pattern make up a family of words (sand, hand, land); words with Greek roots; words with an initial /sh/ digraph sound; words with silent /b/ sounds (numb, dumb, thumb); words with initial /br/ blend sounds (brown, browse), etc.
- Vocabulary Development: We all know that the vocabulary gap increases with a student’s socioeconomic status; therefore, we push to close that lexical gap early on. We begin in the early years with vocabulary tied to the content that students are learning; for example, words

related to the harvest season (pumpkins, seeds, fall). However, when they start moving toward the upper grades, we use the Marzano curriculum and its emphasis on academic vocabulary starting in the 3rd grade. The words we want our students to know are words that will prepare them for college. In addition to vocabulary acquisition, we also teach vocabulary development—strategies to attack unknown words, how to use context clues, when you know that you have mastered a word, etc. We understand that a student needs to be exposed to a large number of words many times and in many contexts in order to master their meanings.

- Spelling: We make a distinction between spelling, learning words for their orthographic representation, and vocabulary, learning words for their meaning. We make sure that spelling lists are different from vocabulary lists. Spelling helps develop visual literacy as well as lead the way toward conventional writing. Spelling lists come from the common errors found in the students' own writing pieces. We also value spelling by holding our annual Concept School Spelling Bee contest, which makes learning to spell that much more exciting.
- Reading Fluency: Measuring how many words a student reads correctly per minute as well as what kinds of errors and self-corrections a student is making when reading is essential for understanding a student's reading fluency. However, we also know that fluency does not necessarily lead to reading comprehension. Nonetheless, a student's decoding ability can deter her/his academic progress in school as a whole. The integration of Guided Reading Workshops helps us to monitor a student's needs daily. We have intervention programs in place for students to increase their reading rates through the use of one-on-one tutoring as well as individualized instruction on the computer. Paying close attention to reading abilities is

essential since we know that sometimes the lack of reading fluency can lead to the misdiagnosis for special education services. We aim to have each student reading at grade level by the 2nd grade. The effect of individual reading on students' overall success is invaluable. Like other Concept-managed schools, HSA-Southwest will organize additional activities to promote reading throughout the school such as Battle of the Books and One School, One Book.

- Reading Comprehension: Reading for meaning and understanding what one has just read is paramount to our reading program. Understanding the overall meaning of a text, the details in a text, the author's voice, the big theme in a text and how the meaning of the text shifts from the beginning to the end are all essential skills for our students to attain. The strategies they use include summarizing text, visualizing text and annotating text, as well as using "meta-talk" or talking aloud to make sense of the reading. We do use specific strategies, such as QAR (Question-Answer-Response); however, we are flexible in terms of choosing reading strategies that work for specific grades, classrooms, and students. Furthermore, we emphasize the comprehension of non-fiction texts as well as making connections between a paired fiction text with a non-fiction text. Interventions are also in place for reading comprehension so that students learn how to make sense of difficult text. Children who struggle with reading comprehension often are fluent readers; therefore, interventions are different for this group.
- Common Core Instructional Shifts: We have begun implementing the CC ELA Standards across the network. We have mapped how the standards change across the grade clusters. We have done a gap analysis with the ISAT Standards for Reading so we know what was missing and what was there already. For example, the CC ELA standards emphasize Speaking and

Listening as well as Language conventions, which was not assessed under the ISAT. We have zoomed in on the Anchor Standards and how the close study of texts is the main pedagogical ballast. We have also begun to integrate these CC instructional shifts:

1. Comparing texts from different mediums, genres, and formats such as a poem, essay, a painting, and a piece of music and seeing how they connect with a “big idea.” For example, students read a poem by Langston Hughes on the Harlem Renaissance, a non-fiction essay on the Harlem Renaissance, murals depicting that era from Jacob Lawrence, and listen to music from that era. Then they write an essay comparing all these 4 different texts.
 2. Analyzing the details in a text and focusing on what is being said in the text.
 3. Guiding students through a close text reading with good questions.
 4. Using the CC text exemplars and including them in our classroom libraries and curriculum.
 5. Integration of non-fiction texts in science and social studies starting in kindergarten.
- Daily Five: The Daily Five curricular framework allows us to schedule our literacy period around 5 distinct “blocks,” which include building the stamina to read by oneself for a long period of time, write at length, as well as read with others. The Daily Five is not a specific curriculum; rather, it creates a structure for and a culture of literacy-based centers. It helps develop positive reading behaviors in our students. The teacher still has the freedom and choice of texts and literacy lessons.

We take a developmental approach toward writing by valuing both writing as a product and writing as a process. For the primary grades, we know that there are distinct stages to writing. Young children may begin with abstract etchings, then images and symbols, next

consonants show up, vowels are inserted somewhere between consonants, and then by the 2nd grade students acquire conventional spellings. The amount of writing also increases across the grades so that by the 3rd grade they are able to write texts with multiple paragraphs. The use of writing rubrics also help our students create a polished product, which is displayed on our walls. In the end, students realize that most writing has an audience and the use of conventions such as spelling, grammar, and vocabulary help you reach a wider audience of readers who can understand what you wrote. Writing products are organized into portfolios, which are used in parent conferences so they can see changes in the finished product.

We also emphasize the process aspect of writing in many ways: (1) using Lucy Calkins' Writers Workshop to show students that writing begins with brainstorming sessions, and then through stages and the use of strategies, one's writing becomes a final piece with feedback from one's peers and classroom teacher; (2) allowing students to self-assess their writing and then share writing with peers through a peer-assessment model in order to see the process of revision as circular; (3) developing spelling lists based upon the common errors in a student's writing in many different texts and across time; and (4) emphasizing the need to integrate writing with reading so students are constantly writing a response to a piece of literature. Yet, the Calkins writing curriculum focuses heavily on creative writing as opposed to the expository writing required in our middle school years, when we use Nancy Atwell's textbook *In the Middle*. For the upper grades, we have used the 6+Traits Writing Program, which was adopted in Illinois and which focuses on developing an author's voice as well as developing strong ideas in one's writing. Using writing strategies such as RAFT has helped our students hone their authorial voice, whether in an essay or a piece of creative writing.

Yet, many feel that the writing required of students for the upcoming 2014 PARCC Assessment, which is aligned with the Common Core Standards, is a very different type of writing. It requires students to argue well in their writing. It requires students to cite specific details from the text to support their claims—very much like college writing. Shifting toward the writing needed to be successful on the PARCC assessment will require us to delve further into how and what we are teaching in our writing curriculum with a focus on argument writing. In the secondary 9-12 ELA curriculum, there is a focus on teachers creating interdisciplinary curriculum units which are then shared with all teachers in the network through our website. For example, a unit titled “A Blast from the Past” integrates historical fiction, science fiction and the skill of writing historical narratives. Our Director of English works with teams of 9-12 teachers across the network and provides professional development on curriculum design.

The Math Curriculum

Concept Schools has adopted the Common Core Math Standards and therefore we have shifted our curriculum so teachers guide children to develop ideas and relationships about mathematics. The methods and activities are designed by the teachers to get children mentally involved in the construction of those ideas and relationships. Since the CC Math Standards are more about how to teach than what to exactly teach, we are steering teachers away from the trap of drilling kids on procedures and looking for "right answers." It is all about thinking, reasoning, making sense, and communicating and not paper-pencil proficiency. It is not the teacher who is talking and explaining; it is the students who are talking. Focusing on the 8 mathematical practices listed by the Common Core Math Standards has shifted our mathematics curriculum so that the meaningful learning of mathematics is shown through the real-world problem-solving process

and student inquiry, regardless of the particular content: (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; and (8) Look for and express regularity in repeated reasoning.

We also focus on the use of Math Talks in the classroom now. For example, the teacher writes $99 + 17 = \underline{\quad}$ horizontally on the board. Then the teacher has the students solve the problem and “talk” with a neighbor about their answers. Then the class says the answer out loud together: “116.” The teacher would then say, “We got the answer out of the way. What I’m really interested in is how you got it.” The students will show all the ways they thought about it, and the teacher’s job is to represent their ideas mathematically, connecting their thinking to mathematical representation. Then the teacher fills the board with all their work. Next the students have to critique the ideas of others and connect it to their thinking. The students are doing the talking, rather than the teacher doing all the talking. Math Talks provide teachers a way to dialogue with students. It gives teachers practice listening to understand how kids are reasoning. For example, “Molly ran 1.5 miles a day for 20 days. How many miles has she run?” These are problems teachers expect their students to be able to solve correctly. We’re interested in how the student solves that, and how the teacher hears how the student solves that. In solving a straightforward problem, and talking out the merits of various approaches, students are making sense of the problem (“it looks like addition”) and reasoning quantitatively. They are using appropriate tools (paper and pencil, manipulatives); making use of structures such as place value and the associative property; critiquing one another’s methods and learning that there are multiple ways to model a problem; and being called upon to explain their answers, which

requires attention to precision; and developing the very procedures they are calling upon (such as “reaching 100” or “adding the tens, then the ones”).

Furthermore, the new Common Core Math Standards are developmentally appropriate so we have shifted what we teach in what grade across the schools. A gap analysis was conducted so we could analyze what we taught before and in which grades and what we need to teach now in each grade. The Progression Maps for the Common Core Math Standards have explained to us why standards are sequenced the way they are, point out cognitive difficulties and pedagogical solutions, and give more detail on particularly challenging areas of mathematics, such as dividing fractions. We also know that the Common Core is asking us to go deeper into the topics and is getting our teachers to plan more collaboratively as topics make progressions across the grades. We have incorporated the MARS Tasks and Activities (stressed as the most important professional development for the Common Core Math Standards) into our math curriculum.

The Science Curriculum

The Concept Schools Science Curriculum-CSSC- serves as a basis for what all students should know and be able to do in order to become scientifically literate citizens equipped with knowledge and skills for the 21st century workforce and higher education. By the end of high school, students should graduate with sufficient proficiency in science to: (1) know, use and interpret scientific explanations of the natural world; (2) generate and evaluate scientific evidence and explanations; (3) understand the nature and development of scientific knowledge; (4) participate productively in scientific practices and discourse; (5) think open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions,

implications, and practical consequences; and (6) communicate effectively with others in figuring out solutions to complex problems.

The Concept Schools Science Curriculum is based on the five phases of the 5E Instructional Model that is designed to facilitate the process of conceptual change. The use of this model brings coherence to different teaching strategies, provides connections among educational activities, and helps science teachers make decisions about interactions with students. Each phase of the model and a short phrase to indicate its purpose from a student perspective are: (1) Engagement - students' prior knowledge accessed and interest engaged in the phenomenon; (2) Exploration - students participate in an activity that facilitates conceptual change; (3) Explanation - students generate an explanation of the phenomenon; (4) Elaboration - students' understanding of the phenomenon challenged and deepened through new experiences; and (5) Evaluation - students assess their understanding of the phenomenon. The CSSC is associated with a rigorous lab curriculum that refers to the lab activities through which students develop knowledge and understanding of scientific ideas. Twenty-first century skills are also an essential part of the curriculum component through the incorporation and integration of scientific inquiry, and science skills and processes. Recently, we have started to unpack the Next Generation Science Standards and will provide professional development this year on how all our K-12 teachers can begin addressing the NGSS standards and the curricular shift to engineering, structures and design. As a STEM-based school, we incorporate much of NGSS.

The Social Studies Curriculum

The National Standards for Social Studies and the C3 Common Core Social Studies Standards both inform our curriculum framework through these 10 themes: 1. Culture; 2. Time,

Continuity, and Change; 3. People, Places, and Environments; 4. Individual Development and Identity; 5. Individuals, Groups, and Institutions; 6. Power, Authority, and Governance; 7. Production, Distribution, and Consumption; 8. Science, Technology, and Society; 9. Global Connections; and 10. Civic Ideals and Practices. Teachers create cross-disciplinary curriculum units and share them with other teachers in the network. The units include these essential components: Key Questions for Exploration; Knowledge; Processes; and Products. Teachers at HSA-Southwest will be encouraged first to establish their program frameworks using the social studies standards as a guide, and then to use the standards from history, geography, civics, economics, and others to guide the development of units in American, Illinois & World History.

The use of primary documents and the DBQ (document based questioning) method are also main components of our social studies curriculum. Our definition of primary documents include different kinds of texts such as paintings, photos, pieces of music, sculptures, advertisements, maps, etc. The DBQ Project was started in 2000 to help teachers help students read with understanding, think straight, and write clearly. The Project's roots originate in our positive experience with the Document-Based Question exercise on the History AP exams. All students can develop high-level critical thinking skills if they have consistent instruction and a chance to practice. DBQ's engaging questions and use of primary and secondary sources will give HSA-Southwest students the opportunity to investigate history from a variety of perspectives. DBQ's flexible pedagogy supports discussion and debate as students clarify their own ideas and write evidence-based arguments. Learning this way not only deepens student understanding of history, it also builds reading, thinking, and writing skills.

Instructional Strategies

Rather than adhering to a single teaching philosophy or instructional model, the pedagogy at HSA-Southwest will draw on best practices from the field and research to define a set of core instructional practices.

- **Differentiated instruction** – a student-centered approach that provides multiple paths to learning content and processes. It blends whole-class, group, and individual instruction, offering opportunities to establish common understandings and to pursue additional investigation and/or re-teaching. Differentiated instruction recognizes and honors diversity of learning styles as well as differences in past learning. Teachers study how their students are learning through a variety of ongoing classroom assessments and continuously adjust instruction to maximize understanding (Tomlinson, 2001; Gaddy, Dean, & Kendall, 2002; Gregory & Chapman, 2002). HSA-Southwest’ teachers, using strategies adapted from *Differentiation in Practice* (Tomlinson and Eidson, 2003), will differentiate their instruction in the three areas of content, process, and product.
- **Problem-based learning** – an educational approach that organizes curriculum and instruction around carefully crafted problematic situations adapted from real-world issues. Learners are guided to gather and apply knowledge from multiple disciplines in their quest for solutions.
- **Project-based learning** – a model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-centered lessons and instead emphasizes learning activities that are long-term, interdisciplinary, student-centered, and integrated with real-world issues and practices. In this learning approach, students undertake challenging projects with defined outcomes and use the project as a means to learn the necessary content and skills to complete the project. Projects are complex tasks based on challenging questions or problems with a variety of potential solutions. Students become involved in research, design, problem solving,

group collaborations, and production activities, such as projects or presentations. Project-based learning fosters critical thinking and applications of knowledge (Thomas, 2000).

- **Collaborative learning** – involves two or more students working together to solve problems and complete tasks. Collaborative learning techniques include round robin, think-pair-share, three-step interview, team word webbing, and reciprocal teaching.
- **Data-driven instruction** – uses standards-driven assessment to drive instruction. Progress towards standards is tracked on a daily basis, and teachers use assessment data to guide every instructional decision.
- **Transformational use of technology** – an essential pedagogical tool integrated intentionally into curriculum and instruction not merely to enhance, but to transform, learning. Teaching staff will spend a significant portion of the Summer Institute working on the use of technology.

b. Ensuring Economically Disadvantaged Students Meet State Academic Content Standards and State Student Academic Achievement Standards

In order to determine baseline data for our achievement goals and also to anticipate prospective student demographics, we collected data on schools within a 2-mile diameter of where HSA-Southwest will potentially be located. The table below includes the achievement goals:

	Metric	Anticipated Baseline	2014	2015	2016	2017	2018
Grades Served			K-8	K-9	K-10	K-11	K-12
Reading-% Meeting or Exceeding Standards	ISAT	72%	75%	80%	85%	90%	90%
Math-% Meeting or Exceeding Standards	ISAT	68%	75%	80%	85%	90%	90%
Composite-% Meeting or Exceeding Standards	ISAT	70%	75%	80%	85%	90%	90%
% Meeting or Exceeding Standards	PSAE	22%	NA	NA	NA	NA	65%
Graduation Rate	5-year Cohort	58%	NA	NA	NA	NA	NA

	Graduation Rate						
College Readiness	ACT Composite Average	18	NA	NA	NA	NA	22
College Readiness	AP Exams	15%	NA	NA	NA	NA	60%
College Readiness	Passing AP test	35%	NA	NA	NA	NA	50%
College Prep Mission	College Acceptances	60%	NA	NA	NA	NA	NA
College Prep Mission	College Attendance	90%	NA	NA	NA	NA	NA
College Prep Mission	College Completion	NA	NA	NA	NA	NA	NA
Attendance Rate	Annual Attendance Rate	85%	97%	97%	97%	97%	97%
Student Retention Rate	Annual Retention Rate	80%	80%	85%	90%	90%	90%
Teacher Retention Rate	Annual Retention Rate	81%	80%	85%	90%	90%	90%
Attendance of Parent-Teacher Conferences	Annual Average	70%	80%	80%	80%	80%	80%

The Concept Board of Directors will develop a rubric for the goals above and measure the schools' progress against those goals annually. The rubric will have the following descriptors:

- **Not in Place:** The component has not been addressed by the school—either planning or implementation.
- **Developing:** The component has been addressed through planning and is in the beginning stage of implementation.
- **Emerging:** The component has been addressed through planning and is being implemented. Evaluation of the effectiveness of the component has not yet been conducted.
- **Proficient:** The component has been addressed through planning and implementation. Evaluation of the effectiveness of the component has been conducted, and any necessary changes have been made to ensure maximum effectiveness.

Any goal that falls into category of “Not in Place” will require immediate attention. By involving Concept’s regional superintendent, instructional coach, and Chief Academic Officer, and the school administration, Concept will develop an action plan at the end of the year. The Chief Academic Officer and the superintendent will monitor implementation of the developed plan and report to the Board of Directors at the end of first semester and the school year.

Last year, Concept opened two new charter schools in Chicago: Horizon Science Academy-Belmont (located in the predominantly African American community in the north Austin neighborhood) and Horizon Science Academy-McKinley (located in the predominantly Hispanic American community in the southwest section of Chicago). Both schools are entering their second year of implementation. However, within a year’s time of implementation in 2013-2014, there has been immense growth in both schools’ respective NWEA data, regardless of the level of poverty which is above 90% and the median family income is close to \$25,000.

Horizon Science Academy Belmont conducted the MAP testing at the beginning of the 2013 academic school year with scores in the 20th percentile and at the end of the year with a 60th percentile in school-wide NWEA performance:

Subject	Percentage of students who met or exceeded their goal
Mathematics	61.85%
Reading	62.06%
Science	N/A

School Average	61.92%
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Horizon Science Academy McKinley conducted the MAP testing at the beginning of the 2013 academic school year with scores in the 44th percentile and at the end of the year with a 79th percentile in school-wide NWEA performance:

Subject	Percentage of students who met or exceeded their goal
Mathematics	87.1%
Reading	75.1%
Science	74.8%
School Average	79.5%

We are confident that the academic gains at both the Belmont and McKinley school sites will be replicated successfully at the HSA-Southwest school site within a year of implementation.

c. Quality of Assessment Plan

The Concept design is very data-driven. In addition to the state standardized test, Concept administers its authentic formative assessments (Concept Interim Assessments) that are aligned with the state standards and the schools’ curricula to all of their students in grades 3 through 11. Concept Interim Assessments are proprietary to Concept. Teachers analyze and use the formative

assessment data along with the high-stakes tests scores to guide their instruction. Concept provides their teachers with training on how to analyze and use the data to guide instruction. HSA-Southwest will allocate time for teachers to analyze data and develop specific strategies to ensure learning for all students. Such data meetings and professional learning opportunities are embedded in the school calendars. HSA-Southwest will use a combination of diagnostic, authentic, state-mandated standardized tests, and nationally recognized norm-referenced assessments to measure students’ progress over time and the school’s goals. The table below shows the type of assessments and grades in which such assessments are administered:

Assessment	K	1	2	3	4	5	6	7	8	9	10	11	12
NWEA	X	X	X	X	X	X	X	X	X				
ISAT				X	X	X	X	X	X				
EXPLORE									X	X			
PLAN											X		
PSAE												X	
ACT												X	
Concept Interim Assessment				X	X	X	X	X	X			X	
Concept End of Course Assessments										X	X	X	X
Concept District Assessments					X	X	X	X	X	X			
AP TESTS											X	X	X
KTEA	X	X	X	X	X	X	X	X	X	X	X	X	

Table below is the assessment calendar for each school year along with type of the assessment:

Assessment	Type	Calendar
NWEA MAP	Norm-referenced	September and May
ISAT	State-mandated standardized test	March
EXPLORE	District-mandated standardized test	September and May
PLAN	District-mandated standardized test	September and May
ACT	State-mandated standardized test	April
PSAE	State-mandated standardized test	April
Concept Interim Assessment	Authentic Assessments, proprietary to Concept	September, December, February
Concept District	Authentic Assessments, proprietary	September and May

Assessments	to Concept (non-core courses)	
Concept End of Course Assessments	Authentic Assessments, proprietary to Concept	September and May
AP	Advanced Placement by College Board	May
KTEA	Diagnostic-by Pearson Education	September-October

As students take the aforementioned tests, their results will be presented to the Board of Directors of Concept Schools in a user-friendly format. HSA-Southwest will prepare an annual report for its parents, sponsors, the Board of Directors, and other constituencies and will include information regarding test scores of our students as well as the progress that they make annually.

Formative Assessment: As a component of the assessment plan, formative assessments will be embedded in planning and instruction as content is being taught. Teachers will use formative assessments in day-to-day instructional activities to monitor student progress and modify instruction. Formative assessments, developed by collaborative teams and individual teachers, will be used to adapt teaching to meet the needs of learners. Teachers at HSA-Southwest will use numerous tools to provide feedback to students during formative assessments.

Concept Interim Assessments: Concept Interim Assessments (CIAs) are developed as a support tool for teachers to help them gauge their students' strengths and weaknesses against their state's standardized tests. CIA have been designed to advance teaching and learning in several important ways. First, they provide teachers with quick, reliable feedback on how students are progressing toward state standards. Second, they provide schools with timely information about the strengths and weaknesses of classes and grade levels on the major standards of each content

area. And, most importantly, they provide teachers with targeted strategies for helping students learn what the benchmarks indicate they still need to master.

Standardized Tests: State tests are used to determine whether the State Performance Standards have been met by both teachers and students over the course of each semester. Our plan is to prepare for the PARCC standardized test in the 2014-2015 academic year.

MAP (Measure of Academic Progress) of NWEA (Northwest Evaluation Association) provide an in-depth analysis of student performance and compare it to the larger national data pool. The report provides evidence to determine if students are making expected gains. Teachers analyze the data reports from NWEA as grade-level teams and develop specific strategies to address data indicators. Teachers share their analysis and plans with the Dean of Academics, who monitors implementation of the plans.

The ACT assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in writing a short essay. The school organizes summer and winter ACT Camps in collaboration with other Concept Schools and Saturday ACT classes.

The EXPLORE program is designed to help 8th and 9th graders explore a broad range of options for their future. It prepares students not only for their high school coursework but for

their post-high school choices as well. EXPLORE can serve as an independent program or as the entry point into ACT's College and Career Readiness System.

The PLAN program helps 10th graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years. PLAN can help all students—those who are college-bound as well as those who are likely to enter the workforce directly after high school. PLAN serves as the midpoint measure of academic progress in ACT's College and Career Readiness System.

Advanced Placement Tests are the culmination of year-long Advanced Placement (AP) courses.

KTEA: Kaufman Test of Educational Achievement. The Kaufman Test of Educational Achievement will be utilized to assess our special education students. KTEA is created by Pearson Education, Inc. KTEA measures academic achievement as well as behavior and social skills and cognitive ability.

END OF COURSE ASSESSMENTS The purpose of the End of Course Assessments is to measure student achievement in the subject areas of English/Language Arts, Science, Mathematics, and Social Studies (16 different courses: Algebra I, Geometry, Algebra II, Pre-Calculus, English I-II-III-IV, Physical Science, Biology, Chemistry, Physics, World History, US History, Government, and Economics) at the high school level. Students take 3 End of Course

Assessments throughout the school year. The first test is used as a diagnostic test, the second test determines the achievement progress, and the final test measures the growth. All of the End of the Course Assessments are prepared by Concept.

District Assessments are used to measure student achievement in non-core courses in grades 3-12. Students take two assessments in the beginning and at the end of the school year. The first district assessment is also used to determine a growth target for each student. The second district assessment measures the yearly growth by comparing to the first assessment. District Assessments are also prepared by Concept.

b. Community Support

In October 2013, Concept begun implementing a two-phase, comprehensive community outreach and engagement plan in the Gage Park-West Englewood neighborhood to inform community stakeholders and parents/guardians of the proposed HSA-Southwest school and to solicit their feedback. In Phase 1, Concept Schools introduced its model to top-tier and critical stakeholders, primarily on a one-to-one, personal basis. In Phase 2, we focused on facilitating community input and leveraging support for the school. We met with Alderman JoAnn Thompson of Chicago's 16th Ward and Alderman Michael Zalewski of Chicago's 23rd Ward. We shared our model for the proposed school and our plan for meaningful and quality community engagement with the aldermen and asked for their support. They were impressed with the proposal and each alderman was open to having a high-quality charter school in her/his ward. Their offices also offered to help with our community engagement efforts.

Since October 2013, we began reaching out to community members to garner their support for the proposed school. We held meaningful community meetings and focus groups while building partnerships. Concept submitted overwhelming evidence of support and demand from the Gage Park-West Englewood community for the proposed charter school with our Tier II application in early December. Already we have built preliminary partnerships with the Hispanic Alliance for Career Enhancement (HACE) and Genesys Works, a not-for-profit organization with a proven record of enabling inner-city high school students to succeed as corporate technology professionals. HACE is a non-profit organization dedicated to the advancement of Latino professionals. Through education, access, and professional development, HACE helps Latinos succeed in every phase of their careers, including middle and high school. Additionally, we are working to include the new schools in our current successful partnership with Morningstar, a Fortune 500 finance company.

Phase I: Present-Sept 30 (Tier I application)

Goals:

1. Introduce Concept Schools to top-tier and critical stakeholders
2. Demonstrate a concerted effort to engage community
3. Demonstrate a commitment and plan for ongoing community engagement

Key messages:

- As part of our mission to provide quality education options to parents, we would like to introduce ourselves to you.
- We believe strongly that the school's success will rely on input from people who live right here. We are counting on you to help guide us to meet your needs.

- We look forward to continuing a conversation around what kind of school you would like to see for your children in Gage Park-West Englewood.

Phase 2: October 1 – December 3 (Tier II application)

Goals:

1. Facilitate community input
2. Leverage support for school projects

Key messages:

1. Community input is critical to the success of this school. We hope you will help shape HSA-Southwest into a school that best meets the needs of your family and your child.
2. We believe we are part of the solution to creating high-quality school options for every child, and we hope we can count on you to support this important project.

COMMUNITY OUTREACH PLAN

1. Develop a community-focused website:
 - a. Goal: Establish two-way dialogue (i.e., tell us what you want to see in a school for your children/sign up to receive e-mail updates and news). Should also include:
 - b. **By Sept: 30, 2013:** Website launched
 - c. **By Dec: 2, 2013:** Have used the website as a communication tool to continually update community on meetings and developments; have incorporated social media as part of two-way communication
2. Hire a full-time community organizer
 - a. Goal: Establish a continuous presence in the community

- b. **By October 4, 2013:** Hire a full-time community organizer
- 3. Reach out to top community stakeholders
 - a. Goal: Gain their support to help facilitate community participation process
 - b. **By Sept 30, 2013:** Have identified and met with all key aldermen and at least 2–3 community leaders
 - c. **By Dec 2, 2013:** Have met with all community stakeholders, including local media, and maintained ongoing dialogue; have secured letters of support
- 4. Identify opportunities to speak as part of established group meetings
 - a. Goal: Strategically introduce project to interested parties
 - b. **By Sept 30, 2013:** Have identified and presented/spoken to at least one group
 - c. **By Dec 4, 2013:** Have presented/spoken to as many groups as possible and have maintained ongoing dialogue
- 5. Host community info sessions
 - a. Goal: Provide opportunity for community input/participation
 - b. **By Sept 30, 2013:** Finalize a tentative schedule/plan for monthly info sessions
 - c. **By Dec 2, 2013:** Have held monthly info sessions and can point to specific feedback from community that we have responded to and incorporated into the overall plan

Managing 31 schools in many different communities, Concept understands the importance of the ties between the community and the school. One of the major components of the Concept Schools design is community involvement. Concept’s vision is to build productive community partnerships within the first few years of the schools. Concept’s educational

philosophy goes beyond just serving students to include parents and the community in which the schools are located. As a result, Concept-managed schools become great assets for their communities in a short time.

Concept implements a network wide public relations and communication plan:

- Reaching out continually to community leaders
- Seeking partnership opportunities with organizations, universities, and businesses
- Creating a PR database for sustainable relationships
- Creating a digital and print newsletter for community members
- Extending services such as parent classes in larger communities
- Inviting community organizations and businesses to parent meetings and conferences
- Organizing community events, such as breakfasts, luncheons, and leadership series
- Utilizing social media effectively to reach to more people

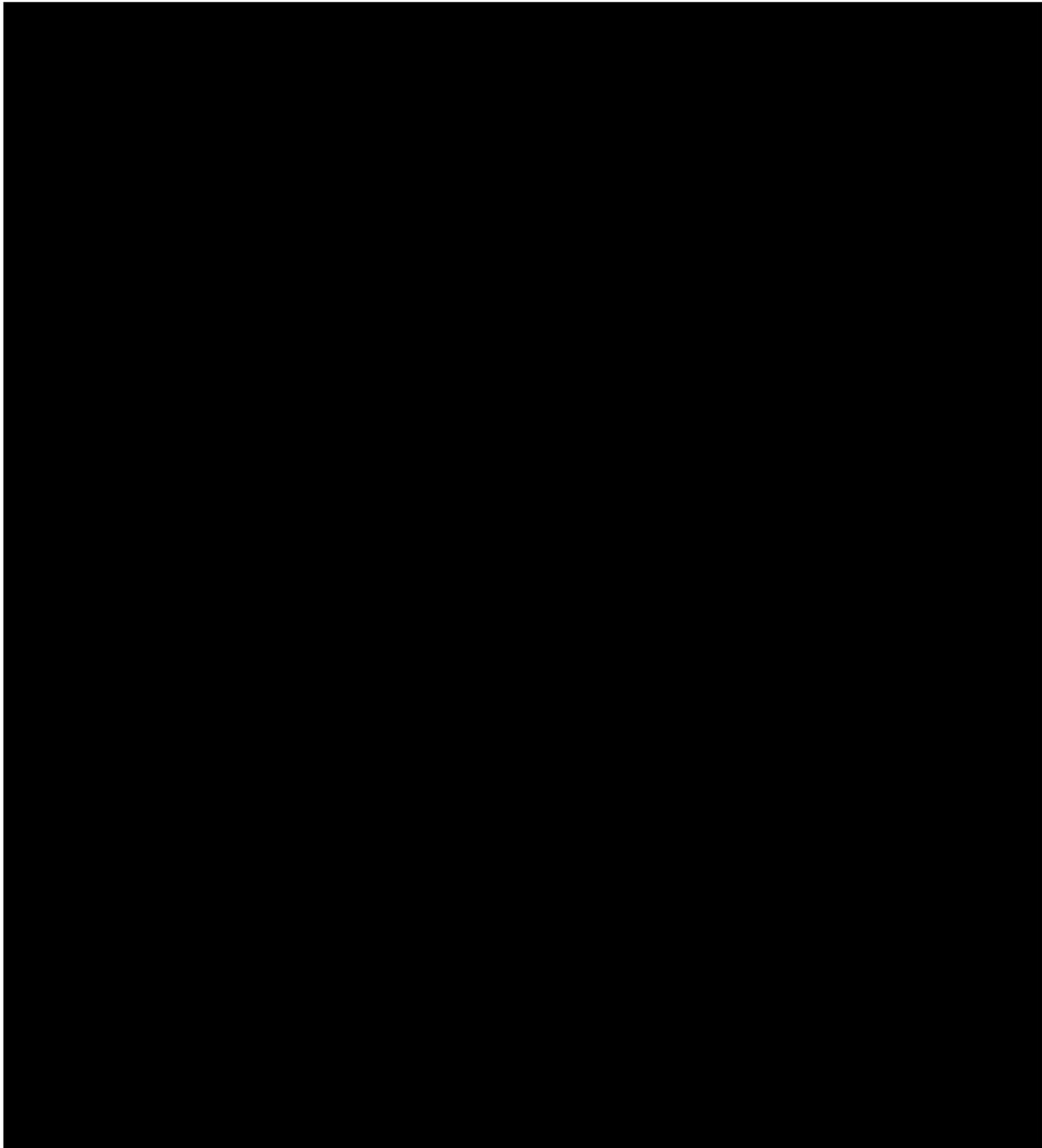
In order to give students a sense of belonging to their community and to give the community a sense of responsibility toward its students, HSA-Southwest will pursue the following opportunities for community participation, as well as others:

- Members of the community will be asked to serve on a special Advisory Board.
- Community members will be involved in the recruitment of students and teachers.
- Community members will be involved in creating such opportunities for our students as internships, mentoring, and summer jobs.

c. Parental and Community Support

Parental or family involvement is essential to HSA-Southwest' mission and student success. The following actions will contribute to an effective school-parent/family partnership:

- The school will publish a clear policy welcoming parental involvement and post opportunities to become involved in the school community in several locations
- Teachers will conduct home visits with parents to enhance parent education and build stronger relationships between students, parents, and teachers.
- The school will provide parent/family education programs such as family literacy nights.
- The school's front office staff will be trained in customer service skills to ensure that they present a friendly and open environment. Parents/families will be treated with respect and will not be kept waiting unnecessarily.
- The school's website will provide clear and consistent communication in multiple languages. Parents/families will have access to daily homework assignments, grades, attendance, and other information via the schools' secure webpages.
- The school will recognize the contribution of parents in their children's success by organizing events, such as the Honor Roll Parent Dinner.
- The school will set up a parent area in the school building, equipped with a comfortable seating area, a telephone, copy machine, computers, books on adolescents, etc.
- The school will provide translated materials and/or in-person contact with parents whose primary language is not English. Translators will be involved in all parent-teacher interactions as needed.
- The schools will have a kiosk at the lobby where parents will be able to access the school's Student Information System and print records.



Although HSA-Southwest will use non-electronic, more traditional ways of communicating with parents, our research shows that electronic communication is probably the most widely used method of communication by parents and students today. Contrary to conventional misconceptions about parents not having Internet access, most of our schools' parents do have Internet access at home or work. And with technology being readily available and affordable to the larger society today, the digital divide is not a factor of wealth anymore. Based on our 2013 survey, which was taken by close to 10,000 students within the Concept network, 80% of the students stated that they had Internet access at home. That percentage was 85% at CMSA. In the 2012-2013 school year, 94% of the CMSA students and parents logged into the Student Information System at least five times a year.

Another innovative way that HSA-Southwest will increase parental involvement is through parent breakfasts. Small groups of parents will be invited to the school to eat breakfast with the principal in a less formal environment to discuss issues of importance to parents/families. In order to educate the entire family, HSA-Southwest will organize a series of classes, workshops, seminars, conferences, and training for parents under the "Parent University" program. Parent University will include seminars on parenting, communication, education, economics, health, technology training, computer training, identifying substance abuse or mental health issues, using the online Student Information System, and monitoring homework. Parent University will assist parents who want to enroll in community college courses or workforce readiness programs. Either HSA-Southwest staff or outside experts will lead these courses. We will also work with community partners such as Morningstar, HACE (Hispanic Alliance for Career Enhancements), and area community centers, as well as local colleges and universities, to bring our parents these opportunities. The cost for such presentations is not significant and will

come from the operational budget in the “community outreach” line item. We budgeted \$15,000 annually for community outreach expenses, which will cover the cost for Parent University.

Chicago Math and Science Academy currently offers ESL classes, computer classes, and organized seminars for its parents. An example of such seminars as part of the Parent University program may be seen on the CMSA’s website (<http://www.cmsaonline.net>). At the end of the last school year, CMSA parents enjoyed a conference aimed at developing strategies for establishing or re-establishing, strong and effective lasting relationships with their children, presented by Edna Rodriguez from an organization called Innovacion Vida. Furthermore, HSA-Southwest’ parents will be encouraged to participate in the many local, national, and international trips that Concept Schools will offer to students. Hundreds of students, parents, and staff from Concept-managed schools, which are all located in major cities and urban settings, participate in such trips every year. We are sensitive to the fact that most of our students come from economically disadvantaged families. We try to make trips as affordable as we can by raising funds, finding sponsors, and supplementing the cost of trips to a certain extent. Payment plans are also made available to parents and students. Most local trips are free, and the school supplements the domestic ones, such as college trips, in order to increase student participation. For instance, students with certain GPAs receive discounts on trips, which then provide incentives for higher academic performance. Concept Schools has organized trips to China, Philippines, Ireland, Turkey, Puerto Rico, Thailand, Kenya, and Russia. Impacts of such experiences are much greater on urban youth. That has been our experience since we opened our first school in Cleveland in 1999. These trips will provide HSA-Southwest students with opportunities that go beyond academics and that they may not necessarily otherwise have in their local public schools.

d. Quality of Personnel

The following table lists the names of the leadership team which was established in order to develop and design HSA-Southwest. This diverse team included not only internal Concept staff and outside consultants but also teachers and administrators from our existing Chicago schools. Throughout the process of developing the school proposal, the design team met and gave feedback on this iterative process. The design team will be actively involved in the community engagement process as well. Below is the list of our design team, their titles, and current organizations, and short biographies:

Name	Title	Organization
Salim Ucan, M.Ed.	Vice President	Concept Schools
Ali Uslu, M.Ed.	Chief Academic Officer	Concept Schools
Donald Shanahan, M.A.	Instructional Coach	Concept Schools
Samina Tabassum, Ph.D.	Deputy Director of Development	Concept Schools
Cheryl Kalkirtz, M.Ed.	Director of Special Education	Concept Schools
Angela Huls, M.Ed.	Dean of Students	CMSA
Liam Ratliff	Math Teacher	CMSA
Seina Lee	Science Teacher	Horizon-Belmont
Enisa Selimbegovic	Math Teacher/Robotics Coach	Horizon-McKinley Park
Jeanette Moody, M.S.	Founder and CEO	Literacy for Life, LLC.

Salim Ucan has been involved in Concept Schools in various capacities since its inception in 1997. Salim graduated from Marmara University in Istanbul-Turkey and finished a post-

baccalaureate teacher certification at John Carroll University in Cleveland and received his master's degree in Charter School Leadership from Central Michigan University. He helped design the very first Concept charter school proposal, which led to the authorization of Concept's first school, Horizon Science Academy-Cleveland in 1999. Salim taught at Horizon Science Academy-Cleveland for three years before he moved to Chicago to become the founding principal of the new Chicago Math and Science Academy (CMSA). He worked in that capacity for four years until the summer of 2008, when he moved to Concept Schools' central office as the Vice President. In his four-year tenure at CMSA, he led the school to become the top non-selective public school out of 97 public high schools within the Chicago Public School system. CMSA has built a great reputation through its test scores, attendance and retention rate, and parent/student satisfaction.

Ali Uslu is the Chief Academic Officer of the Concept Schools. He is responsible for oversight and operation of all the academic programs for all schools under Concept Schools' management. He has extensive experience as a science teacher, administrator, and published textbook author. He taught at the Science Academy of Chicago and was an assistant principal. He also taught at Horizon Science Academy-Cleveland, a Concept-managed, high-performing school, and coached the Horizon Science Academy Annual Science Fair and Art Exhibition. He has been influential in Concept Schools' success as has been with Concept since 2000. He holds a degree in Biology with a minor in Education from Marmara University in Istanbul. He also received his master's degree in Charter School Leadership from Central Michigan University.

Don Shanahan is currently an Instructional Coach at Concept. He serves Concept's West and Southwest region, covering eight schools in six different states. Don is responsible for providing teacher evaluation, professional development, and school improvement in working with administrators, teachers, and other stakeholders. Prior to joining Concept Schools in 2011, Don spent nine years in the classroom as an elementary teacher in various school settings.

Samina Hadi-Tabassum graduated from Northwestern University with a degree in English and Biology in 1993. She was recruited by Teach for America and taught middle school science to English Language Learners in Houston for four years. She and her colleagues developed an innovative solar energy curriculum focusing on solar-powered cars, which led to winning several national science grants. The next five years were spent in the K-8 classroom as a literacy specialist in Newark, New Jersey, with the Children's Literacy Initiative and with Accelerated Schools, a whole-school reform model. She graduated with a doctoral degree in Curriculum Studies from Teachers College, Columbia University. For the past twelve years, she has been teaching graduate courses in science education and language education as an Associate Professor in the School of Education at Dominican University, located outside of Chicago. Her research and publications focus on science education, bilingual education, and literacy development.

Cheryl Kalkirtz is an experienced school administrator, educational leader, and a multi-certified Learning and Behavioral Intervention Specialist with years of diverse educational experiences, focusing her leadership on assisting in school improvement processes and supporting connected learning communities for citywide, charter, and suburban school districts. Her experiences include being an Assistant Superintendent and Director for Student Services and a former district

Special Education Director and Early Childhood and ESL Coordinator. In these roles, she has represented Student Information System data; maintained state and federal grants for No Child Left Behind, Preschool for All, LIP/LEP, Bilingual, IDEA and ARRA, Early Childhood and Health/ Nutrition grants; completed annual Medicaid reimbursement reports; and provided analysis through line budget appropriations at the district and school levels. She has worked with school principals to strengthen their school improvement plans and to problem solve for the improvement of their student bodies. Cheryl also has served as a high school principal for a charter school. Cheryl holds a master's degree in Educational Leadership from DePaul University and has a Type 75 Administrative Certificate in Illinois.

Angela Huls attended the University of Iowa and graduated in 1999. She received her B.A in Secondary English Education and Spanish. Angela then taught 8th-grade Language Arts at Hoffman Middle School in Houston for four years. In 2004, Angela decided to relocate back to the Midwest and joined Chicago Math and Science Academy (CMSA) as an 8th-grade Language Arts teacher. In her nine years with CMSA, she has taught Language Arts, Journalism, and World Literature and has been part of the administration team as the Dean of Students in the high school for four years, the Dean of Programs for two years, and the PR and Communications Associate for one year. Angela is currently the middle school Dean of Students at CMSA.

Liam Ratliff is a 6th-grade math teacher at the Chicago Math and Science Academy (CMSA), beginning his third year of teaching. He received his bachelor's degree in Mathematics from the University of Illinois at Urbana-Champaign and received his teaching certification from Benedictine University. He is known for the integration of technology in instruction at CMSA.

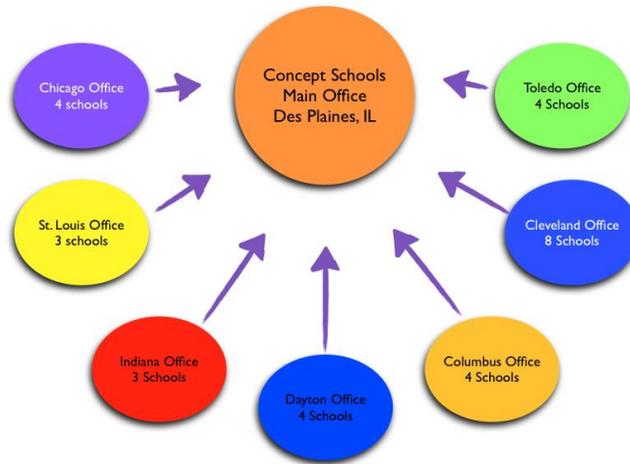
Seina Lee attended Purdue University as a Chemical Engineering major with a minor in Pharmacokinetics and Bioinformatics/Statistics. She worked in the pharmaceutical industry for six years as a Research Clinician and Statistician. She has done bench research at Pfizer, Inc., Abbott Laboratories, and Insys Therapeutics. Seina also worked the last three years as a software programmer, solely developing and writing in C-based languages (C++, C#, Python, and Perl). She worked on financial and algorithmic matrix based models and simulations, including revolving Markov and Monte Carlo Chains. Three years ago, Seina made a conscious decision to pursue a new career path as an educator due to the deficit in technical and math-based skills she noticed while working in the private sector. She was primarily interested in technology, math, and science curriculum that envelops practical applications. She has experience in urban and suburban classroom settings. Seina also holds a degree in Elementary Education from the University of Illinois at Chicago.

Enisa Selimbegovic is a middle-school math teacher and Robotics Coach at Horizon Science Academy-McKinley Park. Previously, she developed an ACT math curriculum, which she taught to her 11th grade students, at the Chicago Math and Science Academy (CMSA). During these three years, the school's average ACT math score increased 2.3 points. In addition to her great work in the classroom, Enisa was also involved in several extracurricular activities. She helped coach two award-winning FIRST Robotics teams. She attended Loyola University in Chicago.

Jeanette Moody has been an educator for her entire adult life. Jeanette served on the founding board of Indiana Math and Science Academy Indianapolis and supported their initiatives. She

advised the school leadership team in best practices in educational instructional strategies, as well as compliance with No Child Left Behind legislation. Jeanette is the Founder and Chief Executive Officer of Literacy for Life, LLC. LFL provides support for schools in literacy and mathematics education through professional development and/or technical assistance as related to continuous school improvement.

In addition to this experienced design team, Concept, as an organization, brings extensive experience in managing high-quality charter schools in the Midwest. Thus far, Concept has typically contracted with local boards, which implemented the Concept design, to manage the schools. This has been a comprehensive management structure in which Concept undertook responsibility and accountability for everything that goes on in the schools. Concept has been responsible and involved in start-up, securing grants, financial management, assessment, curriculum alignment, marketing, human resources, professional development, public relations and community outreach, and more at the managed schools. Concept has more than 50 full-time employees in various departments who provide services to the Concept-managed schools. Concept's main office is located in Des Plaines, IL. However, Concept strategically builds clusters of schools around large urban areas to provide the right level of impact on the community and to enable Concept to regionalize its support more effectively. Each cluster of 5-10 schools enables Concept to establish a regional office that provides leadership coaching and academic and operational support to the managed schools. In each region there is a superintendent who is supported by a regional treasurer, regional instructional coaches, and finance staff. Below is the diagram that shows the clusters and existing regional offices:



Given the Concept Network’s strong track record of success and its experience, resources, and financial strengths, we are in a great position to start and operate HSA-Southwest very successfully in August 2014.

e. Quality of Management Team

The Concept Board of Directors has two committees to govern HSA-Southwest that they oversee closely. Aside from the governing board, Concept also has an Advisory Committee. The Advisory Committee is a diverse group of volunteers that offer advice and counsel to Concept’s Board of Directors on various aspects of school development and implementation and recommend resources to support the mission of the organization. Advisory Committee members believe in the Concept’s mission and stay apprised of its progress in achieving its goals. They do not make policy decisions, as that right is reserved for the Board of Directors. Concept anticipates that representatives from organizations with partnerships will serve on this group, along with other community leaders, parents, and interested citizens. The advisory committee

convenes once a year in a retreat where various topics are discussed and solutions/strategies are developed collectively. Below is the list of Concept’s current Advisory Committee members:

Concept Advisory Committee Members		
Name	Organization/Affiliation	Title
Joe Neri	IFF	President/CEO
Ted Fujimoto	COE	Landmark Consulting
Kyle Miller	Partner	Landmark Consulting
Ron Adler	President	Ohio Coalition of Quality Education
Andrew Broy	President	Illinois Network of Charter Schools
Brian Carpenter	Author/Consultant/Board Trainer	Brian L. Carpenter, LLC
Robbyn Wahby	Deputy Chief of Staff	Mayor of St. Louis
Tanya Vartavarian	Director of School Services	IFF
Bette Bonder	Professor Health Sciences	Cleveland State University
G.A. Finch	Hoogendoorn & Talbot LLP	Partner-Attorney
Russ Simnick	President	Indiana Public Charter Schools Association

The Concept Board keeps its senior management team accountable. The Board has great confidence in the senior management team as it consists of individuals with successful track records within the Concept network. Our CEO, Sedat Duman, Vice President, Salim Ucan, and Chief Academic Officer, Ali Uslu are all successful former principals and administrators within the Concept network. They have high standards and a commitment to advance Concept’s mission and vision. Sedat Duman and Salim Ucan were amongst the founding team members of Concept and have been with Concept since its inception. Concept Schools manages 31 schools which are then organized into regions with a regional superintendent for each one. The Chicago (Mr. Yasar Bora) superintendent reports to the school board as well as the state board of education. The regional superintendents provide support for the day-to-day management of schools, share

knowledge of best practices through professional development, develop leadership skills in the school principals, present the regional budget to the Chief Executive Officer for board approval, keeps the Chief Executive Officer informed about the needs of the region and about school operations and programs, provides long-range and strategic planning, develops a public relations program, and adheres to board policies. Within each region, there are school principals who are responsible for establishing a strong Concept Schools culture in each building, analyzing student data, enhancing high-quality instruction through the mentoring and support of teachers, and implementing all the Concept Schools initiatives.

The central office in Des Plaines, Illinois codifies and shares the Concept model across the 31 schools, sets the strategies in place for development, presents growth goals and supports the schools with training, professional development, materials and resources, and assessments. In the Concept Schools central office, here are the major roles in these three Tiers:

TIER 1: Executive Leadership

- CEO/President
- Vice President
- Chief Academic Officer
- Chief Financial Officer

TIER 2: Directors of Education

- Director of Elementary Education
- Director of Secondary Education
- Director of Math
- Director of Science
- Director of English Language Arts
- Director of Social Studies
- Director of Foreign Languages
- Director of Special Education
- Director of Educational Technology

TIER 3: Directors of Support

- Director of College Guidance
- Director of Assessment
- Director of Programs
- Director of Alumni
- Director of Human Resources

Concept Board of Directors

Members of the Concept Schools Board of Directors and their short biographies are listed below:

Name	Title	Organization
Murat Surucu, Ph.D.	Assistant Professor of Medical Physics	Radiation Oncology Department Loyola University Medical Center Maywood, IL
Hon. Dominique Ross, JD	Judge	Cook County Circuit Court Chicago, IL
Hakan Yildiz, Ph.D.	Assistant Professor	Dep. of Supply Chain Management Eli Broad College of Business Michigan State University East Lansing, MI
Jeff Kulenovic	President	J. Kulenovic Consulting
Ayhan Zora, Ph.D.	Staff Engineer	Product Engineering Center John Deere Power Systems Waterloo, IA
Brittany Lute	Registered Nurse	Cleveland Hospital
Ahmet Uysal	Postdoctoral Fellow	Argonne National Laboratory

Murat Surucu, Ph.D. (Board President) is an Assistant Professor of Medical Physics at the Radiation Oncology Department of Loyola University in Chicago. After completing his Bachelor of Science degree at the Physics Department of Bosphorus University in Turkey, he received a Master of Science degree at the Department of Biomedical Engineering from the same university. He then began his Ph.D. studies in Cleveland Clinic Foundation and Cleveland State University. He finished his Ph.D. study in Biomedical Engineering at the University of Southern California. Upon finishing his Ph.D., he joined to the Radiation Oncology Department of Washington University in St. Louis to fulfill his postdoctoral studies in Medical Physics. In order to complete his clinical training, he joined the University of Chicago and finished the Medical Physics Residency program there. He is now a board certified Medical Physicist and training radiation oncology resident at Loyola University. Besides his educational responsibilities, he also works in the clinic in order to assure the best possible radiation treatments are administered to the cancer patients.

Dr. Surucu received the Jack Fowler Junior Investigator Award for his contribution in the advancement of Modulated Electron Radiotherapy at the 50th annual meeting of American Association of Physicists in Medicine in 2008. His current research includes the planning strategies in stereotactic body radiotherapy (SBRT), modulated electron radiotherapy, application of cavity theory in the measurement of radiation dose using thermo-luminescent detectors, and intensity modulated total body irradiation. Dr. Surucu is a member of American Society of Radiation Oncology and American Association of Physicists in Medicine and a reviewer at the *International Journal of Radiation Oncology, Biology and Physics*. He also has helped organize multiple professional symposiums and meetings and presented his research in many scientific meetings.

Hon. Dominique C. Ross (Board Member) has been a judge of the Cook County Circuit Court since December of 2008. Upon taking the bench, Judge Ross was initially assigned to the First Municipal District-Traffic Division, where she handled a court docket involving criminal traffic misdemeanors ranging from driving on a suspended license to driving under the influence of alcohol and/or drugs. In March of 2009, Judge Ross received her permanent assignment to the Domestic Relations Division, where she currently serves as a trial judge presiding over cases involving dissolutions of marriage, child custody, visitation, and other pre-decree issues.

Prior to taking the bench, Judge Ross practiced law for thirteen years. Her private legal practice was devoted primarily to Domestic Relations and Family Law. She handled and tried many complex civil and family law matters, including custody and division of property issues. She also

has considerable experience in general civil litigation matters. In addition to her private law practice, Dominique served as a legal panelist for many community forums, including V-103's Expo for Today's Black Woman and Free Legal Advice Day at Chicago State University (broadcast on Power 92 and Soul 106.3 radio, popular Chicago radio stations). She also served as an arbitrator with the Cook County Circuit Court Mandatory Arbitration Program and as a volunteer with Legal Aid to Incarcerated Mothers.

Judge Ross received her bachelor's degree from the University of Illinois at Urbana-Champaign. She continued her education at Loyola University of Chicago School of Law, where she received her Juris Doctor degree. Judge Ross holds membership in several professional organizations, including the Cook County Bar Association, where she has served as an instructor for continuing legal education requirements for attorneys; Illinois Judge's Association (IJA), where she serves as a member of the Media Response Committee and the Rapid Response Committee; and the Illinois Judicial Council (IJC), where she serves as secretary and co-chair of the IJC Law School Educational Scholarship Committee,.

Dr. Hakan Yildiz (Board Member) is an Assistant Professor of Logistics in the Department of Supply Chain Management at Michigan State University (MSU). He holds a B.S. in Industrial Engineering from Bilkent University in Turkey, where he has received full scholarship for undergraduate studies.

Before joining MSU in August 2008, he studied and worked as a research and teaching assistant and instructor at Carnegie Mellon University (CMU)'s Tepper School of Business, where he

earned his Ph.D. and M.S. degrees in Industrial Administration (Operations Research). Dr. Yildiz was a recipient of William Larimer Mellon Fellowship for graduate studies at CMU. As part of his Ph.D. studies, he worked on the optimization of customer and supplier logistics operations at Robert Bosch LLC's Charleston, SC plant as an intern during the summer of 2007 and continued his consulting through Carnegie Bosch Institute until April 2008.

Dr. Yildiz's research is on modeling and developing solution methods for logistics optimization problems, such as scheduling and routing vehicles and crews, facility location, supply chain network design, and risk management. The application areas of his research include scheduling of Major League Baseball umpires, meals-on-wheels service planning, logistics planning in automotive parts manufacturing industry, and risk mitigation strategies in network design in the shoe industry. His methodological research interests include developing linear-integer and constraint programming models and metaheuristics for solving difficult optimization problems. Dr. Yildiz is a member of the Institute for Operations Research and the Management Sciences (INFORMS) and the Decision Sciences Institute (DSI). Dr. Yildiz taught several courses on logistics and supply chain optimization at CMU and he has been teaching Transportation Management at MSU.

Jeff Kulenovic (Board Member) is currently the Senior Vice President/Chief Risk Officer for Great Lakes Bank headquartered in Blue Island, IL. He was previously the president of his own consulting company, J Kulenovic & Associates, where he provided consulting services for community banks in the Chicagoland area. Mr. Kulenovic served as acting Chief Credit Officer for both Aztec American Bank in Berwyn, IL and Foster Bank in Chicago among other roles.

Other clients have included Devon Bank in the Rogers Park area of Chicago and American Heartland Bank in Sugar Grove, IL.

He was previously the Chief Credit Officer/SVP of Centrust Bank and brought his investment group from the Crescent Bank venture to help recapitalize CenTrust Bank in March of 2011. Mr. Kulenovic was the designated President and CEO of Crescent Bancshares, a denovo bank venture initiated in the Chicago area catering to the Southeastern European and South Asian communities. Prior to this role, he served as Chief Credit Officer/Senior Vice President at Delaware Place Bank in the Gold Coast area of Chicago. Mr. Kulenovic also spent ten years at Great Banc Inc. (operating two Illinois State Charter Banks and one National Bank), where he served as Chief Credit Officer/ Executive Vice President and was responsible for all credit underwriting and administration, including loan policy, board reporting, and audit meetings, for each of the three banks.

Mr. Kulenovic graduated from Loyola University of Chicago in 1987 with a degree in Business Finance. He received an M.S. in Business Administration from DePaul University of Chicago in 1990. Mr. Kulenovic has enjoyed his work as a board member of the Suzuki Orff School of Music in downtown Chicago since November 2010 and Concept Schools since July 2012. He previously served as a board member and secretary for Chicago Math and Science Academy in Chicago's Roger's Park.

Dr. Ayhan Zora (Vice President) currently works as senior engineer analyst at John Deere Power Systems. The company specializes in off-road machinery (Agriculture, Constructions,

Forestry, Turf, etc.). Dr. Zora holds a B.S. in Mechanical Engineering, two M.S. degrees, in Mechanical and Industrial Engineering, and a doctoral degree in Industrial Technology.

Dr. Zora has been working as a researcher since 2003. He has conducted research in variety of topics, including mechanical and hydraulic systems simulation, hybridization and electrification of vehicles, and exhaust after treatment systems.

Brittany Lute (Board Member) graduated valedictorian of the first graduating class from Horizon Science Academy Cleveland High School in 2003. Cleveland High School was one of the two very first schools that Concept had initiated in Ohio in 1999. She went on to pursue a nursing degree from Ohio University and has worked as a registered nurse in notable hospitals such as the Cleveland Clinic and Rainbow Babies and Children's Hospital. Mrs. Lute also has contributed to various school boards in Ohio, thus demonstrating her commitment to Concept School's mission. She joined Concept's board upon moving to Chicago recently.

Ahmet Uysal (Board Secretary) received his B.S. and M.S. degrees in Physics from Middle East ETU in Ankara, Turkey and from the University of Pittsburgh, respectively. Before starting his Ph.D. in Physics at Northwestern University, he worked as a teacher at Chicago Math and Science Academy for two years. In the graduate school, he studied how organic molecules in living organisms control the nanoscale structure of biominerals, such as bones and shells. He conducted experiments in one of the most brilliant X-ray sources in the world, Advanced Photon Source in Argonne National Laboratory, located near Chicago. After receiving his Ph.D, he joined Chemical Sciences and Engineering division of Argonne National Laboratory. Currently

he is using X-rays to study novel materials that can be used in the next generation of energy storage devices.

f. Existence of Charter School Contract

Horizon Science Academy-Southwest was authorized to open by the Chicago Public Schools Board of Directors on January 22, 2014. Please see attached documents for verification.

g. Flexibility and Autonomy Afforded by the SEA and LEA

The flexibility and autonomy afforded by the Illinois School Code (105 ILCS 5/Art. 27A) and our SEA, Illinois Board of Education, LEA and the Chicago Public Schools will provide us with the flexibility and autonomy needed to structure key aspects of schooling at Horizon Science Academy-Southwest such as curriculum design and instruction, school calendar with longer school days and a longer school year, budgeting for a STEM-based focus, a centralized CMO office, and staffing decisions regarding whom we hire and what contracts we can offer teachers as well as merit-based pay for teachers. However, according to Illinois School Code, we are required to follow a charter lottery, comply with the Freedom of Information Act and Open Meetings Act and hold ourselves accountable to our contractual obligations.

ALI USLU

OBJECTIVE

Believe that every student has the potential to shine in science, math, and technology. Dedicated to make a difference in every aspect of students' life by providing an alternative environment to the urban youth of United States.

EXECUTIVE PROFILE

Chief Academic Officer with company oversight, committed to highly effective management of resources and quality performance. Highly motivated, hardworking, and high performing personality with 15 years of experience in education. With the motto of "In God we trust, All others must bring data", his data-driven approach has made a huge difference in the organization. He is dedicated, result and detail oriented professional.

SKILL HIGHLIGHTS

- Leadership/Communication Skills
- Human Resources
- Staff Development
- Staff Motivation
- Team Leadership
- Total Quality Management
- Organizational Structure and Change
- Performance Evaluations & Analysis
- Departmental Operations Management

EDUCATION & CERTIFICATIONS

- Master of Arts in Educational Leadership on Charter School Emphasis
Central Michigan University, Mt. Pleasant, MI - 2012
- Master Coursework completed in teaching science
University of Marmara, Istanbul, TR – 1998

2003 – Present	Illinois Junior Academy of Science	Chicago, IL
President Elect – IJAS Board of Director		
2007 – 2008	Illinois Junior Academy of Science	Chicago, IL

KEY QUALIFICATIONS

- Awarded as “the Teacher of the Year”
- Coached Olympiad team
- Supervised award winning science project team
- Co-authored textbooks
- Created curriculum and designed an assessment module
- Oversight of 800 staff in 27 charter schools

COMPUTER SKILLS & INTERESTS

- Microsoft Office: Word, Excel, PowerPoint, Publisher, Quark Express, Quickbooks
- Traveling, camping, fishing, swimming, soccer, volleyball, and table tennis.

REFERENCE LETTERS

Available upon request.

Summary of Qualifications

- ❑ **Motivated and creative educator** with a demonstrated history of performance and leadership in a science and math focused environment.
- ❑ Highly effective school principal, experience in fostering a vibrant school community.
- ❑ Positive, collaborative leader who promotes shared team decision-making.
- ❑ Adapt at developing innovative programs and events.
- ❑ Dedicated, organized and goal driven with strong communication skills.
- ❑ Knowledgeable professional with well versed in planning, budgeting, and facilities management.

Expertise

- **Staff development & supervision**
- **Planning & budgeting**
- **Communication and presentation**
- **Parent & Child involvements**
- **Community Building**
- **Creative science projects and programs**
- **Innovative programs & events**
- **Charter school organization**

Professional Experience

CONCEPT SCHOOLS, Des Plaines, IL
Vice President- 2008-Present

Achievements:

- Organized the first Annual Concept Schools Conference for more than 400 staff members within the Concept Schools network.
- Involved in writing and submittal of the charter proposal to Grand Valley State University in Michigan which has been approved to open in August 09. Currently working with the board of directors of the charter as well as authorizer to ensure a successful start-up process.
- Involved in the Chicago Math and Science Academy's new facility project which has \$12 million budget and to be completed in August 09.
- Provided board training to the board of directors within the Concept Schools network.
- Creating new and revamping and the current marketing materials of Concept Schools, Inc. including but not limited to annual report, informational packages, and web site.
- Developed professional seminars and workshops for international staff within the Concept Schools network
- Presented and facilitated various professional development programs for staff within the Concept Schools including administrators such as principals, dean of academics, and dean of students
- Working with various authorizers Illinois, Missouri and Michigan in opening new schools in such states
- Led the process of getting six charter schools created in three different states in 2010
- Developed and facilitated the Concept Leadership Institute to grow future leaders from within the Concept network

CHICAGO MATH AND SCIENCE ACADEMY CHARTER SCHOOL, Chicago, IL
Founding Principal- 2004- 2008

Achievements:

- Involved in creation of the charter school including developing the school model, writing proposal, going through selection process with Chicago Board of Education, acquiring a site for the school, and recruiting and working with board members.
- Recruited students by creating/designing promotional materials such as brochures and flyers and holding informational meetings and open houses.
- Recruited high caliber teachers and other staff members who played a major role in school's success.
- Created an atmosphere of high expectation; established and communicated mission statement, values, and goals for school.
- Enhanced parental/student involvement by initiating different programs for parents such as school wide parent visits, honor roll dinners, and ESL classes for parents.
- Advanced school technologically through programs that provided parents with access to their children's records via the Internet.
- Created an effective learning community where staff collaborates through team meetings, data analysis, and other small learning communities.

SCIENCE ACADEMY OF CHICAGO, Chicago, IL
Principal- 2001- 2004

Achievements:

- Created an atmosphere of high expectation; established and communicated a new mission statement, values, and goals for school; initiated and administered entrance exams and interviews of prospective students.
- Eliminated discipline problems and created a safe environment; developed/maintained a new discipline policy and other procedures.
- Enhanced parental/student involvement by initiating parent breakfasts at school. Also conducted home visits and invited parents to own home.
- Played a key role in recruiting more students by creating/designing promotional materials such as brochures and flyers.
- Dramatically increased standardized test scores of students by developing general assessment tests and after school programs to teach test taking skills.
- Advanced school technologically through programs that provided parents with access to their children's records via the Internet.
- Created a strong sense of community through extra-curricular time spent with students and parents outside the school. Organized international and domestic trips to Europe- Turkey, Washington DC and other locations. Also developed parent potlucks and other events.
- Increased entrance rate of students into quality high schools; initiated a high school preparation including campus visits and weekly after school meetings.
- Helped school build a quality reputation through award-winning students in citywide science fairs and math competitions. Initiated advanced study groups that resulted in several first and second place math and science teams for two consecutive. Worked with students individually on their projects.

HORIZON SCIENCE ACADEMY, Cleveland, OH

Science Teacher - 1999-2001

Responsible for seventh through tenth grade.

Achievements:

- Revamp science curriculum in collaboration with other science teachers.
- Increased student excitement for science through visits to university/college labs and classroom visits by area professors.
- Created excellent student/parent rapport and involvement through exciting and diverse trips to local, national, and international sites including Thailand, Malaysia, and Singapore.
- Fostered student attitudinal change toward school through extensive extra-curricular involvement with students, including roller-skating, movie going, bowling, and fishing. Served as a positive role model.
- Worked with students on award-winning projects to participate in major science fairs.

Academic Advisor- 1998-1999

Achievements:

- Actively involved in planning and implementing school charter.
- Helped school achieve its goals by designing science labs.
- Contributed a multicultural perspective by designing related after school activities.

Education

CENTRAL MICHIGAN UNIVERSITY

MA in Charter School Leadership- 2012

JOHN CARROLL UNIVERSITY, Cleveland, OH

Post- Baccalaureate Teacher Certification Program - 2000

MARMARA UNIVERSITY, Istanbul, Turkey

B.S. In Biology with minor in Education- 1997

Professional Development

Harvard University

Principals Center of Graduate School of Education

Improving Schools: The Art of Leadership- July 3-11, 2006

The National Institute for Urban School Leaders July 22-27, 2007

Getting Unstuck: Breaking Through Your Leadership Blocks April 12-13, 2007

Charter Schools: Chartering A Course for the Next Decade - July 21-24, 2008

Northwestern University

Kellogg School of Management

Non-profit Executive Education Program- 2008

Leading High Impact Teams April 6-9, 2009

Board Governance April 17, 2008

Fundraising and Marketing for School Leaders March 9-10, 2008

Performance Counts November 12, 2008

Strategic Leadership October 5-7, 2009

Nonprofit Finance January 25-27, 2009

Professional Development

U.S. Department of Education

Charter Starters' Conference
Madison, Wisconsin July 2004

Institute for Communication Improvement

The Grant Institute

Grants 101: Professional Grant Proposal Writing February 7-9, 2007

Franklin Covey

7 Habits of Highly Effective People February 25, 2006

Chicago Public Schools

New Schools Retreat at the Johnson Foundation at Wingspread
Racine, Wisconsin January 2004

Presentations

Effective Principal

Missouri Charter Schools Conference 2009
Missouri Charter Public School Association

Preparing Students for the 21st Century

2010 National Charter Schools Conference Chicago, IL June 30, 2010
National Alliance for Public Charter Schools

Key to Success: Effective Principal

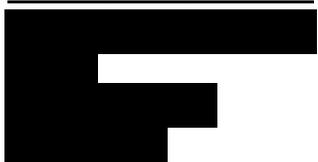
OAPCS 3rd Annual State Conference November 11-12, 2010
Ohio Alliance for Public Charter Schools

References

References are available upon request.

Donald J. Shanahan

CONTACT INFORMATION:



shanahan@
conceptschoools.org

PERSONAL WEBSITES:

everymoviehasalesson.com

www.examiner.com/
film-249-in-chicago/donald-
shanahan

TWITTER:

@casablancadon
@ConceptShanahan



References

(available upon request)

Education

January 2005 – July 2007, *Governors State University, University Park, IL*

- *Masters of Arts degree in Education* with Curriculum and Instruction Specialization
- 3.27/4.0 current cumulative GPA; 36 credits

August 1997 – May 2001, *Saint Joseph's College, Rensselaer, IN*

- *Bachelors Degree of Science in Elementary Education* with minor in Reading and teaching endorsements in Reading, Language Arts, Social Studies, and Driver and Traffic Safety Education
- Cum Laude, 3.479/4.0 cumulative GPA; 150 credits
- Awards and Activities: C.H. Craig Award Creative Educator Award, Editor and Reporter of the Year recipient for *The Observer* newspaper, four-year Student Manager for NCAA Div. II football team, two-year Assistant Equipment Manager for the SJC Athletic Department, certified YMCA/Red Cross lifeguard

Professional Experience

August 2011 – present, *Instructional Coach, Concept Schools, Des Plaines, IL*

- Duties and Responsibilities: Provide teacher evaluation, professional development, and school improvement in working with administrators and teachers for the West and Southwest regions of Concept Schools, a charter management company, covering 8 schools in 7 states.
- Committees and Activities: Member of the Concept Schools Academic Team, representing elementary education expertise, among the home office curriculum directors and Chief Academic Officer

August 2010 – June 2011, *Third Grade Teacher, Pioneer Elementary School, Valley View School District 365U, Bolingbrook, IL*

- Duties and Responsibilities: Taught all subjects in PBIS-certified school in a third grade classroom with the focus on Guided Reading instruction and preparation for ISAT and literacy success
- Committees and Activities: Building Math Improvement team, Writing Design team, Pioneer Night and Field Day teams, Parental Involvement committee, PBIS classroom setting, Fountas and Pinnell reading comprehension testing with AIMSweb.

July 2009 – July 2010, *Lead Fourth Grade Teacher, EdisonLearning, Chicago International Charter Schools—Lloyd Bond Campus, Altgeld Gardens in Chicago, IL*

- Duties and Responsibilities: Taught a rigorous, data-driven, college preparatory curriculum at the fourth grade level while instilling the eight EdisonLearning core values to best prepare students to succeed on monthly EdisonLearning Benchmark tests, periodic NWEA assessments, and the ISAT
- Lead Teacher position facilitating team professional development, planning, and data analysis
- Committees and Activities: Teacher representative to the PTO, Chess Club coordinator, Interactive Whiteboard training, cooperative learning center and reciprocal teaching technique setting

August 2002 – July 2009, *Intermediate Elementary Teacher, Matteson School District #162, Richton Park and Park Forest, IL*

- Duties and Responsibilities: Planned and executed effective lessons in all subjects within fourth, fifth, and sixth grade classrooms, based on state standards and district curriculum, for preparing students for success on the ISAT and their advancement to the next grade
- Committees and Activities: Fourth Grade Team Leader, coordinator/creator of School Newsletter, teacher representative to the PTO, Chess Club coordinator, Summer School Teacher, After-school Study Island tutor, member of district Technology Committee, Discipline Committee member, district Math Curriculum team member, district Writing Committee member, Fred Jones "Tools for Teaching" training, Response to Intervention and ThinkLink assessment training

Outside Work Experience

August 2010 - present, *Chicago Film Examiner, Examiner.com*

- Publishing articles as a movie reviewer, commentator, and contributor to Examiner.com
- Specializing in his own brand of movie reviews entitled "Every Movie Has a Lesson," which discuss and present the valuable life lessons found in every movie, through his view an educator

Jeanette Kay Moody

Fax: 317-581-9470

OBJECTIVE

To support educational initiatives in the area of literacy and mathematics education through professional development and/or technical assistance as related to continuous school and community improvement.

SKILLS and ABILITIES

- Knowledge of No Child Left Behind legislation and implications for school and district improvement.
- Knowledge of curriculum, instruction and assessment as related to research-based school improvement models.
- Knowledge of best practices in literacy and mathematics education, specializing in early childhood.
- Knowledge of the school improvement process K-12 as it relates to skills necessary for collaboration between all stakeholders.
- Experience in development, implementation and evaluation of School Improvement Plans and Grants.
- Presents a strong professional appearance and demeanor.
- Exercises tact and expertise in oral and written communication with clients and colleagues.
- Knowledge of grant writing skills.

ACADEMIC ACHIEVEMENTS

Columbia University	Teacher's College Reading and Writing Workshop
Purdue University	Reading Recovery Teacher Leader – 1994
Indiana State University	Reading Specialist K-12 (30 hours) – 1975
Indiana University	M.S. in Early Childhood Education – 1973
Anderson University	B. A. Music Education K-12

PROFESSIONAL ORGANIZATIONS

Association for Curriculum and Development
International Reading Association
National Council of teachers of English
National Staff Development Council

RECENT PROFESSIONAL EXPERIENCE

- Founder and Chief Executive Officer of Literacy for Life, LLC. LFL provides support for schools in literacy and mathematics education through professional development and/or technical assistance as related to continuous school improvement.

- Vice President of founding Governing Board of Indiana Math and Science Academy - 2006-present.
- Contracted with Indiana Department of Education, Office of Academic Support to support schools transitioning from Targeted Assistance to Schoolwide Title 1 status.
- Contracted with Indiana Department of Education, Office of Academic Support to support school districts with Curriculum Mapping as related to continuous school and district improvement.
- Contracted with Indiana Department of Education, Office of Academic Support to review Title 1, Comprehensive School Reform, Reading First and School Improvement Grants, 2001- present.
- Contracted with Indiana University's Center on Education and Lifelong Learning for Summer Institute 2000 and 2001.
- Adjunct assistant professor at Purdue University from 1993-2000.
- Consulted with school administrators, and school improvement teams to provide support in designing, implementing and evaluating professional development plans for schools and school districts.
- Presented at the Indiana Governor's Conference, 1999, 2000, and 2001.
- Presented at the National Title 1 Conference, 1999.

Personal and professional references:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Address:

Phone No.:

Work: (773) 247-8400x151

Previous work experience:

High School Math teacher
Chicago Math and Science Academy
2010-2013
Developed ACT Math Prep Curriculum
Taught geometry, ACT math, pre-calculus
Co-coached two FIRST Robotics teams
Participated in Ivy League Mentorship Program
Sponsored Eco Club

Education:

B.S. Math Education
Loyola University of Chicago
2006-2010
GPA: 3.477

Certification:

ISBE Type 09 – Middle and High School Math

Student Teaching:

Notre Dame College Prep, Niles
January – April 2010

- Taught Algebra 1, Algebra 2, Pre Calculus
- Worked in the resource center with special-needs students everyday

Professional Experience:

Math Tutor

2006-2010

- Tutored several students- ranging from junior high to college level
- Over 170 hours of experience

Clinical Experience:

Niles Township-Niles West & Niles North

March 2009

- Three days of observation
- Observed various teachers and levels

Golf Middle School, Morton Grove

March 2009

- Approximately 15 hours of observation
- Observed a 6th and 7th grade math & science teacher

Nicholas Senn High School, Chicago

October 2008

- Over 50 hours of observation

Extra-Curricular Activities:

- Volunteer camp counselor for the MCC Youth Camp at Camp White Eagle: Summer 2007, 2008 & 2009

Language Skills:

Fluent in Bosnian (Serbo-Croatian)

Computer Skills:

Microsoft Office, webpage design, Geometer's Sketchpad, TI-84

Professional Profile

Hardworking, self directed, effective, dedicated, creative, motivated, and resourceful teacher and administrator who strives to help students become better students, life-long learners, productive and respectful citizens who aim to go to college. Supports colleagues, teachers and administration in facilitating each child's social and intellectual growth by creating an atmosphere of mutual respect and open communication. Communicates exceptionally with students and parents, with a caring and diplomatic manner. Encourages student participation, positive socialization, and positive leadership in the classroom, school, and community.

Leadership Experience

Dean of Programs and PR and Communications Associate, Chicago Math and Science Academy, 2010-2012

Responsibilities:

- Implemented and supervised programs for students
- Planned and coordinated school sponsored events
- Community Outreach
- Implemented a student ambassador program
- Developed a PR plan and communication plan for the school
- Communicated effectively with students, parents, staff, colleagues, and community members
- Created a monthly newsletter to community members
- Developed and maintained partnerships
- Developed positive school culture

Dean of Students, Chicago Math and Science Academy High School, 2006-2010

Responsibilities:

- Created a positive and safe school culture and environment
- Worked in a team setting and planned cooperatively with colleagues
- Mentored teachers and monitored and supported teaching in the classroom
- Trained teachers and staff on effective classroom management strategies
- Upheld and enforced school policy and the student discipline code
- Communicated effectively with students, parents, staff, and colleagues
- Implemented conflict resolution daily
- Implemented the school's vision and mission daily
- Manages and monitors school programs and classroom instruction
- Managed security at the school
- Managed counseling department

Teaching Experience

Chicago Mathematics and Science Academy, Charter school ,affiliated with Chicago Public Schools, Eighth and Ninth Grade English teacher 2004-2008, Chicago, IL

Hoffman Middle School, Aldine I.S.D, Eighth Grade English Gifted and Talented and Regular Teacher 2000-2004, Houston, TX

Achievements:

- Eighty percent of my 8th grade students at CMSA passed the ISAT in 2004-2005

- Ninety-eight percent of my students passed the TAAS test in 2001-2002

Responsibilities:

- Planned, prepared, and organized materials for thematic units
- Worked in a team setting and planned cooperatively with colleagues
- Implemented Reading and Writing Workshop techniques
- Implemented New Jersey Writing Project strategies in the classroom
- Implemented Literature Circles, Flexible Grouping, Cooperative Learning and Differentiation into classroom instruction on a daily basis
- Implemented and directed computer use in the classroom
- Implemented TRIBES agreements in the classroom
- Participated in conferences, open house, staff meetings, and in-service programs
- Cultivated and encouraged parent contact and involvement through written and verbal communication
- Planned extracurricular activities- field trips, school talent show, coffee house poetry reading
- Coordinated Service Learning Projects for students

Coaching Experience

Hoffman Middle School, Aldine I.S.D, Head Girls Soccer Coach, 2004, Houston, TX

Responsibilities:

- Planned innovative soccer practices and enhanced the players' skills
- Arranged transportation

Community Service and Related Activities

- Volunteer, Tutor for Johnson County Neighborhood Centers, 1999
- Member, National Council of Teachers of English, 1999
- Volunteer, Big Brother/Big Sister Program, 1997-1998
- Dormitory Government, University of Iowa, 1996-1997
- Volunteer, Ronald McDonald House, 1996
- Volunteer, Diversity Day Function, 1995
- Volunteer, D.A.R.E, 1995
- Director of After School Program for Howard Area Community Center 2005-2006

Educational Background and Licensure

Concordia University Chicago, River Forest, Illinois- M.A Degree in Educational Leadership, August 2009

The University of Iowa, Iowa City, Iowa - B.A Degrees, December 1999
Majors: English Education and Spanish

The University of Basque Country, Bilbao, Spain
International Spanish Studies Program, August 1998 - December 1998

Valid Illinois teaching license- Type 09
Valid Illinois Administrative Certificate-Type 75

References

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Ms. Cheryl L. Kalkirtz, M. Ed.

OBJECTIVE: To obtain a full-time, school or district-wide instructional or leadership position, as I am an educator who is multi-certified at the Pre-K through 12th grade levels with diverse educational experiences.

WORK HISTORY

2012- Present Youth Connection Charter School Network Regional Special Education Case Manager for 22 alternative school campuses throughout the Chicago land area, partnering with The Chicago Public Schools to represent compliance for 800+ students with individualized education plans; continuum of placements; best service delivery practices and charter wide professional development with federal, state and local education requirements. **Also, at the present... Privately, a Special Education Parent Advocate and Special Education Consultant.*

2011-2012 Assistant Superintendent for Student Services Berkeley, IL District #87 (Including the towns of Berkeley, Bellwood, Hillside, Northlake, and Melrose Park, IL) Interim position, overseeing the district's NCLB grants and their Title I and III Programs; Preschool for All Programs; ESL/ Bilingual Programs; Health Services and supervision of those staff; Transportation; Truancy; Discipline Hearings; Ethics/ Policies; Residency and Homeless Liaison; Supervision of Student Services related personnel; Extended School Year programming for Special Education and ESL; Medicaid fiscal management; Child Find Initiatives; and professional development for Blood borne Pathogens; ACCESS certifications and Response to Intervention, in six schools. Partnerships with West 40 Regional Office of Education, Proviso Area Cooperative for Exceptional Children, ASPIRE and Dominican University.

2010-2011 District Special Education Administrative Consultant J.S. Sterling Morton H.S. District #201, Berwyn and Cicero, Illinois ARRA funded position. Overseeing the district's external placements at 26 sites and technical specialist for in-district case management; provides program leadership, professional development and support for student services; alignment of district special education curriculum and program implementation with standards and state indicators; analyzing assessments and district data/ reports to ensure compliance for school improvement, district, state and federal guidelines.

2009- 2010 Interim Director of Special Services, Consolidated School District #158 for the towns of Algonquin, Huntley and Lake In the Hills, Illinois Duties similar to the Burbank, IL #111 assistant superintendent position, also including: Overseeing the district's \$1.6 million ARRA/ IDEA stimulus funds and an additional \$300,000+ in IDEA grants, Medicaid funds and budgets for Early Childhood and Special Education programs for 8 schools (Pre K-12th grades) and 10 programs along with out of district placements. Re developed the district's Special Education Parent Advisory Committee, the district action plan; developed the workload plan for special education staff along with the chief human resources officer; Professional Development (district-wide, new teachers and Special Services staff); mentored 3 assistant directors and the district team leaders for the Child Find, Autism, Speech, Social Work and Psychologist Teams; PBIS Coordinator; Co-administrator for the district's RTI initiatives; IAA and Special Ed. ISAT/ PSAE needs; Extended School Year Programs; Community Partnerships to collaborate with the Special Education District of McHenry County (SEDOM), Project ASPIRE (PBIS) McHenry Community College, the Huntley Park District, Centegra and the Northern Illinois Special Recreation Association (NISRA).

2008- 2009 Director of CICS Northtown Academy High School, employed by the educational management organization Civitas Schools, an EMO who is overseen by the Chicago International Charter Schools, via the Chicago Public Schools Office of New Schools Renaissance 2010 Initiative. Duties including: Educational Leader for school-wide Curriculum, PSAE and ACT analysis, NCA accreditation, Local Education Agent Representative for all Specialized Student Services Programs including English Language Learning, building operations, school improvement planning and its finances, school-wide compliance data reports and assessments, school based problem-solving, human resource management, crisis management, Extended School Year programming, master schedules, grants for extracurricular and community based programs, professional development, parent and community partnerships, and school-wide events.

2007- 2008 Assistant Superintendent for Student Services, Burbank, Illinois School District #111 Partnerships with the A.E.R.O., S.A.S.E.D. and C.A.S.E. Special Education Cooperatives, MacNeal School, Easter Seals, Elim Christian School, PRIDE Alternative School and the Reavis High School District #220. Duties, same as below (refer to District 127) and additionally at Burbank SD #111, overseeing the district's Health Services and supervision of those staff; Transportation; Truancy; the district's Crisis Plan; Ethics/ Policies; Keeper of

Records (district-wide); Wellness and Nutrition Policies; Residency and Homeless Liaison; Free/ Reduced and Fee Waivers; supervision of all student services related personnel; Extended School Year programming for Special Education and ESL; implementation of the district's new IEP and Medicaid software and its management; Child Find Initiatives; and proudly the development, teaming and implementation of Response to Intervention, in seven schools.

2005- 2007 Special Education Director, Early Childhood and TPI District Coordinator, Worth, Illinois School District #127 Overseeing special education programming for early elementary through junior high students placed in and out of district, IDEIA compliance, hiring and maintaining highly qualified special education and student services staff and their staff development, continuation of grants, Response to Intervention development and best practices, Transition Planning for upper elementary students, ISBE IWAS, SIS and FACTS reporting, Medicaid reports, standardized test management for IAA, ISEL, ACCESS and IMAGE students, and ISAT and Terra Nova accommodations; Administrative chairperson for the Institute Day Committee; Partnerships with the Eisenhower Special Education Cooperative, Elim Christian School, Triple A Academy, and the Stagg (#230) and Oak Lawn (#218) High School Districts.

2002-2005 Cross-categorical, self-contained 7th/8th Special Ed. Teacher/ Case Manager
Other duties including: Scholastic Read 180 Middle School Coordinator, Advisory Instructor, Mentor Teacher, Technology Grant Writer, and committee member for the School Handbook, Discipline, Talent Show, Language Arts and Reading Committees. Member district with the Leyden Area Special Education Cooperative (LASEC). Elm Middle School, Elmwood Park SD #401, Elmwood Park, IL.

June-July 2005 Administrative Internship, Elmwood Park School District #401- Co-director for the Summer School Program, for pre-school through high school level general education, ESL and Special Education students. Human Resource Manager, managed student enrollment, coordinated staff meetings, worked with building maintenance, managed AYP data, and screened and interviewed high school teacher applicants for the fall school year.

2001-2002 SAS (Social Academic Skills) K-5 Instructor for students with social and emotional disabilities at Braeside Elementary School, Highland Park, Illinois, among the North Suburban Special Education District (NSSD).

1999-2000 school year Parent Advocate, assisting families during IEP Conferences at various Chicago Public Schools.

1998-1999 school year and January-February, 2002 Substitute Teacher at St. Thecla Catholic School, 6323 N. Newcastle Ave., Chicago, IL. During my children's preschool years.

1995- 1997 school years Special Education Teacher at Jacqueline Vaughn Occupational H.S., 4355 N. Linder Ave., Chicago via Chicago Public Schools. English and Mathematics Instructor at a specialized high school for students with Educable Mental Handicaps and Behavioral Disorders and self-contained Instructor for junior and senior boys with behavioral, social and emotional disorders. *Co-chairperson for the Discipline and Music Committees.

1991-1994 Special Education Cross-Categorical Teacher at Pulaski Community Academy, 2230 W. McLean St., Chicago., via Chicago Public Schools. Special Ed. Department Leader, managing six special education teachers in curriculum and budget, school-wide case management, discipline, and pre referrals. Special Ed. Teacher Representative for Northeastern, Illinois University, receiving student teachers into my classroom each year. *December 1991- 1994- Volleyball Coach for 7th & 8th grade coed teams; June 1992 and 1993 Camp Coordinator and Lead Disciplinarian Teacher for 75 sixth through eighth grade students via Camp Edwards YMCA Camp through Chicago Public Schools funding. *Member of the LSC, PPAC, PPC, Discipline Committees.

January 1991- August 1991 Learning Disabilities Resource Teacher at Gale Community Academy, 1631 W. Jonquil Terrace, Chicago. (Chicago Public Schools)

October 1989-January 1991 Sales Supervisor for six major appliance and electronics departments known as "Brand Central," for Sears Roebuck & Company, 4730 W. Irving Park Rd., Chicago. Supervised and did scheduling for 26 salespeople, handled all customer complaints and resolutions, and organized all sale signing.

EDUCATION

Masters Degree of Educational Leadership, August, 2005. DePaul University, Chicago, Illinois.
Graduated with honors. *Currently pursuing doctoral of education degree for Superintendent.
1990 Bachelors Degree in Special Education- Northeastern Illinois University, Chicago.
(Special Education major with an English minor.)
High School Diploma, Resurrection H.S., Chicago, Class of 1986. President of The Music Honor Society and School Choral Group "The Res Singers."
January 1992- June 1992 Course certification in "Teaching Integrated Mathematics and Science" (TIMS) at Illinois Institute Of Technology/IIT, Chicago.
December 1997 Windows Operations and Systems Management, COMP USA, Skokie, via extension course through Oakton Community College.

LICENSES & CERTIFICATES

Type 75 Administrative Certificate (Certificate #2204917)
ICTS exams passed: Elementary/ Middle Grades; Director of Special Education and for Superintendent
Standard Type 03 Elementary Certificate (Pre K-9) with endorsements of: Learning Behavior Specialist I Unlimited, LD, MR, ED/BD and Middle School Language Arts. (Certificate # 1677200)
Standard Secondary Type 09 Certificate (6-12) with the endorsements of: Learning Behavior Specialist I Unlimited, LD, MR, ED/BD, and in High School English. (Certificate #1677201)
NCLB HQ Credentials in: Elementary/ Middle School Core Academics, HS English, Middle and HS Language Arts, Early Childhood, ESL Reading and Language Arts, HS Speech, HS Literature and HS Journalism
Crisis Prevention Institute Certificate in Non-Violent Crisis Intervention, dealing with the management of disruptive, assault and out of control behavior.
First Aid, AED and CPR Re-certified, to the present date.

INTERESTS & ACTIVITIES

-I have taken 4 years worth of classes in Spanish. -Computers: Fluent in WINDOWS 95 through XP, Macintosh, MS Works, Aims Web, Microsoft Office, Access, SASI, Powerschool, Mac and Win School, E Class, IE Point, File-maker Pro, Kronos HR Software, Microix, IMPACT, Adobe & Microsoft graphics software, HTML, and the Internet. -Active parent-volunteer at St. Thecla School and Resurrection High School, Chicago, IL. School security and Athletics; maintains a family Leukemia related website, part of the Cancer Warrior's Web ring, linked to the Myeloma Survivor's Web ring and the International Myeloma Foundation.

PROFESSIONAL MEMBERSHIPS

Memberships with: Illinois Alliance of Administrators of Special Education (IAASE), Illinois Association of School Administrators, Illinois Principals Association (IPA), the Midwest Principals Center, the Council for Exceptional Children, and the Illinois Association for Multilingual Multicultural Education.

*REFERENCES ARE AVAILABLE UPON REQUEST.

Samina Hadi-Tabassum, Ed.D.

shadi@dom.edu

Education

Northwestern University (1993)	B.A.	English Literature
University of St. Thomas (1997)	M.Ed.	Bilingual Education
Columbia University (2002)	Ed.D.	Curriculum Studies
Dominican University (2013)	Type 75	Principal Certification

Teaching Experience

Dominican University (2002--)
Teach courses in linguistics, literacy, assessment, and science education as an Associate Professor. Director of the Bilingual and ESL Program and The Chicago Teaching Fellows.

Chicago Leadership Collaborative (2012-2013)
Principal internship in a K-5 school with a focus on reading instruction and school improvement.

Akanksha/Teach for India (Summer 2002, Summer 2012, Summer 2013)
Provided staff development to teachers in urban India on balanced literacy practices.

Children's Literacy Initiative (www.cliontheweb.org) (1997--2002)
Worked as a literacy specialist in K-8 urban classrooms in Newark, NJ.

Coalition for Teacher Training (1998--2002)
Taught an ESL Methodology course for ESL instructors on Saturdays.

Adjunct Instructor at Teachers College, Columbia University (Summer 2000, 2001)
Taught a graduate course entitled Designing Curriculum and Instruction each summer.

Adjunct Instructor at New York University (1999- 2000)
Taught an undergraduate course entitled Inquiries into Teaching and Learning.

Graduate Assistant at New York University (1998-1999)
Teaching Assistantship in the Study of Teaching qualitative research course.
Teaching Intern at Teachers College, Columbia University (1998-1999)
Internship in the Reading Methods course in Curriculum and Teaching.

Teaching Assistant at Teachers College, Columbia University (1998-1999)
Teaching Assistantship in the Research Methods course for doctoral students.

English Instructor at the College of New Rochelle (1997- 1998)
Taught English Composition and Literature to adult students in welfare reform program.

English as a Second Language Teacher (1993-97)
Taught four successful years of ESL and bilingual education in Houston middle schools.

Teach for America (1993)
Selected by the Americorps Foundation to teach in under resource schools in Houston.

United Charities Foundation (Summer 1992, 1993)
Taught art classes at a summer camp for inner-city youth and families from Chicago.

Henry Horner Foundation (Summer 1990, 1991)
Worked as a camp counselor for mentally and physically disadvantaged adolescents.

Research Experience

Faculty Development Grant (2012)
Received a \$3000 stipend to work on a Stenhouse book manuscript on bilingual literacy.

Graduate Student Grant (2012)
Received a \$2000 grant for a graduate student to work on my early childhood research.

Faculty Sabbatical (2009--2010)
Received a Spring 2010 sabbatical to work on a book manuscript and research article.

Faculty Development Grant (2008)
Received a \$3000 stipend to work on my research study of majority minority schools.

Undergraduate Research Grant (2007)
Provided a \$1600 stipend to allow an undergraduate student to help my research.

Dissertation Research (1999--2000)
Conducted a year-long study of a dual language classroom and its school community: *Language, Space, and Power: A Critical Ethnography of a Dual Language Classroom.*

Accelerated Schools Whole School Reform Model (2000--2001)

Research/Training Associate for a whole school reform model targeting at-risk schools. Conducted on-site visits in 25 Newark schools and wrote final evaluative reports.

Research Assistant for CASAWORKS at Columbia University (1999)
Traveled to national welfare reform centers and conducted interviews with multiple subjects, logged field notes, coded data, and wrote final evaluative reports.

AERA Organizer and Reviewer (1998)
Helped organize the AERA annual conference and reviewed proposals on literacy.

ERIC Clearinghouse on Urban Education (1997-2000)
Wrote electronic literature review reports on urban & minority student issues such as youth violence in urban schools, bilingual literacy, and Asian-American Pacific students.

IBM Research Assistant at T.J. Watson Research Center (1997-1998)
Researched and developed speech-recognition reading software for urban schools.

Consulting Experience

BISK Online Masters Program (2008--)
Developed and designed ESL courses for an online graduate program.

Curriculum Consultant for Thirteen/WNET (www.wnet.org) (2000--2001)
Designed online workshops related to constructivism, inquiry-based learning, etc.

Professional Projects

Global Education Initiative (2012--)
Started a study abroad program for bilingual/ESL teaching candidates to travel to India.

Common Core Initiative (2012--)
Present professional development workshops for teachers on the Common Core/PARCC.

NCATE Accreditation (2012)
Wrote a successful national accreditation report for the ESL/bilingual program.

Toshiba Foundation Grant Development (2012)
Helped students to write and procure funding of \$20,000 from the Toshiba Grant Foundation for their science classrooms with a focus on anatomy and botany.

ING Grant Development (2012)
Helped two students to write and procure funding of \$10,000 from the ING Foundation for science curricula development related to seeds and germination.

Oppenheimer Grant Developer (2012)

Helped a dozen students to write and procure funding from the Oppenheimer Foundation for their individual classrooms:
<http://www.dom.edu/newsroom/features/oppenheimer-grants.html>

Illinois Advisory Council on Bilingual Education (2007-2011)
Appointed member of the Illinois Advisory Council on Bilingual Education.

Brinson Foundation Teacher Education Grant (2006--2010)
Received \$110,000 to help fund 24 CPS teachers for their bilingual/ESL approvals.

Polk Bros. Foundation Teacher Grant (2006)
Received \$35,000 to help fund 6 CPS teachers for their bilingual/ESL approvals.

Rice Foundation Grant (2007)
Received \$5,000 to help fund an afterschool science program in two schools.

ACI Faculty Development Grant (Summer 2007)
Received a \$10,000 grant for a summer institute on Chicago history for teachers.

Oak Park School District Staff Development (2006--2008)
Presented professional development on the achievement gap.

St. Giles Catholic School Staff Development (2006--2008)
Presented professional development on differentiated curriculum in August 2006 and 2008.

Chicago Public Schools Staff Development (2006)
Presented at McNair Elementary on how to conduct science labs.

Oak Park School District Staff Development (2005-2006)
Presented at four inservice days in District 97 on racial identity theory.

TEAMS Grant (2005-2006)
Presented two workshops for Waukegan teachers on how to work with ESL students.

Diversity Grant (Spring 2004)
Received a \$2,000 university grant to develop an experiential course on the Underground Railroad in Illinois and traveled with graduate students to historical sites.

Diversity Grant (Fall 2003)
Received a \$1,000 university grant to develop a multicultural children's literature workshop.

Virtual Classroom Practicum (2000-2001)
Wrote a grant proposal to create an interactive, teacher training CD-ROM.

GTE GIFT Teacher Fellowship (1997)
Wrote a twelve thousand dollar grant to implement a bilingual science curriculum.

Toshiba Foundation Fellow (1996)

Wrote a five thousand dollar grant to implement a special program that integrated team teaching, a dual language curriculum, cooperative grouping, and math and science.

Honors/Awards

The Constance McCullough Award (2013)

Received a \$2600 grant from the IRA toward the Teach for India program.

London Lecture (2006)

Selected to present a university lecture on the South Asian diaspora in London.

National Association of Bilingual Education (Spring 2004)

Received the first place prize in the Outstanding Dissertation Competition.

Tucker Fellowship (Summer 1999)

Received a scholarship of \$3,000 to study at the Center for Applied Linguistics.

Minority Student Scholarship (1997-1999)

Received a scholarship of \$3,000 every year from Teachers College.

National Endowment for the Arts Fellow (1997)

Received a scholarship to study the major fiction of William Faulkner in Mississippi.

ESL Teacher of the Year in the Houston Independent School District (1996)

Demonstrated outstanding leadership in the classroom and school community.

Title VII Graduate Studies Fellowship (1993-96)

Received a full federal scholarship to pursue my Masters in Bilingual Education.

Publications

Hadi-Tabassum, S. (under initial manuscript review). Majority Minority Schools. Harvard Education Press.

Hadi-Tabassum, S. (under initial review). First of the Firsts: Early Childhood Bilingual/ESL Policy and Legislation in Illinois. Bilingual Research Journal.

Hadi-Tabassum, S. (2012). Dual Language Education? [Review of the book Language and Identity in a Dual Immersion School, by Kim Potowski]. Spanish in Context, 9, 2, 360-362.

Hadi-Tabassum, S. (April 2006). Language, Space and Power: A Critical Look at Bilingual Education. Clevedon, UK: Multilingual Matters.

Hadi-Tabassum, S. (January 2006). The Implementation of Different Bilingual Education Programs: Examining One School District's Dilemmas. Instructional Leader.

Hadi-Tabassum, S. (2004-2005). The Balancing Act of Bilingual Immersion. *Educational Leadership*, 62, 4, 50-56.

Hadi-Tabassum, S. (2002). Multicultural Science Education: Examining Postmodern Notions of Science. In S. Maxwell Hines (Ed.), *Multicultural Science Education: Theory, Practice and Promise*. New York: Peter Lang Publishing.

Hadi-Tabassum, S. (September, 2000). The Multicultural Science Framework: Research on Innovative Two-Way Immersion Science Classrooms. *Multicultural Review*, 9, 3, pp. 24-32.

Hadi-Tabassum, S. (December, 1999). Assessing Students Attitudes and Achievements in a Multicultural and Multilingual Science Classroom. *Multicultural Education*, 7, 2, pp. 15-21.

Hadi-Tabassum, S. (1997). The Invention Convention: Bringing Vygotsky into the Science Classroom. *Science & Children*, 34 7, pp. 24-28.

Conference Presentations

Hadi-Tabassum, S. ¶¶First of the Firsts: Early Childhood Bilingual Education in Illinois.¶¶ Paper presentation at the National Association of Bilingual Education Conference (NABE), Disney, FL, February 2013.

Hadi-Tabassum, S. ¶¶Textbook Adaptations.¶¶ Paper presentation at the Illinois State Bilingual Education Conference, Oak Brook, IL, December, 2012.

Hadi-Tabassum, S. ¶¶Binaries v. Matrices: How Language Policy Sorts English Language Learners.¶¶ Paper presentation at the American Education Research Conference (AERA), Vancouver, CA, April 2012.

Hadi-Tabassum, S. ¶¶Measuring Acculturation in Spanish Native Speakers.¶¶ Paper presentation at the Illinois State Bilingual Education Conference, Oak Brook, IL, December, 2011.

Hadi-Tabassum, S. ¶¶The Minority Majority Dynamic.¶¶ Paper presentation at the American Education Research Conference (AERA), New York City, NY, March, 2008.

Hadi-Tabassum, S. ¶¶Fragmentation and Isolation in a Postmodern World: Examining the Implementation of Bilingual Education Programs in a Changing School District.¶¶ Paper presentation at the Center for Urban Ethnography (CUE) Conference, Philadelphia, PA, February, 2007.

Hadi-Tabassum, S. ¶¶Teaching with Places: Riding the Underground Railroad.¶¶ Paper presentation at the American Education Research Association (AERA) Conference, San Francisco, CA, April, 2006.

Hadi-Tabassum, S. ¶¶Language Spatialization: Mapping Languages in the Brain and in the Bilingual Classroom.¶¶ Paper presentation at the Hawaii International Conference on Education, Honolulu, HA, January 2005.

Hadi-Tabassum, S. "Moving Beyond the Black-White Binary." Paper presentation at the National Conference on Race and Ethnicity (NCORE), Miami, FL, June 3, 2004.

Hadi-Tabassum, S. "First Place Outstanding Dissertation Presentation." Paper presentation at the National Association of Bilingual Education Conference (NABE), Albuquerque, NM, February 7, 2004.

Hadi-Tabassum, S. "Dual Language Education: Examining Conflicts of Race, Class, and Gender." Paper presentation at the University of Pennsylvania's Spencer Research Conference on Urban Education, Philadelphia, PA, March 22, 2002.

Hadi-Tabassum, S. "Language, Space, and Power: Border Crossings in a Two-Way Immersion Spanish/English Classroom." Paper presentation at the American Educational Research Association Annual Conference, Seattle, WA, April 10-14, 2001.

Hadi-Tabassum, S. "A Critical Ethnography of a Two-Way Immersion Spanish/English Classroom: Locating the Third Space." Roundtable presentation at the American Educational Research Association Annual Conference, New Orleans, April 24-8, 2000.

Hadi-Tabassum, S. "The African American Biography." Paper presentation at the National Association of African American Studies Conference, Houston, TX, February 10-14, 1999.

Hadi-Tabassum, S. "The Nonsynchronous Identity of Mary McLeod Bethune." Paper presentation at the National Colloquium on Literature and Film, Morgantown, WV, October 16, 1998.

Fenimore, C. & Hadi-Tabassum, S. "SolarQuest: A Math, Science, and Technology Curriculum." Paper presentation at the National Science Teachers Association, Las Vegas, NV, April 16, 1998.

Fenimore, C. & Hadi-Tabassum, S. "Second Language Acquisition in a Two-Way Immersion Science Classroom." Paper presentation at the Applied Linguistics Winter Conference (NYTESOL), Teachers College, New York, NY, February 7, 1998.

Community Service and Involvement

Breakthrough Ministries (2008--)
Provide and make Sunday meals at local women's shelter.

Science Fair Judge (2006--)
Judge science fairs in the Chicago Public Schools.

South Asian Youth Action (2002)
Tutored South Asian American immigrant youth in Queens, New York.

East Harlem Academy (Summer 1998)
Tutored urban and minority students in an elementary charter school.

Academic Preparation (1996-97)
Tutored urban and minority high school students on the SAT in Houston.

Northwestern Volunteer Network (1991-93)
Supervised a soup kitchen for the homeless Sunday evenings in Rogers Park.

Other Facts
Languages: Spanish, Hindi, and Urdu

Travel Blog: <http://dominicanteachforindia.wordpress.com>

You Tube Video of Book Review: www.youtube.com/watch?v=3MJs4St1928

Blog Entry of My Book: <http://www.languageonthemove.com/language-learning-gender-identity/is-there-such-a-thing-as-postmodern-bilingual-education>

Professional Membership

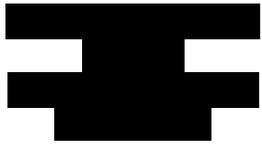
AERA (American Education Research Association)
IRA (International Reading Association)
NABE (National Association of Bilingual Education)

References

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Liam Ratliff

OBJECTIVE

- To share my enthusiasm for mathematics with students to inspire learning in the classroom on the middle or high school level.

EDUCATION

Benedictine University

Alternative Teacher Certification Program
Type 09 Certificate in Mathematics 6-12

June 2010-July 2010

University of Illinois at Urbana-Champaign

Bachelor of Science in Mathematics
Secondary Focus: Philosophy

Graduation: August 2006

RELATED EXPERIENCE

Chicago Math and Science Academy (CMSA), Chicago, IL

August 2011-Present

Middle School Math Teacher

- Plan, prepare and deliver instructional activities that facilitate active learning experiences
- Develop, assign and grade class work, homework, tests and assignments
- Maintain accurate and complete records of students' progress and development
- Participate in grade level, department, and school meetings
- Communicate necessary information regularly to students, colleagues and parents regarding student progress and needs
- Participate in extracurricular activities such as social activities, sporting activities, clubs and student organizations

Waukegan Public School District, Waukegan, IL

January 2011-June 2011

Mathematics Intervention Teacher (Jack Benny and Thomas Jefferson Middle Schools)

- Analyze student data to identify academically at risk students in the 8th grade
- Design/implement intervention program
- Collaborate with teachers to design classroom instruction
- Assist in the implementation of classroom instruction

Independent Tutor, Elmhurst, IL

September 2006-May 2011

Math Tutor

- Teach mathematical concepts through one-on-one and group sessions
- Prepare practice questions and quizzes
- Utilize differentiation of techniques to appeal to different learning styles

EXTRACURRICULAR ACTIVITIES

CMSA MS Boys Basketball Head Coach, Chicago, IL

November 2011-Present

- Select and organize roster
- Run drills and scrimmages during practice
- Teach basketball strategies and plays to students
- Keep statistics during games
- Monitor academic progress and behavioral reports for student athletes

CMSA Drama Club

September 2012-Present

- Establish and organize club
- Lead students in acting activities and exercises
- Mentor students on dramatic techniques and philosophies
- Coordinate video production projects

CMSA Head Track Coach, Chicago, IL

February 2013-Present

- Establish team for middle and high school
- Instruct student athletes on proper running fundamentals
- Mentor students on proper nutrition and other non-running aspects of the sport
- Monitor academic progress and behavioral reports for student athletes
- Participate in network meetings and track meet organization

Relay For Life, Elmhurst, IL

January 2007-Present

- Serve as team captain and organizer
- Raise funds for cancer research
- Participate in actual Relay event

Autism Speaks, Chicago, IL

May 2008-Present

- Raise funds and raise awareness for Autism research
- Participate in Autism Speaks walk and other events

Pets Are Worth Saving (PAWS), Chicago, IL

March 2008-Present

- Raise funds for no-kill animal facilities in Chicago area
- Participate in 8K race and other functions

Elmhurst YMCA, Elmhurst, IL

December 2006-March 2009

Basketball Coach, 7th and 8th Grade Boys

- Run drills and scrimmages in practice
- Plan game strategies
- Keep track of statistics during games
- Instill and display qualities of leadership, confidence, motivation, and teamwork

ATTRIBUTES

- Enthusiastic and passionate with content
- Creative
- Exceptional people skills
- Patient
- CPR certified
- CPI certified
- Trained in fire safety



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

Concept Schools NFP
2250 East Devon Avenue, Suite 215
Chicago, IL 60018
Attn: Salim Ucan, Vice President

Re: Certification of Compliance & Grant of Charter and Charter School Agreement
for Horizon Science Academy Southwest Chicago Charter School
(Term: July 1, 2014 – June 30, 2019)

Dear Mr. Ucan:

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

Please call if you have any questions.

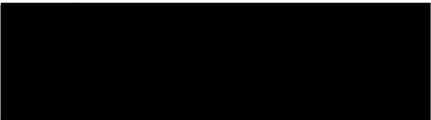
Sincerely,


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 Concept Schools NFP 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 Concept Schools NFP's application for a charter.

 _____ David J. Vitale, President Board of Education of the City of Chicago	 _____ <u>Murat Surucu, Ph.D</u> , Chair Charter School Governing Body
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<u>6/20/14</u> _____ Date	<u>6-9-14</u> _____ Date
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Estela G. Beltran, Secretary
Board of Education of the City of Chicago

Charter School Name: Horizon Science Academy Southwest Chicago Charter School
Board Report No. 14-0122-EX12-1 as
amended by 14-0423-EX8-1

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
(HORIZON SCIENCE ACADEMY SOUTHWEST CHICAGO 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 Concept Schools NFP, 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 December 3, 2013, 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 "Horizon Science Academy Southwest Chicago 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 Kindergarten through 8 during the 2014-2015 academic year as provided in the Application. In successive years, the Charter School shall grow one grade level each year until expanding instruction to grades Kindergarten through 12, as provided in the Application.

d. **Enrollment, Attendance Boundary, Lottery.** The Charter School's enrollment shall be no more than 450 students during the 2014-2015 academic year, and no more than 735 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 no fewer than three directors, but not more than five directors.

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; ~~http~~

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 5401 South Western Avenue, 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: Concept Schools NFP
2250 East Devon Avenue, Suite 215
Des Plaines, Illinois 60018
Attn: Salim Ucan, Vice President
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

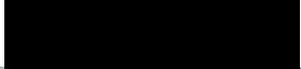
By: 
David J. Vitale, President *[Signature]*

ATTEST:

By: 
Estela G. Beltran, Secretary *[Signature]*

Dated: 6/20/14

CONCEPT SCHOOLS NFP

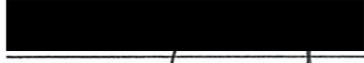
By: 
Name: Murat Surucu, PhD
Title: Board President

ATTEST: 

By: 
Name: Gedat Duman
Title: President/CEO

Dated: 6/9/2014

Board Report No. 14-0122-EX12-1 as amended by 14-0423-EX8-1

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 December 3, 2013, as approved by the Board on April 23, 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.

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.

Sedat Duman

NAME OF AUTHORIZED OFFICIAL

President/CEO

TITLE



SIGNATURE OF AUTHORIZED OFFICIAL

July 11, 2014

DATE

Concept Schools

APPLICANT ORGANIZATION

July 11, 2014

DATE SUBMITTED

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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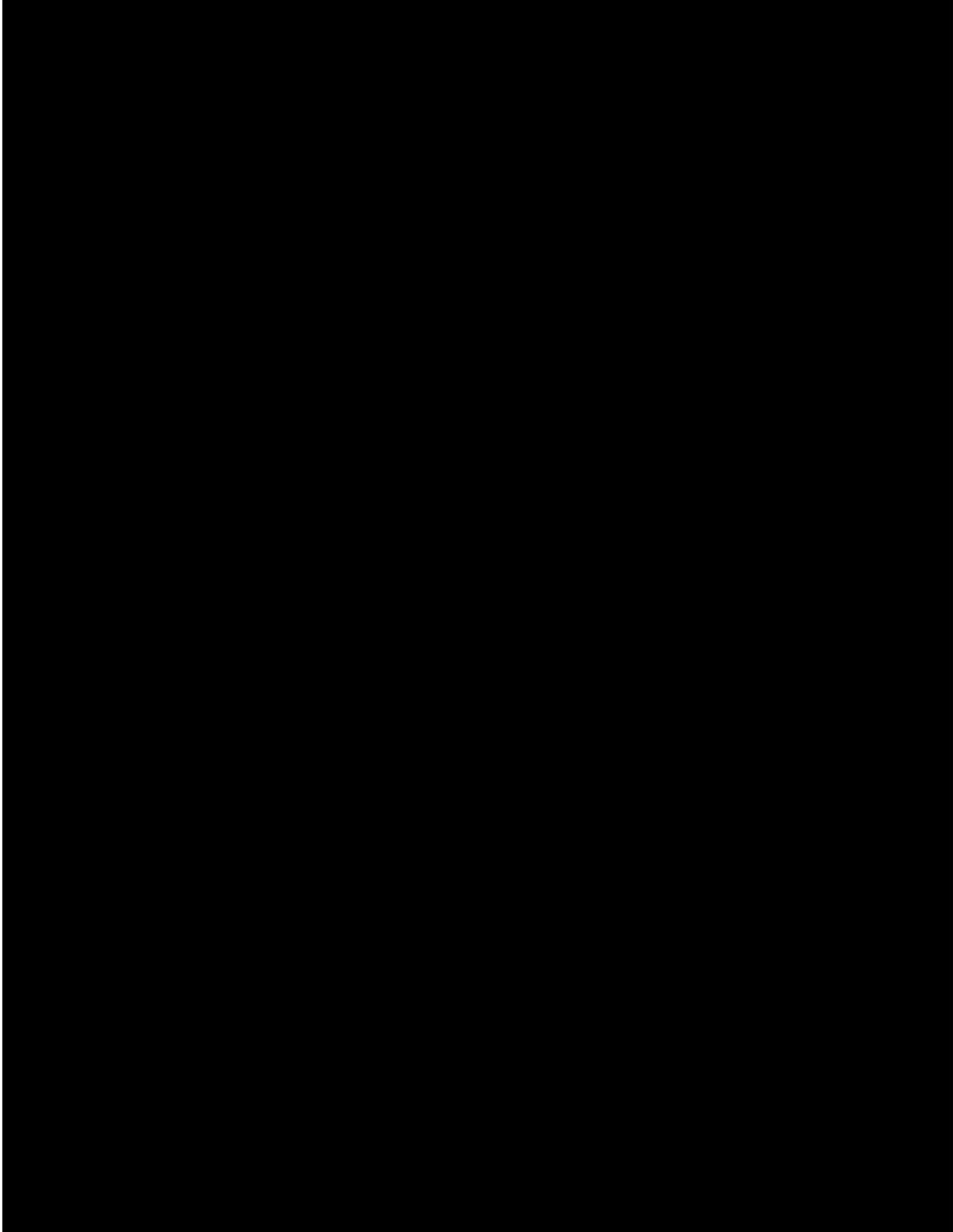
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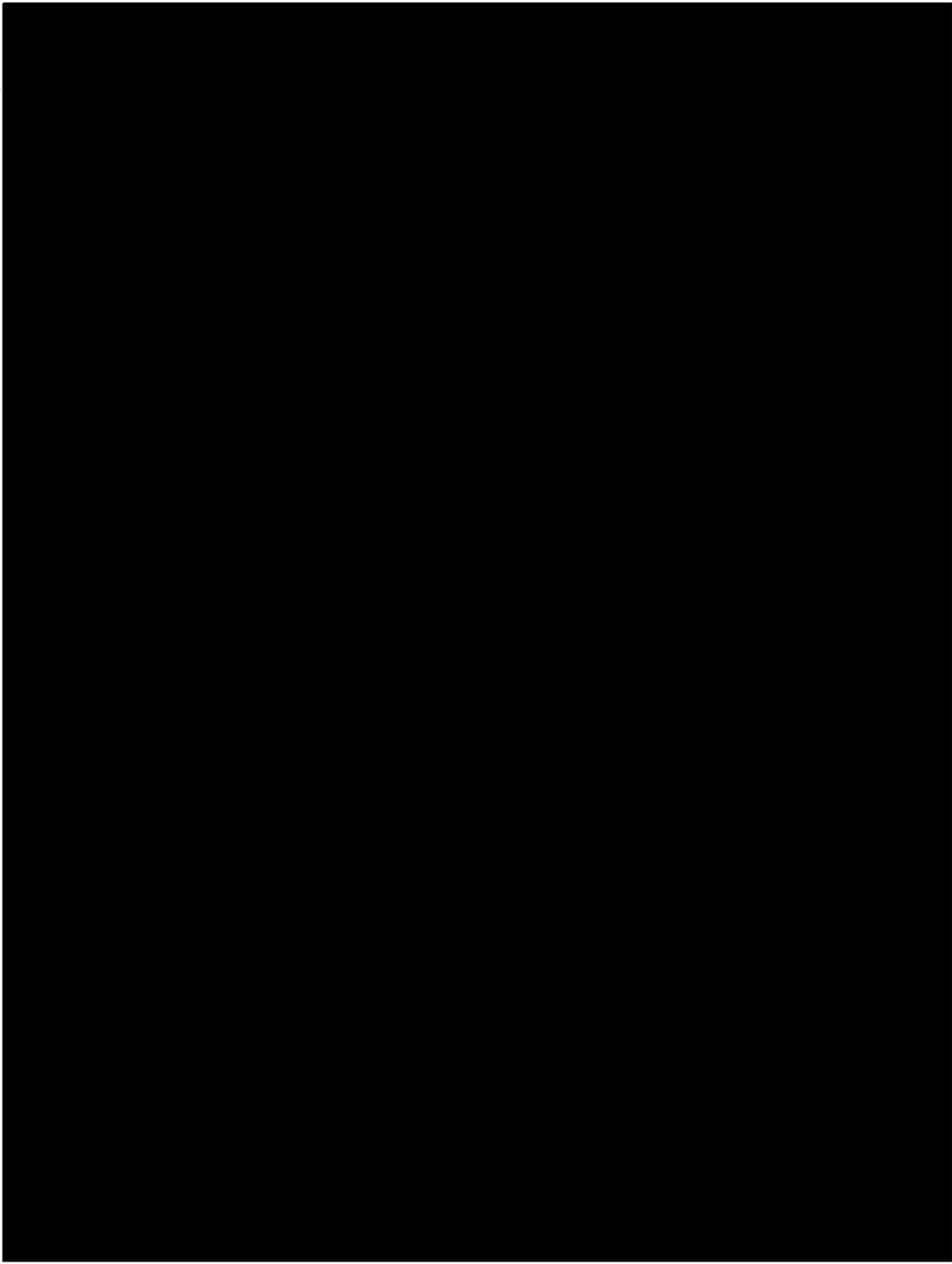
To add more "Other Attachment" attachments, please use the attachment buttons below.

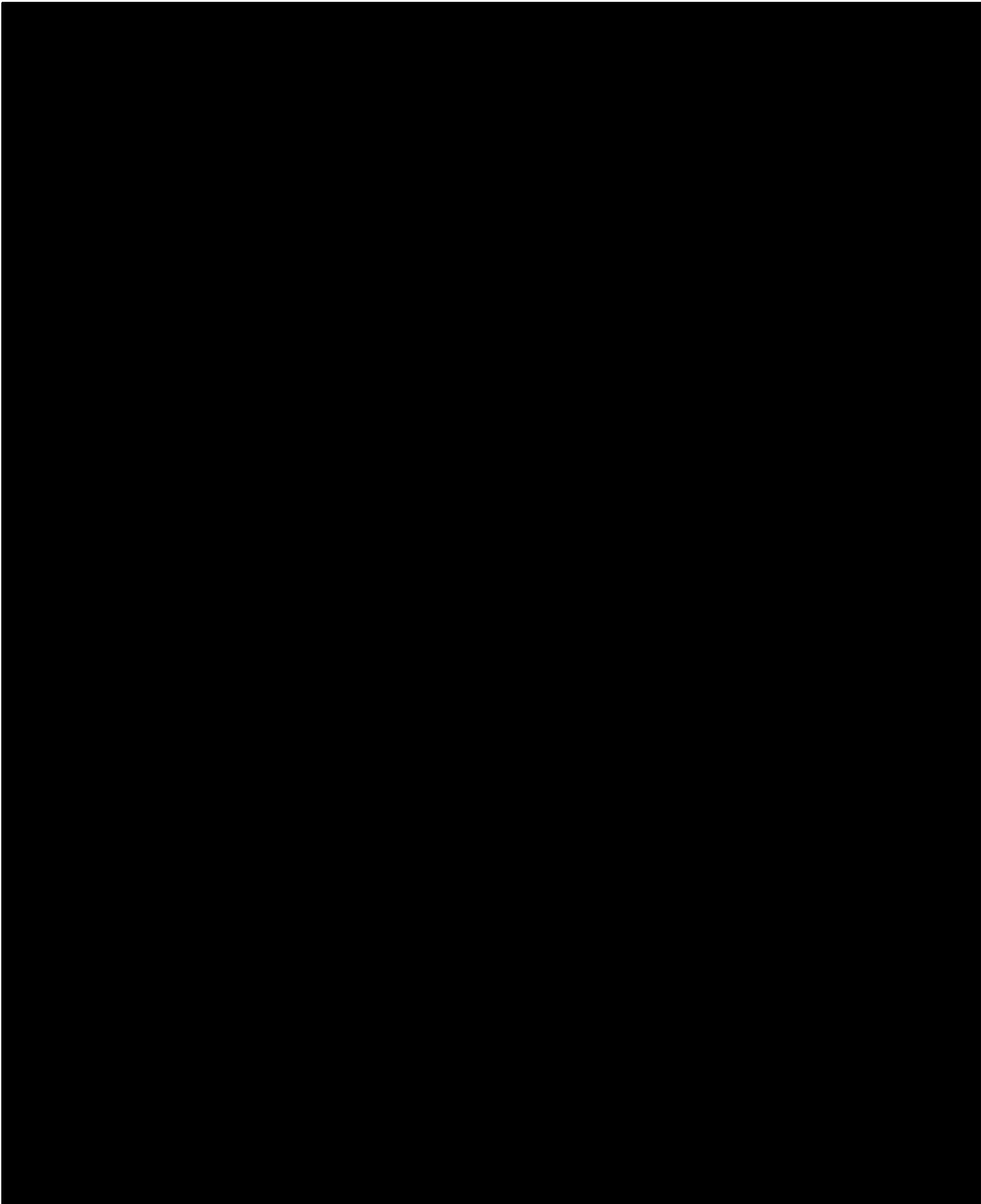
[Add Optional Other Attachment](#)

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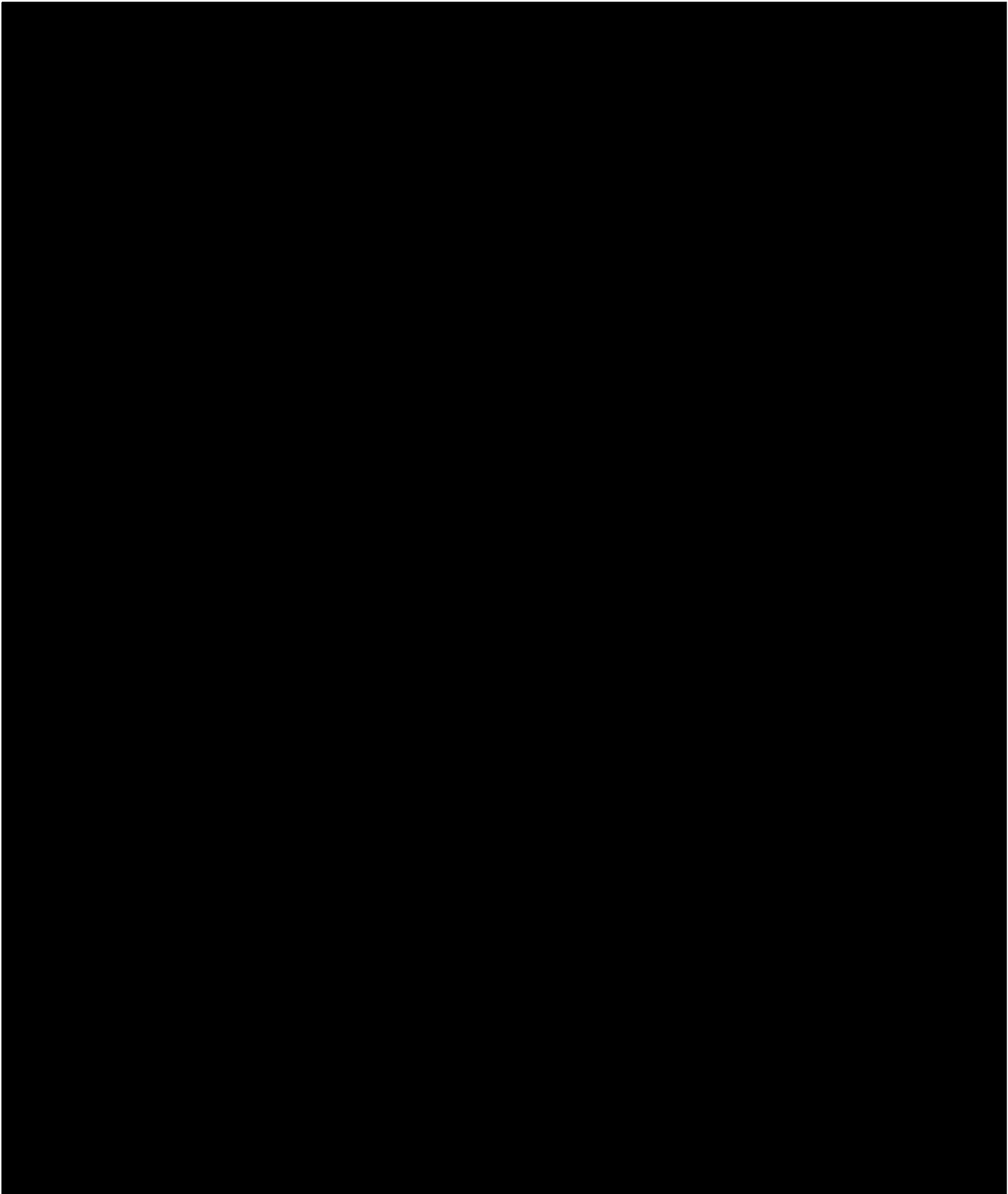
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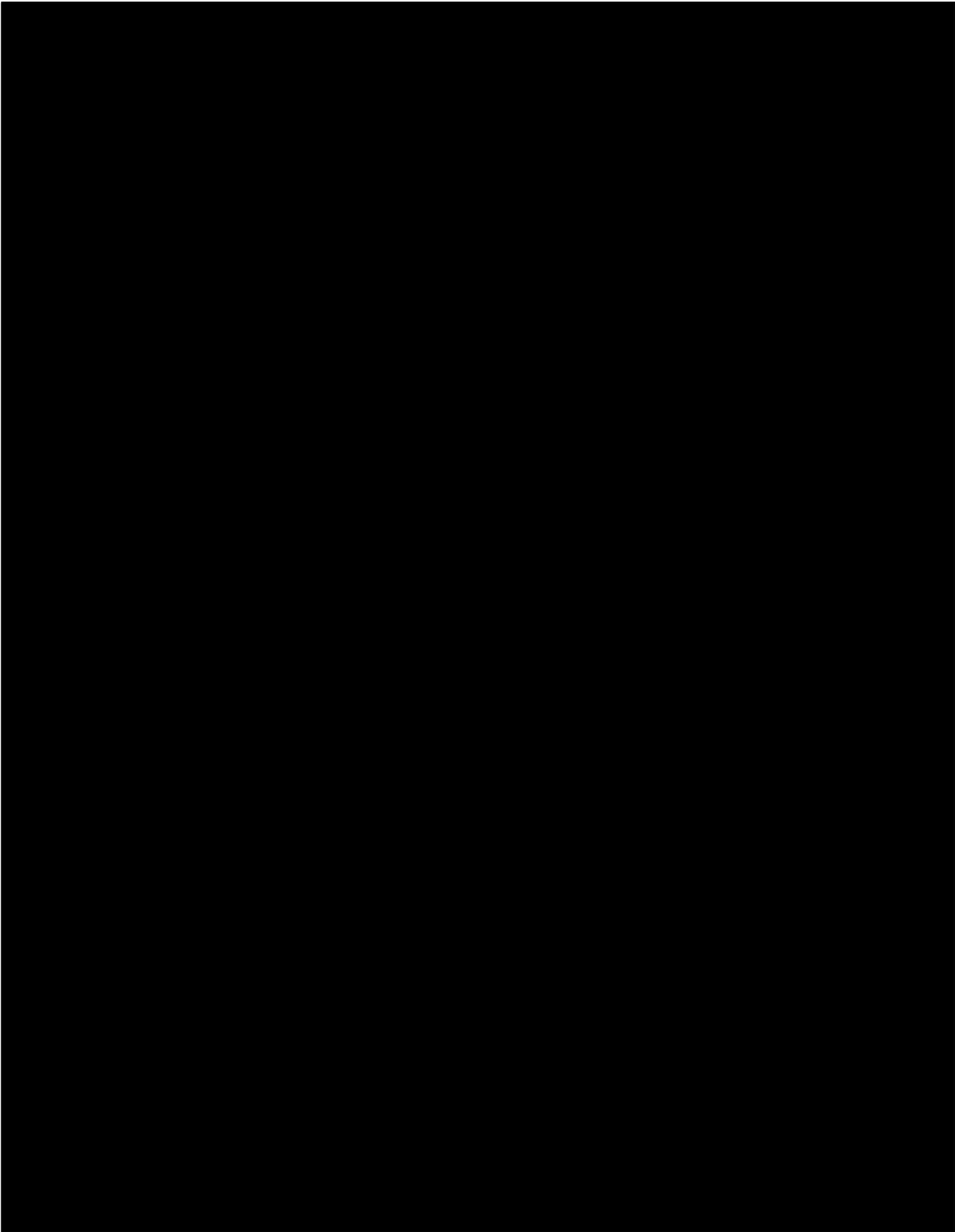


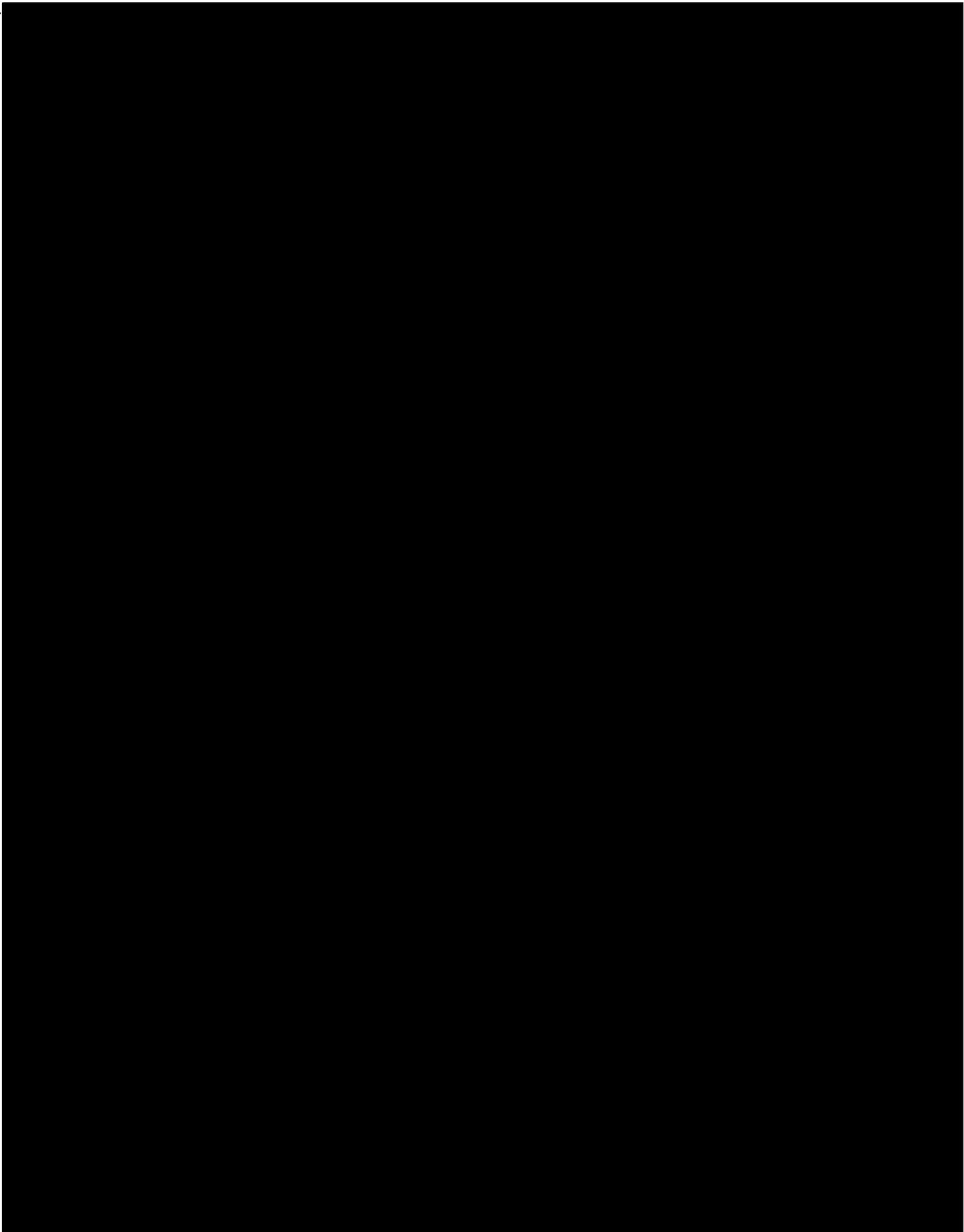


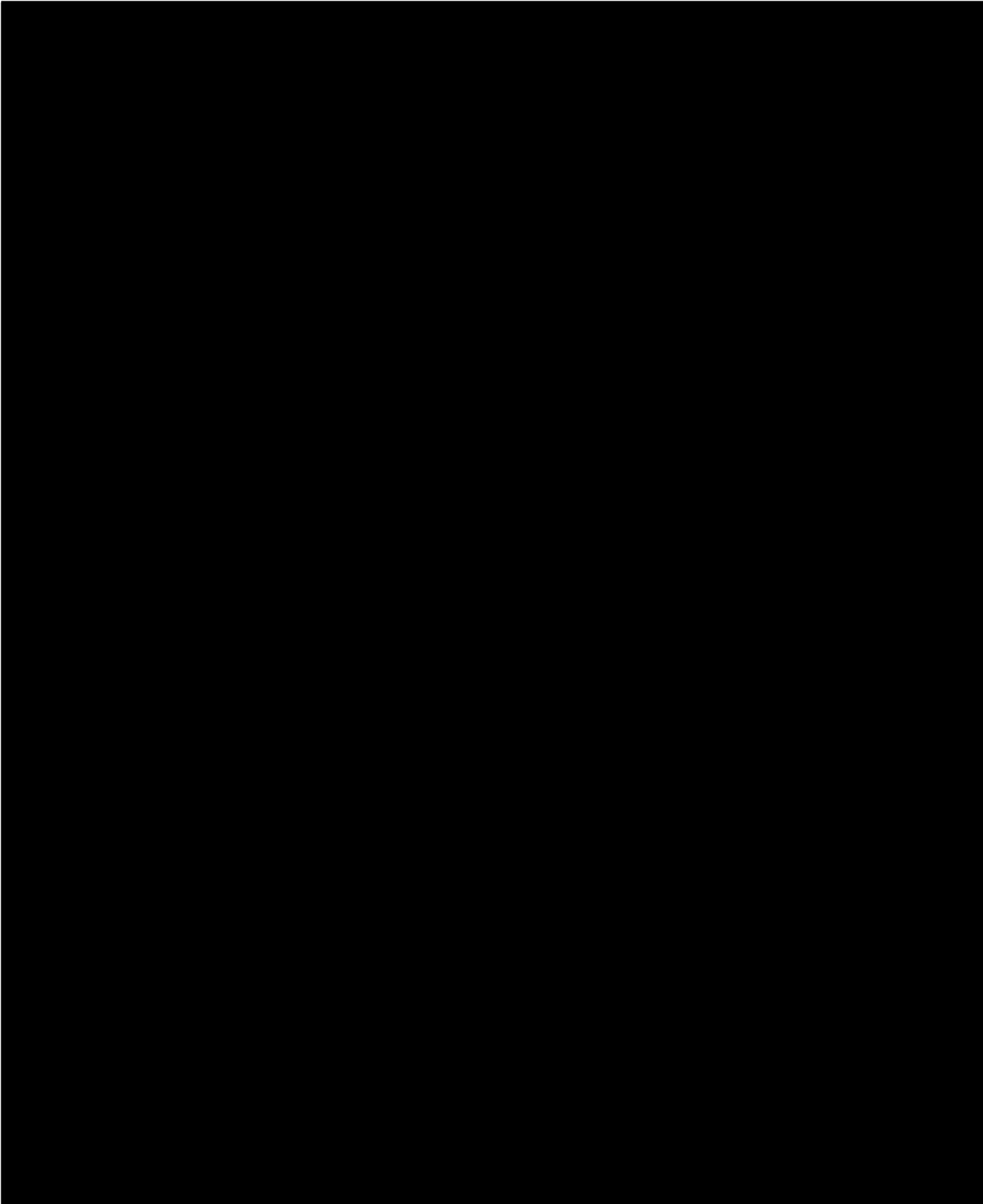


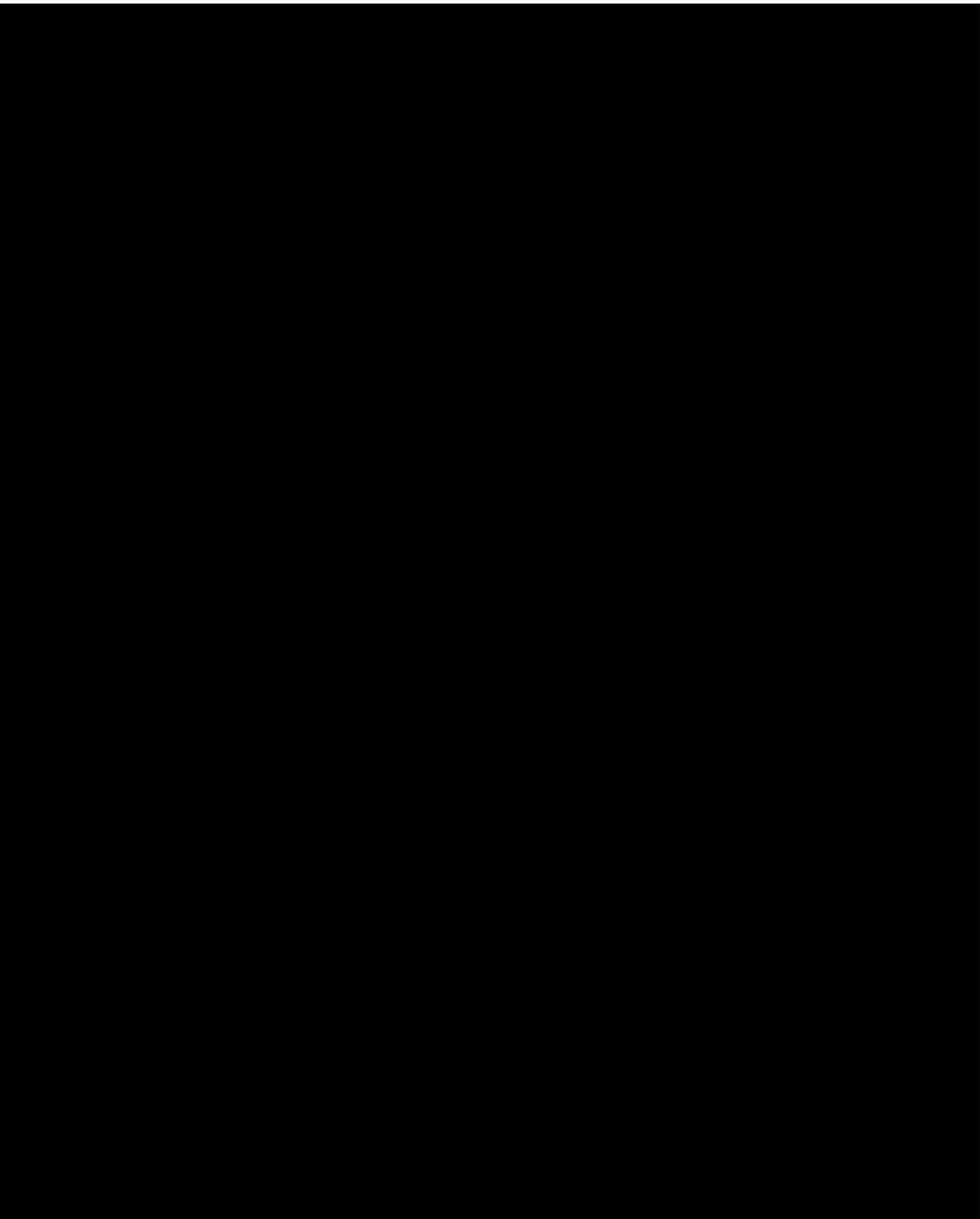


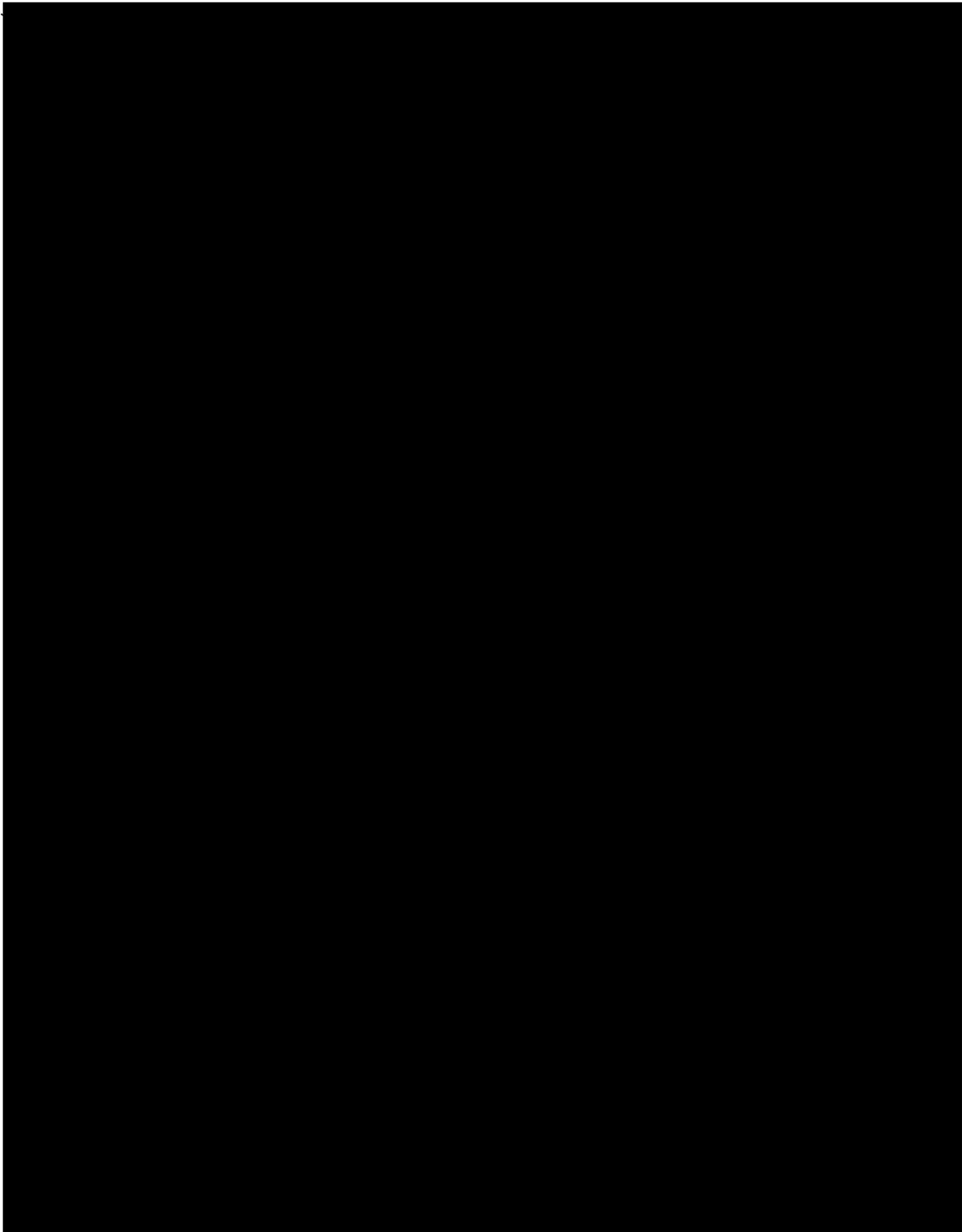


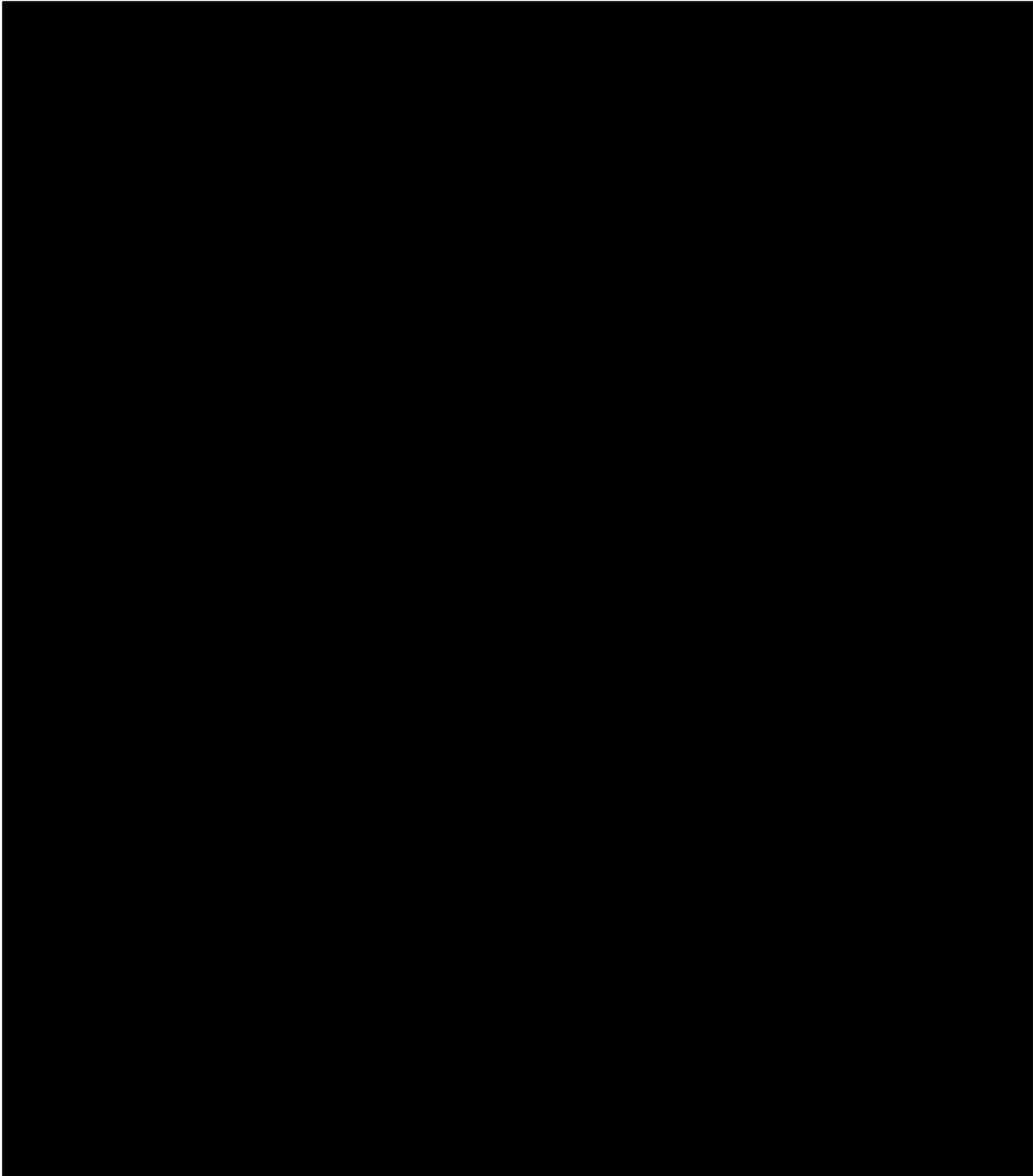


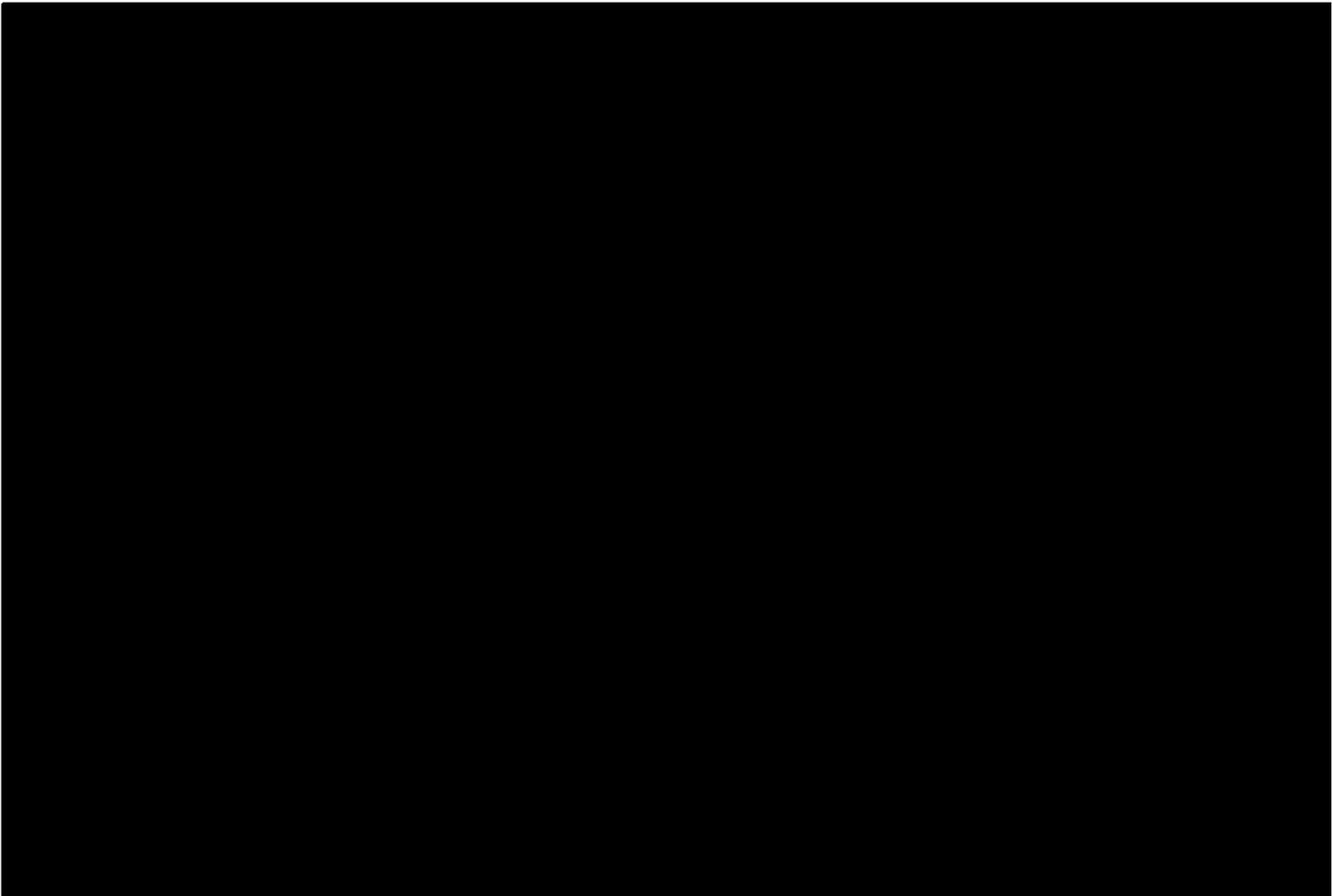












SCHEDULE A
(Form 990 or 990-EZ)

Public Charity Status and Public Support

OMB No. 1545-0047

2011

Open to Public Inspection

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.

Department of the Treasury
Internal Revenue Service

Name of the organization

CONCEPT SCHOOLS, INC.

Employer identification number

03-0503751

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in section 170(b)(1)(A)(i).
- 2 A school described in section 170(b)(1)(A)(ii). (Attach Schedule E.)
- 3 A hospital or a cooperative hospital service organization described in section 170(b)(1)(A)(iii).
- 4 A medical research organization operated in conjunction with a hospital described in section 170(b)(1)(A)(iii). Enter the hospital's name, city, and state:
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in section 170(b)(1)(A)(iv). (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in section 170(b)(1)(A)(v).
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in section 170(b)(1)(A)(vi). (Complete Part II.)
- 8 A community trust described in section 170(b)(1)(A)(vi). (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See section 509(a)(2). (Complete Part III.)

10 An organization organized and operated exclusively to test for public safety. See section 509(a)(4).

11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See section 509(a)(3). Check the box that describes the type of supporting organization and complete lines 11e through 11h.

a Type I b Type II c Type III—Functionally integrated d Type III—Other

e By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).

f If the organization received a written determination from the IRS that it is a Type I, Type II, or Type III supporting organization, check this box

g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?

- (i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?
- (ii) A family member of a person described in (i) above?
- (iii) A 35% controlled entity of a person described in (i) or (ii) above?

	Yes	No
11g(i)		X
11g(ii)		X
11g(iii)		X

h Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization in col. (i) listed in your governing document?		(v) Did you notify the organization in col. (i) of your support?		(vi) Is the organization in col. (i) organized in the U.S.?		(vii) Amount of support
			Yes	No	Yes	No	Yes	No	
(A) SEE ATTACHED				X		X		X	
(B)									
(C)									
(D)									
(E)									
Total									

For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule A (Form 990 or 990-EZ) 2011

Concept Schools, Inc.
 Schedule A attachment 6-30-12

		School	Address
1	North OH Schools	HSA- Cleveland HS	6000 S. Marginal Rd. Cleveland, OH 44103
2		HSA- Cleveland MS	6100 S. Marginal Rd. Cleveland, OH 44103
3		HSA- Cleveland ES	6150 S. Marginal Rd. Cleveland, OH 44103
4		HSA- Denison MS	1700 Denison Ave. Cleveland, OH 44109
5		HSA- Denison ES	1700 Denison Ave. Cleveland, OH 44109
6		HSA- Lorain	760 Tower Blvd. Lorain, OH 44052
7		HSA- Toledo	425 Jefferson Ave. Toledo, OH 43604
8		HSA- Springfield	630 S. Reynodls Rd. Toledo, OH 43615
9		Noble Academy-Cleveland	1200 E. 200th Street Euclid OH 44117
10		HSA- Youngstown	3403 Southern Blvd Youngstown OH 44507
11		HSA- Toledo-Downtown	425 Jefferson Avenue 4th Floor Toledo OH 43604
12	South OH Schools	HSA- Columbus HS	1070 Morse Rd. Columbus, OH 43229
13		HSA- Columbus MS	2350 Morse Rd. Columbus, OH 43229
14		HSA- Columbus ES	2835 Morse Rd. Columbus, OH 43231
15		HSA- Cincinnati	1055 Laidlaw Ave. Cincinnati, OH 45237
16		Noble Academy-Columbus	1329 Bethel Rd. Columbus, OH 43220
17		HSA- Dayton HS	250 Shoup Mill Rd. Dayton, OH 45415
18		HSA- Dayton Downtown	121 S. Monmouth St. Dayton OH 45403-2127
19		HSA- Dayton	545 Odlin Ave. Dayton, OH 45405
20	Non-OH Schools	Chicago Math and Science Academy	7212 N. Clark St., Chicago, IL 60626
21		Michigan Math and Science Academy	99 E Woodward Heights Hazel Park, MI 48030
22		Indiana Math and Science Academy-West	4575 W 38th Street, Indianapolis, IN 46254
23		Indiana Math and Science Academy-North	7435 N. Keystone Ave. Indianapolis IN 46240
24		Gateway Science Academy	6576 Smiley Avenue St. Louis MO 63139
25		Quest Charter Academy	2503 N University Ave Peoria IL 61604
26		Milwaukee Math and Science Academy	110 West Burleigh St. Milwaukee WI 53212
27	Minnesota School of Science	3350 North 4th Street. Minneapolis, MN 55412	

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)
 (Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ▶						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2011 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2010 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test—2011. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization ▶		
b 33 1/3% support test—2010. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization ▶		
17a 10%-facts-and-circumstances test—2011. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ▶		
b 10%-facts-and-circumstances test—2010. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ▶		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ▶		

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II.
If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2007	(b) 2008	(c) 2009	(d) 2010	(e) 2011	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						
14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here <input type="checkbox"/>						

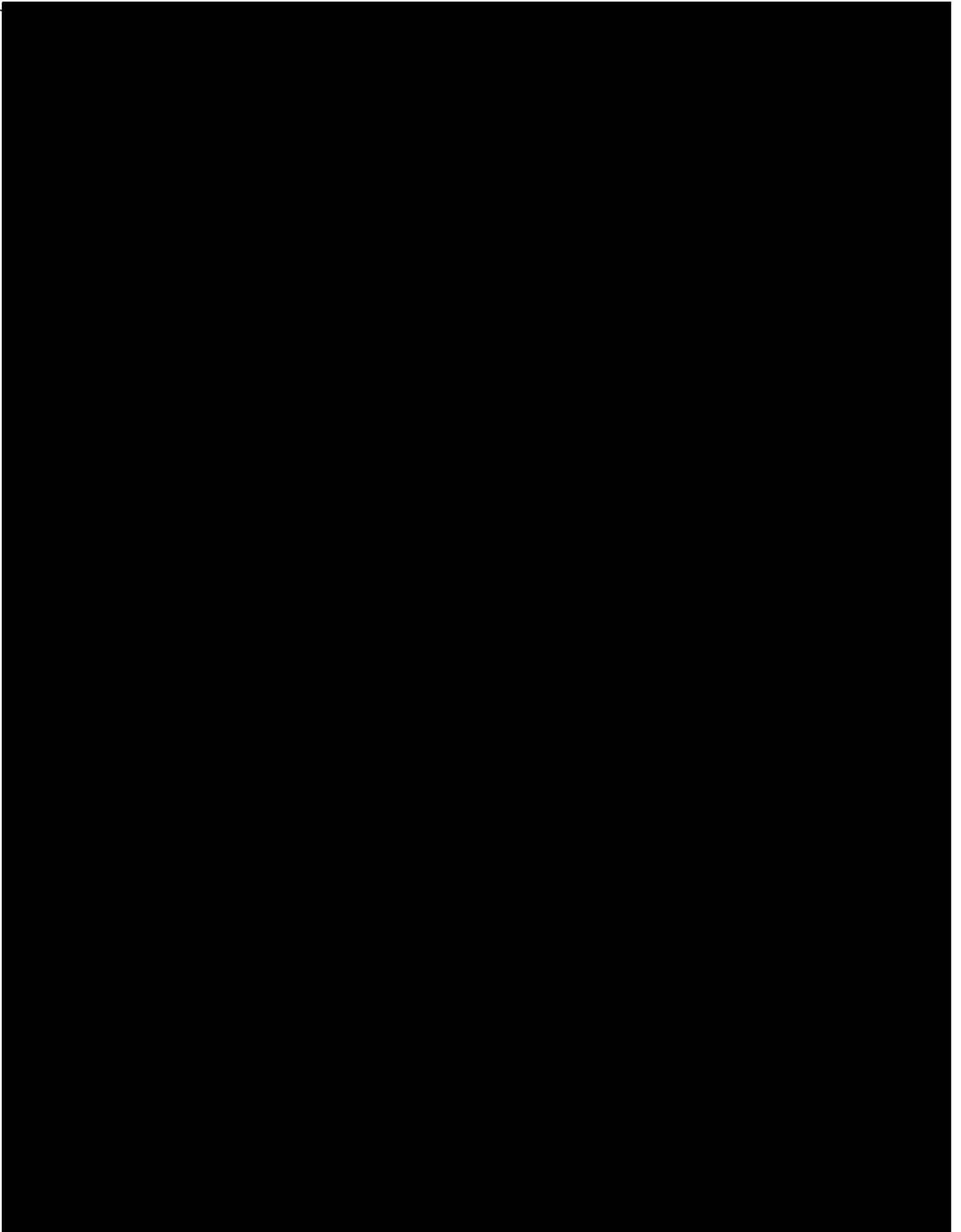
Section C. Computation of Public Support Percentage

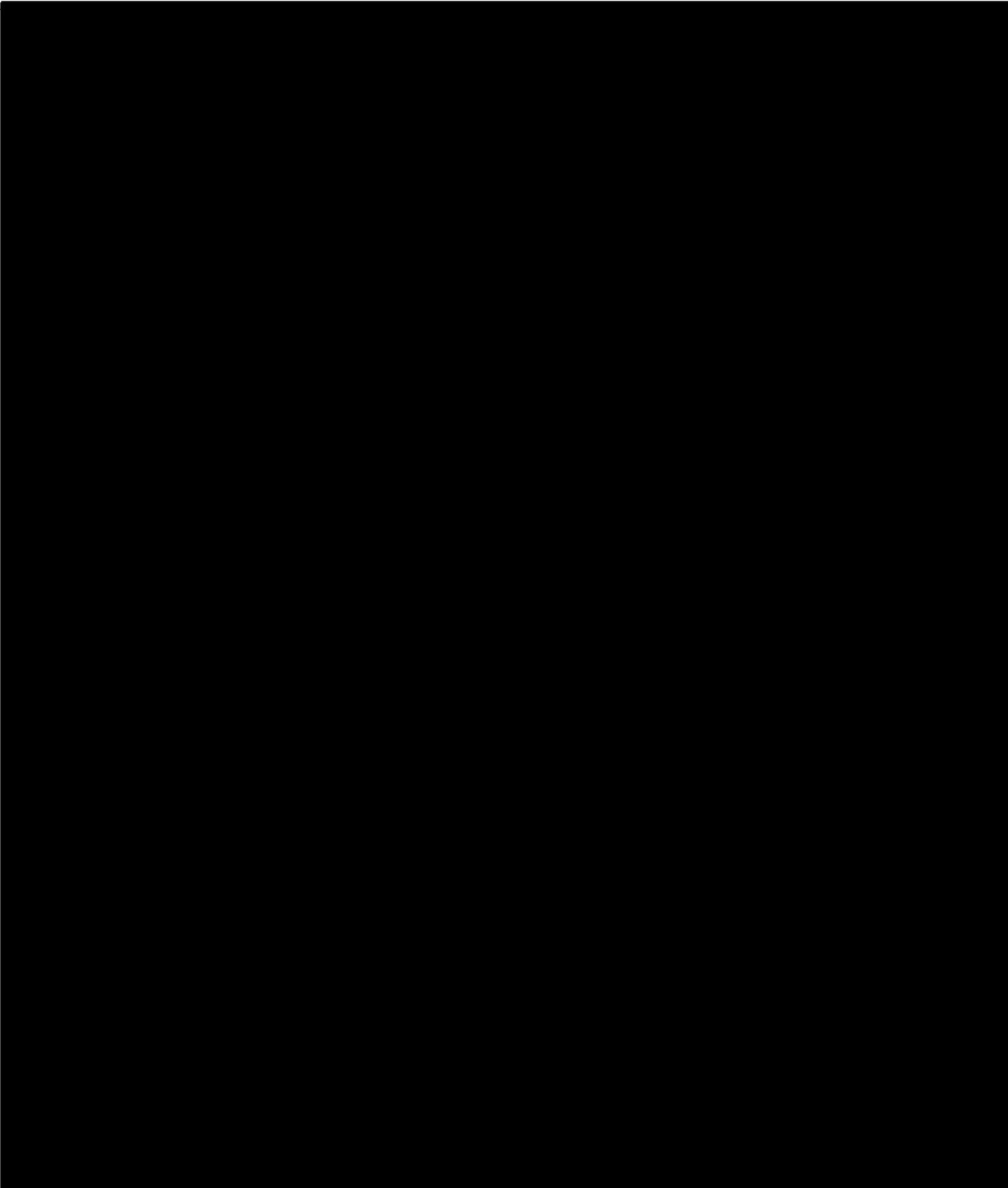
15 Public support percentage for 2011 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2010 Schedule A, Part III, line 15	16	%

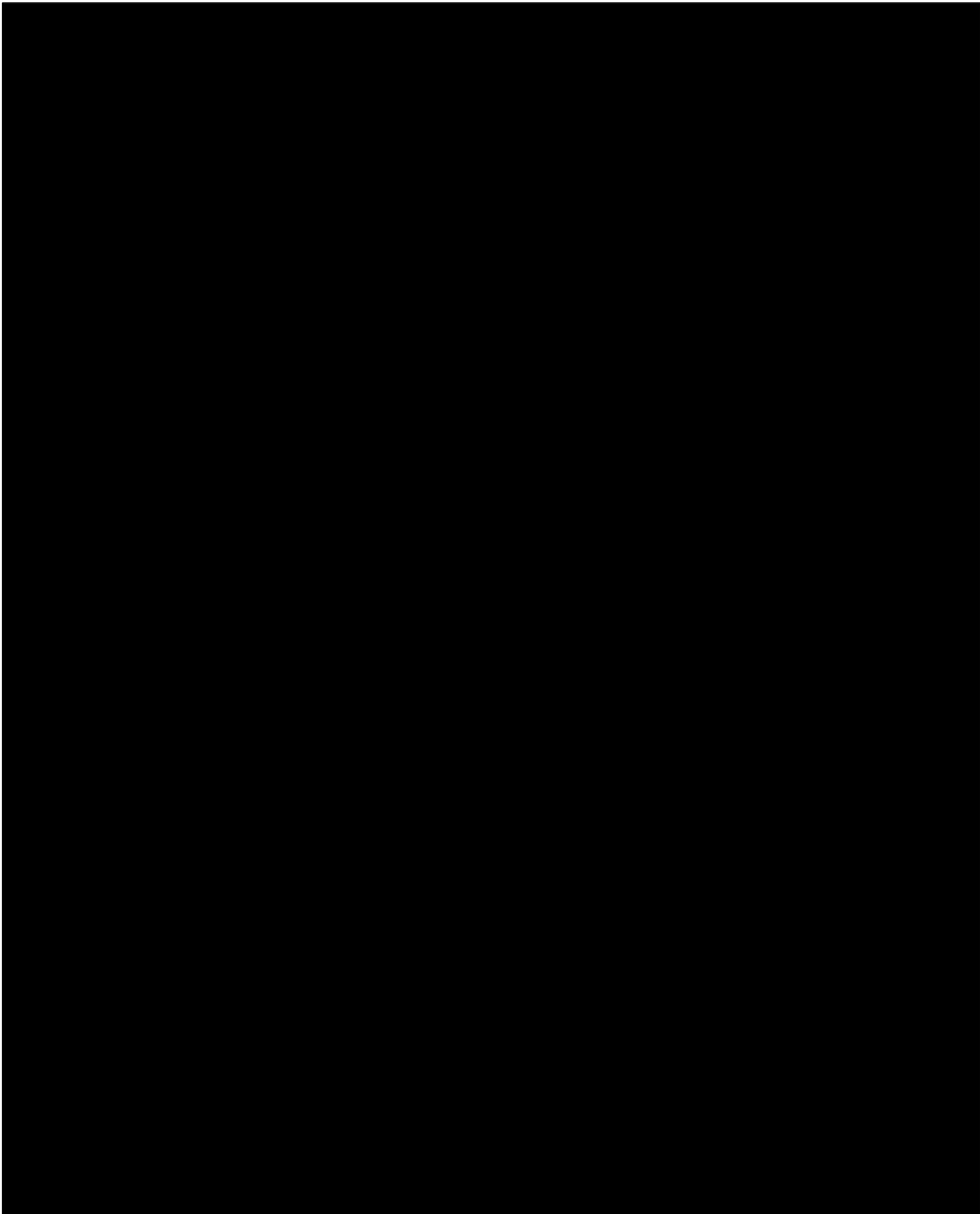
Section D. Computation of Investment Income Percentage

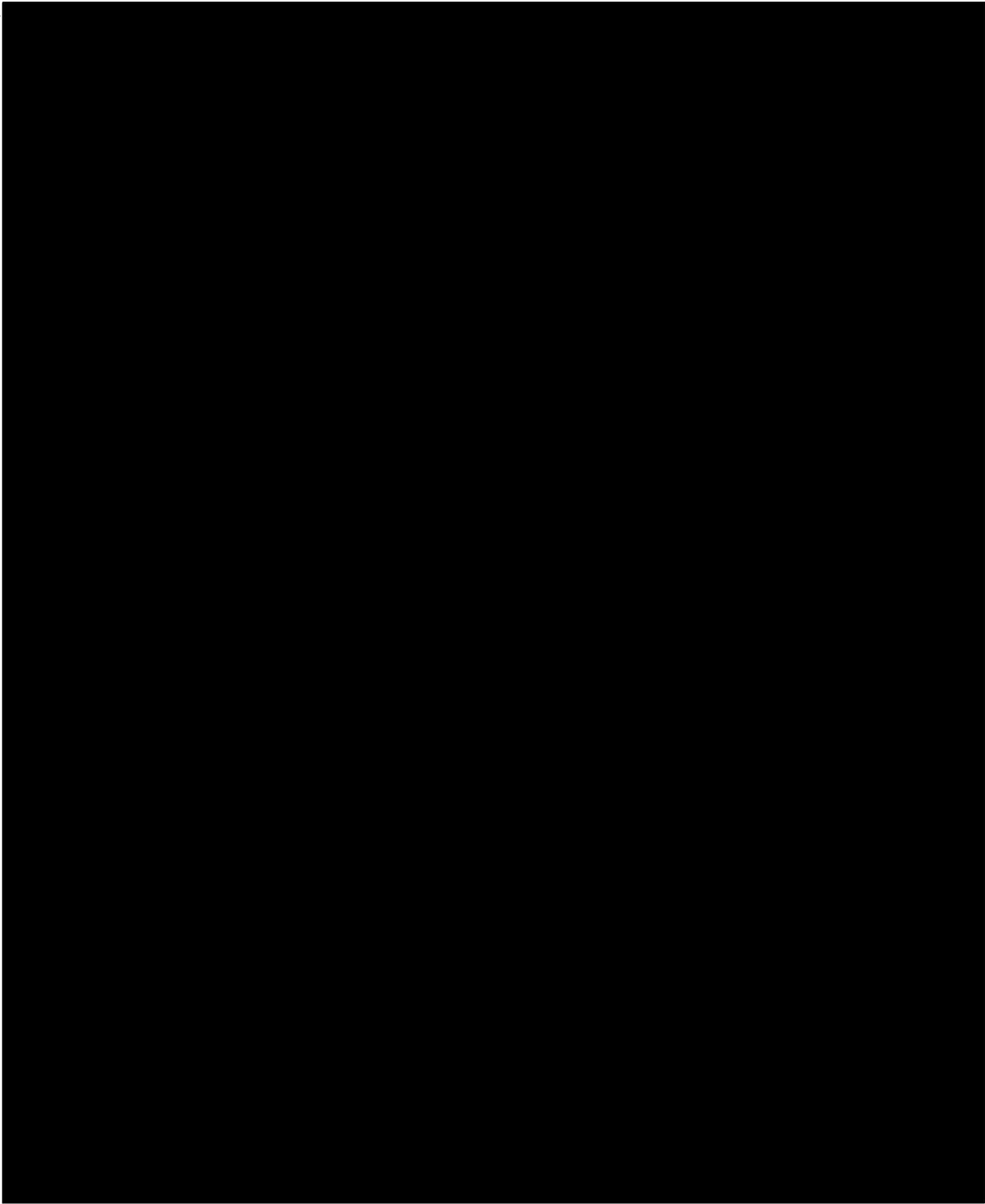
17 Investment income percentage for 2011 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2010 Schedule A, Part III, line 17	18	%

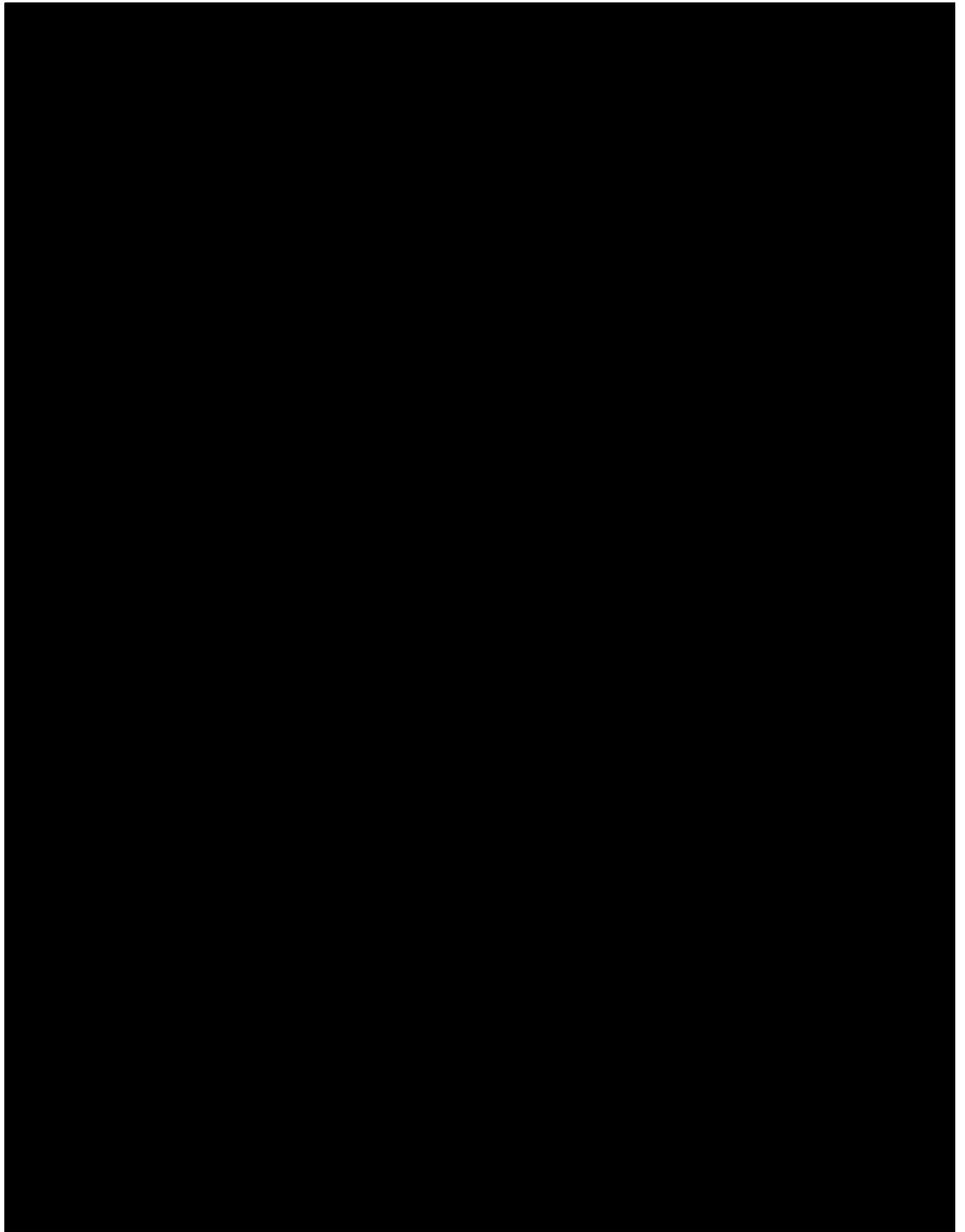
- 19a **33 1/3% support tests—2011.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization
- b **33 1/3% support tests—2010.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization
- 20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions











Federal Statements

Form 990, Part IX, Line 11g - Other Fees for Service (Non-employee)

<u>Description</u>	<u>Total Expenses</u>	<u>Program Service</u>	<u>Management & General</u>	<u>Fund Raising</u>
EDUCATIONAL SUPPLIES & SERVICE	\$ 289,532	\$ 289,532	\$	\$
TOTAL	<u>\$ 289,532</u>	<u>\$ 289,532</u>	<u>\$ 0</u>	<u>\$ 0</u>

Federal Statements

Cash - EOY

<u>Description</u>	<u>Amount</u>
	\$ 1,776,152
TOTAL	\$ <u>1,776,152</u>

Accounts receivable - EOY

<u>Code</u>	<u>Description</u>	<u>Amount</u>
		\$ 178,584
TOTAL		\$ <u>178,584</u>

Prepaid expense - EOY

<u>Code</u>	<u>Description</u>	<u>Amount</u>
		\$ 2,500
TOTAL		\$ <u>2,500</u>

Accounts payable - BOY

<u>Description</u>	<u>Amount</u>
ACCOUNTS PAYABLE	\$ 11,095
ACCRUED EXPENSES	42,782
TOTAL	\$ <u>53,877</u>

Accounts payable - EOY

<u>Code</u>	<u>Description</u>	<u>Amount</u>
	ACCOUNTS PAYABLE	\$ 47,043
	ACCRUED RENT	
	ACCRUED BONUS	
	ACCRUED EXPENSES	34,001
TOTAL		\$ <u>81,044</u>

Unsecured notes - EOY

<u>Code</u>	<u>Description</u>	<u>Amount</u>
	NOTES PAYABLE - LT	\$ 29,098
TOTAL		\$ <u>29,098</u>

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Page e203

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- For an additional fee, delivery may be restricted to the addressee or addressee's authorized agent. Advise the clerk or mark the mailpiece with the endorsement "*Restricted Delivery*".
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PS Form 3800, August 2006 (Reverse) PSN 7530-02-000-9047

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

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View Optional Budget Narrative

Budget Narrative for Horizon Science Academy-Southwest

Budget Summary

Funding Type	Budget Period	Amount Requested
Implementation Year One	10/2014—7/2015	\$206, 239.00
Implementation Year Two	7/2015—7/2016	\$136,899.96
TOTAL		\$343, 138.96

Implementation Year One:

The budget for Year One is spent mostly on necessary equipment for classrooms and offices in order for the school to provide a stable infrastructure. Due to high poverty levels, we are also requesting funding for necessary textbooks as well as consumable classroom supplies, which our families may not be able to readily afford. The other type of expenditure for Year One is travel to the two national conferences for all students in the Concept Network: CONSEF and MathCon. The conference is a network-wide competition in which student teams across the 31 schools will compete in both science and math contests and presentations. The combined \$5000 cost will cover busses as well as hotel costs for the older students to attend both conferences in Cleveland.

Category	Amount	Specification
EQUIPMENT		
Administrative Equipment	\$3,550.00	3 admin laptops 3 x \$850, Printers, Fax machine, small electronics and other stationary items for offices @ \$1000

Classroom Supplies (consumables)	\$9,557.00	Paper, pencils, crayons, glue, scissors, tape, markers, etc.
Educational Materials (non-consumables) Textbooks	\$135,000	Textbooks for 450 students \$300/per student
Office Furniture and Lobby	\$13,975.00	Director Room; \$2036 including Executive Desk \$649 ,Chair \$219, Etagere \$319, Pedestal \$150, Cabinet \$529, Guest Chair \$169, Assistant director room; 2 x \$1822 including Executive Desk \$305, Chair \$169, Etagere \$319, Pedestal \$159, Cabinet \$529, Guest Chairs 2 x \$169 , Meeting Room; \$3260 including Tables 2 x \$299, chairs 12 x \$198, multipurpose table \$279, Secretary and Lobby; \$5030 including secretary desks 2 x \$269, Pedestal 2 x \$159, Chair \$198, File Cabinet 2 x \$189, Trophy Display Case \$1999, 3 pc guest lounge set \$1599
Art Room Materials	\$8,068.00	7 x \$525 Art Tables , 30 x \$75 Stools, 1 x \$279 Multipurpose Table, 2 X \$394 Window Storage Unit, 1 x \$289 Storage Cabinet, etc.
Classroom Furniture	\$31,089.00	Partial Cost for School Furniture; Student Desks \$129/each for 241 students out of 450.
TRAVEL		
CONSEF Conference	\$2500	Buses for students to attend national conference in Cleveland and stay overnight for 2-day STEM conference.
MathCon Conference	\$2500	Buses for students to attend national conference in Cleveland and stay overnight for 2-day math conference.
TOTAL		\$206, 239.00

Implementation Year Two:

The Year Two budget will be spent mostly on technology for classroom teachers and labs for the whole school. A computer lab, an I-pad cart and two science labs will be shared by all our students and we will be a K-9 school by the second year of implementation. By Year Two, we will also be launching our STEM initiatives such as Project Lead the Way and our robotics program. Lastly, funding will be set aside for students to attend the CONSEF and MathCon conferences in Cleveland. In its entirety, our budget is focusing on one-time costs for much needed equipment. Eventually, we will need to absorb the costs of maintaining the equipment and the STEM programming, as well as continue to budget for the national competitions.

Category	Amount	Specification
EQUIPMENT		
Technology Equipment (e.g., computers, LAN, software, etc.)	\$37,050.00	Computer Lab; 26 computers \$625/each, Staff Computers; 32 x \$650/each
Two Science Labs (one elementary and one secondary)	\$26,250.00	15 student tables—with epoxy, chemical resistant surfaces and oak bases; a SMART Board and an LCD projector, and electrical outlets hang from the ceiling to better serve students’ increasing use of data-collecting probeware; lab equipment; lab stations with gas and water fixtures; cabinets and storage systems.
Two I-pad carts	\$23,550.00	I pad Set 25 x \$399/each including 1 cart \$1800
10 Smart Boards 680	\$21,199.00	\$2,199.00 each/6 total
TRAVEL		
CONSEF Conference	\$2500	Buses for students to attend national conference in Cleveland and stay overnight for 2-day STEM conference.

MathCon Conference	\$2500	Buses for students to attend national conference in Cleveland and stay overnight for 2-day math conference.
STEM Programming		
Project Lead the Way	\$15,000	Course costs, teacher training, computers, software.
Robotics Program	\$8,850.96	LEGO® MINDSTORMS® Education NXT Base Set (\$359@10); WeDo robotics set + software (\$169@10); base sets (\$107.96@10); software; CD Roms; USB; tournament fees (\$400); additional parts (\$1500); robotic carts (\$300); buses for regional competitions (\$500); field practice (\$5000
TOTAL		\$136,899.96

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

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

Name of Institution/Organization

Concept Schools

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						
2. Fringe Benefits						
3. Travel	5,000.00	5,000.00				10,000.00
4. Equipment	201,239.00	131,899.96				333,138.96
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	206,239.00	136,899.96				343,138.96
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	206,239.00	136,899.96				343,138.96

***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 Concept Schools	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

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Salim	<input type="text"/>	Ucan	<input type="text"/>

Address:

Street1:	2250 East Devon Avenue
Street2:	Suite 215
City:	Des Plaines
County:	Cook
State:	IL: Illinois
Zip Code:	60018
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="847-824-3380"/>	<input type="text"/>

Email Address:

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.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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