



Office of New Schools
Chicago Public Schools
125 S Clark St, 10th Floor
Chicago, IL 60603

CEO Barbara Byrd-Bennett:

Connected Futures Academies (CFA) plans to open Choice (alternative) schools across the city of Chicago directly supporting the career development programs at City Colleges of Chicago (CCC). CFA has a plan that I can support!

I believe that the CFA will be a significant asset to the recruitment efforts of CCC as well as to the students it plans to serve, and that the programs offered by CFA can proactively stem the tide of violence and despair we see too often in communities across Chicagoland.

We support CFA's belief that by providing an engaging educational environment specifically tailored to the needs of so many of our youth, you can reduce the despair so many of our lost youth experience on a day-to-day basis. I believe that the partnerships Connected Futures Academies plan to develop with the faith based community and other stakeholders is a holistic approach to serving those that are lost and in need of direction. Additionally, CCC fully recognizes that it is not enough for our youth to achieve just a high school diploma, it is imperative that we prepare them for opportunities that may lead to gainful employment.

City Colleges of Chicago is prepared to support CFA's work by working together to create transitional programming and developing ways to communicate career planning to its student body; as well as offer Dual Credit / Dual Enrollment opportunities for its students.

It is my belief that CFA's plans can be another strategy that can be implemented to educate those that have not found success in the traditional public school.

Sincerely

Sharod Gordon

Associate Vice-Chancellor

Legislative, Government & Community Affairs

April 3, 2015

Barbara Byrd-Bennett, CEO
Office of New Schools
Chicago Public Schools
125 S. Clark St., 10th Floor
Chicago, IL 60603

Dear Dr. Byrd-Bennett,

Gateway to College National Network (GtCNN) is pleased to partner with Connected Futures Academy (CFA) in its work to launch a new option school serving Chicago Public Schools students. GtCNN serves out of school and off-track high school students by building programs featuring college-readiness and dual enrollment options. We have been exploring ways to increase these opportunities in Chicago and are encouraged by the school model that CFA has developed featuring a dynamic combination of early college and career readiness strategies in a rigorous and culturally relevant academic environment.

For students who have previously dropped out of high school or who are far behind in credits, reengagement requires clearly articulated relevance. We have found that students who have not previously experienced academic success are often more motivated by post-secondary coursework that is directly tied to a defined career pathway. By tying students' academic plans to the career pathway programs offered on City College campuses, CFA will provide the relevance and motivation needed to serve struggling students and also provide them with access to post-secondary programming that will translate into success in the job market.

Gateway to College National Network is working actively with CFA to design the social/emotional support and early college elements of the school and will provide training and technical assistance to CFA staff.

Additionally, GtCNN is committed to the sustainability of each of its partner schools and programs and has successfully raised funds to support or supplement key initiatives with many of our partners. GtCNN is prepared to engage with CFA in joint fundraising efforts, as needed, to supplement available school start-up funds and ensure long-term sustainability.

Sincerely,



Nick Mathern
Associate Vice President for Policy and Partnership Development



New Covenant Missionary Baptist Church
754 East 77th Street Chicago IL. 60619
Ph. 773.846.3700 Fax. 773.846.5036
Reverend Stephen J. Thurston, Pastor

April 6, 2015

Office of New Schools
Chicago Public Schools
125 S. Clark Street, 10th Floor
Chicago, IL 60603

CEO Barbara Byrd-Bennett:

Connected Futures Academies (CFA) plans to open a Choice (alternative) school in the community of Chatham, which I am proud to serve; this will be a significant asset in New Covenant's ministry's effort to stem the tide of violence and despair. As our communities continue to struggle with violence and concerns about public education, I believe that the plans that Connected Futures Academies has in partnering with the faith-based community will serve those that are lost and in need of direction. I believe this merits serious consideration. It is not enough for our youth to achieve just a high school diploma, it is imperative that we prepare them for the opportunities that may lead to gainful employment, and in-turn boosting our local economy.

Connected Futures Academies has a plan that New Covenant and I can support.

New Covenant Missionary Baptist Church is prepared to support CFA's work by providing volunteers/mentors, instructional space, and assist in leveraging all community resources to help redirect our community's youth onto a path that will lead to employment, ultimately transforming the community that New Covenant serves here in Chatham/Grand Crossing. I have faith that you will also feel that supporting CFA's plans can be another strategy that CPS can use to educate those that have not found success in the traditional public school.

Sincerely,

Allen D. Carter
Chief of Staff to Rev. Stephen J. Thurston, Pastor of NCMBC

ew Covenant
MISSIONARY BAPTIST CHURCH



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Chicago, IL 60605
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lumity.org | npo.net

April 3, 2015

Office of New Schools Chicago Public Schools
1 N. Dearborn St.
Chicago, IL 60603

CEO Barbara Byrd Bennett:

On behalf of Lumity, this letter serves to convey our support for the Connected Futures Academies (CFA) application to form Alternative high schools in Chicago's South Side. For 31 years Lumity has served nonprofits in the Chicago region with technology and finance consulting services and training. Today, Lumity mobilizes the corporate and nonprofit community to make Chicagoland a better place to work and live by providing access to **STEM career readiness** and **connecting nonprofits to vital resources**.

As a partner with the five Early College STEM Schools, Amundsen, Chicago Math and Science Academy and Von Steuben and implementing our STEM Career Readiness program with 16 – 24 year olds, we've seen hard-to-reach students become engaged, gain the confidence to apply themselves to their studies and build relationships by trusting themselves and others.

Lumity will implement our STEM Career Readiness Program which consists of Career Site Visits, hands-on technical experience, teamwork, social emotional intelligence, financial literacy, career exploration and traditional career readiness skills such as resume and interviewing skills. Lumity will also recruit STEM professionals to serve as role models, coaches and mentors for CFA students.

Thank you for your thoughtful consideration of this request. Lumity staff, board and volunteers look forward to working with CFA, City Colleges of Chicago and Gateway to College to prepare these students for a bright future. With your approval, CFA and its partners will educate, expose, inspire and prepare underrepresented students into careers.

Warm regards,

A handwritten signature in black ink that reads "Kara Kennedy". The signature is fluid and cursive, with a large, stylized "K" and "K" at the end.

Kara Kennedy
Executive Director, Lumity

2.1.f CFA Grading & Promotion Policy

Grading

CFA grades are linked to achievement of a criterion. Student performance is not compared with the performance of others but to the ability to attain instructional outcomes. With permission from the CFA central office, a campus may use a letter grade system or pass/fail system. In the letter grade system, a teacher may use a point average of all grades of student assignments as their grading formula or a percentage formula where they determine the “weight” for each assessment area. These grade formulas are aligned to the cut scores of:

A = 90 - 100% (or NCA standard) (A = 94 – 100%)	Work is exemplary; regularly exceeds standards
B = 80 - 89% (or NCA standard) (B = 86 - 93%)	Work slightly exceeds standards
C = 70 - 79% (or NCA Standard) (C = 77 - 85%) (D = 70 - 76%)	Work meets standards; this grade may be divided into 1 or 2 grades as campus deems appropriate
NC = 69% or below	Work is below average standards

All students are required to pass core classes with a 70% or better at all CFA campuses.

Promotion Policy

In order to assure that students are well prepared for post secondary transition, and to assure that students are adequately prepared to meet the Illinois State exit requirements and CFA goals of increasing the number of students who exit prepared to successfully transition to post-secondary employment, education or military settings, all CFA campuses will be required to assign students to one of the following categorical population pools based upon the defined eligibility criteria:

UNGRADED UNDERCLASSMAN POPULATION

All students who by definition:

- have completed 0%-49% of their credit requirements towards graduation
- have STAR scores in reading and math below 8.0

All students remain in the UNGRADED population until they successfully meet the requirements/eligibility to move to the 11th grade population, subject to student’s AEP/IEP. If a student does NOT meet a minimum of 8.0 on the STAR to progress to the 11th grade population, an RTI with supporting documentation will be written for the student to help provide support for improved overall performance. Students with an active RTI or applicable IEP will become identified as 11th grade students after and with appropriate documented intervention. All AEPs should be developed upon student entry and reviewed monthly as needed.

11th GRADE POPULATION/PARCC ELIGIBLE

All students who by definition:

- have completed 50%-74% of their credit requirements towards graduation

- have successfully passed the following core courses with a minimum of 70% or better or shown proficiency, for incoming credit to be accepted in the following courses:
 - 2 English/Literature **and** are currently enrolled in an English or Literature course
 - currently enrolled in a Writing course, if writing is not a MAJOR component of their prior English/Literature course
 - 1 Math-which includes Algebra or Geometry **and** are currently enrolled in a Math course
 - 1 Social Studies-which includes U.S. History **or** be currently enrolled
 - 1 Science-which includes Biology **and** are currently enrolled in a Science course
- Have a minimum Score Range of 8.0 on STAR in both reading and math.
- All students once identified within the 11th grade population must remain in the population until April 30th of that year.

ACCELERATED STUDENTS

All students who by definition:

- begin in the ungraded population and accelerate during the course of school year to become 12th graders
- must be added to 11th grade population at 2nd semester and must meet 11th grade population requirements subject to their AEP/IEP
- will take PARCC and may become seniors as of April 30th.

12th GRADE SENIOR POPULATION

All students who by definition:

- have successfully passed or are currently enrolled in
 - 3 English
 - 2 Math
 - 2 Social Studies
 - 2 Science
- have a minimum of 1 academic year residency requirement

Graduation Requirements (Exit Requirements)

Students are required to take specific courses and meet CFA graduation requirements to earn the requisite number of credits to graduate from CFA (**minimum 18 credits**). Campuses are free to define and offer a course of study beyond the minimum requirements stated below, as long as the graduation requirements are clearly defined in the campus policy and procedure manual.

The following is the minimum number of courses and credits students need to complete to graduate from a school under contract to CFA:

- 4 years (credits) Language Arts 1 year of which may be related to a career pathway
- 3 years (credits) Mathematics, 1 year must be Algebra I and 1 year must be a course that includes Geometry content and/or 1 year of which may be related to a career pathway or Computer Technology
- 2 year (credit) Science
- 2 years (credits) Social Studies, of which at least 1 year must be History of the United States or a combination of history of the United States and American Government; and

- 1 year (credit) in one of the following:
 1. Fine Arts (Music, Art)
 2. Foreign Language, which shall include American Sign Language
 3. Vocational Education
- Minimum of 10th grade reading level -OR-
- Evaluation by IEP/AEP with supporting documentation in the AEP
- have a minimum of 1 academic year residency requirement.

All AEPs should be developed upon student entry and reviewed monthly and as needed in order to be used as eligibility for graduation.

CFA will utilize and follow Chicago Public Schools Discipline Policies and Procedures and are not included as reference in this document.

2.1_CCSS_ELA_9-12

Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-12

Reading Standards for Literature

The CCR standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9-10 Students: **(L9-10)**

Grades 11-12 Students: **(L11-12)**

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)

Integration of Knowledge and Ideas

7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

8. (Not applicable to literature)

8. (Not applicable to literature)

9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

<p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>
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College and Career Readiness Anchor Standards for Reading (LR-CCRAS)

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number.
The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.
*Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Reading Standards for Informational Text

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
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Key Ideas and Details

<ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<ol style="list-style-type: none"> 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 	<ol style="list-style-type: none"> 2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Integration of Knowledge and Ideas	
7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
College and Career Readiness Anchor Standards for Writing	
<p>The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number.</p> <p>The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p> <p>Text Types and Purposes*</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>Production and Distribution of Writing</p>	

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Speaking and Listening Standards

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9-10 Students

Grades 11-12 Students

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

<p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p>	<p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
<p>College and Career Readiness Anchor Standards for Language</p> <p>The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number.</p> <p>The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p> <p>Conventions of Standard English</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>Knowledge of Language</p> <ol style="list-style-type: none"> 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <p>Vocabulary Acquisition and Use</p> <ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<p>Note on range and content of student language use</p> <p><i>To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.</i></p>

Language Standards 6–12	
The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	
Grades 9-10 Students:	Grades 11-12 Students:
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
Knowledge of Language	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 (W-L{H/SS/S/TS} 9-10 & 11-12)	
The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	
Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes	
1. Write arguments focused on <i>discipline-specific content</i> . a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	1. Write arguments focused on <i>discipline-specific content</i> . a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific	2. Write informative/explanatory texts, including the narration of historical events, scientific

<p>procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<p>3. (See note; not applicable as a separate requirement)</p> <p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p>3. (See note; not applicable as a separate requirement)</p> <p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
<p>Production and Distribution of Writing</p>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

Ronald T. Giles

SUMMARY

Over 20 years of senior management experience in the development, growth and leadership of member-driven professional organizations. Consistently successful in increasing revenues and funding, expanding memberships, building strategic relationships among organizations and enhancing member services. A proactive administrator, recognized for motivational leadership, cohesive team building, and solid results-oriented approaches. Successful in managing projects and developing systems to improve productivity, quality and efficiency. Scope of expertise includes:

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- | | |
|--|---|
| ◆ Financial Management / Budgeting | ◆ Fundraising / Special Events Coordination |
| ◆ Legislative / Government Relations | ◆ Board Governance and Development |
| ◆ Public Speaking / Written Communications | ◆ Member Development |
| ◆ Marketing / Promotional Strategies | |
-

PROFESSIONAL EXPERIENCE

Director New Schools Development

July 2007- Present

Youth Connection Charter School

Responsible for start-up and implementation of new direct run campuses of YCCS. Including recruitment and hiring of staff, budget development, curriculum development, and fund development strategies for all direct run schools. Developed partnership for YCCS second new school approved by Chicago Public School. Managed process and nurtured relationships to ensure support from over 15 elected officials. Nurture relationship with two national foundations evolving into YCCS receiving its first grant from a national funder. Responsible for start-up and implementation of YCCS first directly operated campus. Developed operating plans, fund development strategies, policy and procedures, staff recruitment and hiring etc.

Managing Director

2001 - 2007

Choir Academy Charter School of Chicago

Responsible for start-up and implementation of Charter School with annual budget of \$1.9 million. Managed spin-off from parent organization in 2006 leading to the sustaining of Chicago's only performing arts based charter school. Developed operating plans, fund development strategies, salary/benefits structures, and governance/board policy and structure. Identified and recruited board of directors; recruited and managed staff of 30. Interim Principal for school years 2005 and 2006

- ◆ Implemented program design to serve 250 students through a choral music oriented program
- ◆ As interim principal, student achievement improved significantly as demonstrated by double digit gains on standardized test
- ◆ Created and implemented funding strategy that resulted in over \$2.25 million worth of donations

Vice-President – Youth Programs and Special Projects.

1999 – 2001

Opportunities Industrialization Center of Greater Milwaukee

Managed staff of 4 direct reports and 20 indirect reports. In charge of analyzing, developing and expanding youth services component of OIC-GM. Managed budget of \$1.2 million.

- ◆ Created and implemented funding strategy for youth programs that resulted in over \$750,000 worth of donations, surpassing projected expectations.
- ◆ Forged strategic alliance between University of Wisconsin and Manpower Professional Services to design information technology training program for youth and adults.
- ◆ Initiated and developed programs and services plan that targeted previously untapped populations and eventually reached over 1000 individuals in short time span.

Executive Director

1993 – 1999

Youth Leadership Academy, Inc., Milwaukee, WI

Spin-off organization incorporated from INROADS/Wisconsin. Named first executive director of operations. Developed operating plans, fund development strategies, salary/benefits structures, and governance/board policy and structure. Identified and recruited board of directors; recruited and managed staff of 30.

- ◆ Led organization to achieving national recognition by Kellogg Foundation and AED's Center for Youth Development and Policy Research as a model development program.
- ◆ Triggered direct services growth from 60 to over 300 individuals through results-driven marketing.
- ◆ Expanded funding base from \$100,000 to \$1.3 million annually.
- ◆ Successfully lobbied state lawmakers for direct appropriation of \$1 million.
- ◆ Solicited and captured lead gift of \$1 million for capital development.
- ◆ Wrote annual reports to contributors, highlighting impact of their support on constituency.
- ◆ Successfully replicated both Boys Choir of Harlem program in Milwaukee, WI, and YLA program in Racine, WI, and Baton Rouge, LA.
- ◆ Successfully nurtured relationships with over 50 key corporate and foundation donors annually.

Manager

1986 – 1993

INROADS Inc., Milwaukee, WI and Region 1

Key national corporate accounts, including SC Johnson & Son, Ameritech, IBM, AT&T and Briggs & Stratton. Managed national corporate accounts; recruited potential interns from area high schools and colleges. Provided training and technical support to affiliates and affiliate staff members. Managed mentoring program for Robert Taylor Homes Housing Project.

EDUCATION

University of Illinois at Chicago. BA 1987 Concentration: Chemistry

Professional Development:

Organization Self-Assessment Tool Training, Peter F. Drucker Foundation
Non-Profit Capacity Building Training, Milton S. Eisenhower Foundation
Performance Management Seminar, Harvard University – Center for Behavioral Management
The Grantsmanship Center Training
Grant Writing Workshop, Non Profit Center

CIVIC INVOLVEMENT

- ◆ Founding Board Member and Treasurer – Illinois Network of Charter Schools
- ◆ Founding Board Member – Black Alliance for Educational Options Chicago Inc
- ◆ Past Board Member – Wisconsin Lake Schooner Association
- ◆ Past Member – National Society of Fund Raising Executives, Milwaukee Chapter

Sylvia R. Gist, Ph.D.

Address: Box S-29, 2361 South State Street, Chicago, IL 60616

Phone: (708) 275-7930

E-mail: sgist2@gmail.com

Vision

My vision is to lead efforts that effect change, foster accountability and maintain quality in education.

Education:

- **Doctor of Philosophy in Education—Administrative, Institutional and Policy Studies**, University of Chicago, Chicago, IL
- **Master of Science in Technology and Education**, Chicago State University, Chicago, IL
- **Bachelor of Science in Business Education**, Chicago State University, Chicago, IL

Work Experience:

2013 – Present—Executive Director

Migration Heritage Foundation, a Non-profit Charitable Literary Illinois Organization

Oversee fundraising for and the distribution of awards (scholarships and stipends) to needy youth throughout the U.S. who research and write about individual or group heritage and migratory patterns. Visit mhtr.us for more information.

2013 - 2014 Common Core State Standard (CCSS) Curriculum Writer for CAERT Project, funded by *Illinois State Board of Education, Springfield, IL*

Wrote CCSS-aligned lessons for business and technical subjects taught in Illinois.

2008 –2013, Dean, College of Education/Tenured Professor of Education

Chicago State University (CSU), Chicago, IL

- Served as the chief academic and administrative officer of the College of Education; reported directly to the Provost and Senior Vice President of Academic Affairs.
- Planned, organized, implemented and oversaw operations for a college-wide enrollment of approximately 1,500 students and approximately 100 full-and part-time faculty and staff in the following departments and support units:
 - Departments:
 - Doctoral Studies
 - Early Childhood and Bilingual Education
 - Elementary and Middle Level Education
 - Graduate Programs in Education
 - Library, Information and Media Studies
 - Secondary Education, Professional Studies and Recreation
 - Support Units:
 - Community Outreach and Field Placement Office
 - Teacher Certification Office
 - Teacher Development Center
- Managed a college-wide budget of approximately \$5 million in appropriated and non-appropriated funds; managed \$13 million budget in federal grants and \$500,000 City of Chicago grant.
- Oversaw national accreditation activities for 35 education programs in the Colleges of Education and Arts and Sciences at CSU. Led efforts that resulted in March 2012 in the Colleges' receipt of full-accreditation, with no areas for improvement, from the National Council for Accreditation of Teacher Education (NCATE) and its collaborating specialized professional associations (SPAs);

NCATE rated the college's performance on Standard 2 (Assessment and Unit Evaluation) at *target*, the organization's highest rating.

- Developed, updated and implemented a shared-governance strategic plan for short and long-term operations in the college that adhered to the broader strategic plan and mission of the university.
- Planned and implemented an environment that supported excellence in teaching, research and service that informed and transformed education in urban, suburban and rural settings.
- Coordinated college wide efforts that facilitated collaboration between faculty members, among licensure programs within the Colleges of Education and Arts and Sciences, school partners, corporations and other community entities.

2001 – 2008—Department Chair and Professor, Department of Technology and Education

Chicago State University, Chicago, IL

- Supervised approximately 20 full- and part-time faculty members who prepared candidates to teach career and technical subjects in middle and secondary schools.
- Developed, prepared, and implemented departmental plans that influenced operations throughout the university.
- Served on statewide committees that planned and developed policies for higher education institutions in Illinois.
- Oversaw performance of teacher educators (faculty) and monitored quality in instruction.
- Planned and implemented new programs and monitored curriculum changes for existing programs. Managed \$500,000 departmental budget.
- Successfully led the department through national accreditation from National Council for Accreditation of Teacher Education (NCATE) and International Technology Education Association program approval.

1996 - 2001—Assistant Professor of Technology Education

- Taught the following graduate and undergraduate courses: Educational Research Methods, History and Philosophy of Education, Computer Network Administration; Curriculum Development; Distance Education Technologies; Methods of Teaching Technical Subjects; Student Teaching in Vocational and Technical Education, Conference Leadership; Office Management; Graphics Communication; Energy and Power Utilization, Automotive Technology, Cooperative Education; Web Page Design; and Supervision of Industrial Safety.
- Served on various department, college and university committees, including the following: University Curriculum; University Budget; Graduate Policies and University Personnel.
- Served as academic advisor for students in the department.

1995-1996—Consultant

Productivity Business Services, Pelham, Alabama

Provided business planning, editorial and desktop publishing services for small businesses while working on doctoral degree.

1993-1995—Assistant Professor and Director of Entrepreneurship Center

Alcorn State University, Lorman, Mississippi

Established and organized the Entrepreneurship Center for the School of Business. Oversaw operations in the Center and supervised two staff members. Assisted small businesses in rural-based Warren, Jefferson and Claiborne counties in Mississippi in developing business plans and securing loans from banks to support small business operations. Taught Small Business Development and Business Management courses in the School of Business.

1990-1993—Office Administration Instructor

Bessemer State Technical College, Bessemer Alabama

Taught Office Administration, Desktop Publishing, Word Processing, Business Math and other business-related subjects.

Prior to 1990—Taught business subjects in the following schools in Chicago, IL:

- *Clemente High School (Chicago Public Schools), Chicago*
- *St. Procopius High School (Parochial), Chicago*
- *Business Careers Institute (Commercial), Chicago*

Recent Selected Speaking Engagements, Presentations, Testimonials, and Workshops:

August 2014, “Cultural Relevancy in Teaching--Knowing the Heritage of Your Students,” Keynote Speaker for Faculty Professional Development at Williams-Sullivan Elementary School, Durant, MS.

June 2012, “Becoming Extraordinary,” Keynote Speaker at Chicago Vocational Career Academy High School Commencement, Chicago, IL.

January 2012, “Cultural Competency among K-12 Educators,” testimony at public hearing before the Illinois Commission to End Disparities Facing the African-American Community, chaired by Illinois Representative Monique Davis.

August 27, 2011, “Integrity in Research,” Guest Speaker at Chicago State University Graduate School Orientation.

June 6, 2010, “College is the Future—Where Are You Headed?” Guest Speaker at Manley High School (Chicago, IL) Career Awards Dinner.

Selected Grant Solicitations (Funded and Not Funded):

July 2012—Authored \$400,000 proposal submitted to the City of Chicago, Department of Family and Support Services, for university child-care services. (Funded)

March 2012—Authored \$5 million proposal submitted to State of Illinois Capital Development Board for funds to add extension to Education Building for on-campus childcare facility. (Not Funded)

2011-2012—Co-authored \$402,000 proposal submitted to the City of Chicago, Department of Family and Support Services, for Head Start collaboration activities. (Funded)

2006-2007—Co-authored \$13 million proposal submitted to US Agency of International Development to fund textbooks and learning materials for schools in Ghana, West Africa. (Funded)

2005-2006—Authored \$300,000 proposal submitted to the National Science Foundation to design, develop and disseminate Web-enhanced lesson plans for science and technology teachers. (Not funded)

2005-2006—Co-authored \$300,000 proposal submitted in cooperation with Northeastern Illinois University to the Illinois Board of Higher Education for funds to implement distance education initiatives at the two institutions. (Not Funded)

2004-2005—Authored \$75,000 proposal submitted to Illinois State Board of Education to facilitate leadership in career and technical education in Illinois. (Funded)

2004-2005—Co-authored with graduate student a \$3,000 proposal submitted to the Electronic Documents Systems Foundation to research trends in the newspaper publishing industry. (Funded)

2003-2004—Authored \$75,000 proposal submitted to the Illinois State Board of Education to coordinate and facilitate career and technical education in Illinois. (Funded)

Selected Scholarly Publications:

- Seo, B., Laosebikan, O., and Gist, S. *Understanding the Community's Perceptions of Their Local School: Diagnosing, Prognosing and Prescribing Solution to Improve the Health of Schools in the Woodlawn (Chicago) Community*, Chicago State University, College of Education, (Study designed by Sylvia Gist). October 2012.
- Carson-Warner, C., Langston, I., and Gist, S., et. al. *Implementing International Partnerships: A Cooperative Venture in Textbook Writing and Publishing between Chicago State University and Ghana Education Services* (Includes chapter on "Conducting a Rapid Needs Assessment of Textbooks Needs in Ghana, West Africa" authored by Sylvia Gist) (Currently under consideration for publication by the U.S. Library of Congress) August 2012.
- Served as Executive Editor of the Illinois Schools Journal, which was housed in, and published from, the College of Education at Chicago State University each spring and fall. As dean of the college, authored the *Dean's Message* for each edition. The next two citations provide details for the latest editions:
- Gist, Sylvia, "The Purpose of Schooling", *Illinois Schools Journal* (Dean's Message as Executive Editor) Spring 2012.
- Gist, Sylvia, "Diversity: A Strength in Education," *Illinois Schools Journal* (Dean's Message as Executive Editor) Fall 2011.
- Gist, Sylvia R. "Immediate Reactions to Brown II: Holmes County, Mississippi," *Illinois School Journal*, Special Brown II Edition, Spring 2005.
- Gist, Sylvia R., et. al. *Newspaper Publishers: The Impact of Technological and Sociological Change in the Industry*. Published spring 2005 by the Electronics Document Systems Foundation at http://www.edsf.org/white_papers.cfm.
- Gist, Sylvia, *An Assessment of Education in Selected Schools in Kwa-Zulu Natal Province, South Africa*, white paper submitted to U. S. Agency for International Development, via Chicago State University's Office of International Programs, August 2004. US-AID presented report to Congress and report was considered the basis for continued financial aid to South Africa and Ghana, West Africa.
- Gist, Sylvia R. "Planning for Distance Education: Some Suggestions," *Urban Visions Journal*, <http://www.urbanvisionsjournal.org/contents-expository.html>. 2004 (Journal has discontinued publication).
- Gist, Sylvia R., *Educating a Southern Rural Community: A History of Education for Blacks in Holmes County, Mississippi, 1870-1993*. Productivity Publishers: Pelham, AL, 1995.

Curriculum Publications: Authored the following Common Core State Standards (CCSS) Lesson Plans for Illinois State Board of Education, available through password protection at <http://www.myaert.com/>:

January 2014, *Author's Viewpoint*

December 2013, *Inference*

November 2014, *Effective Advertising*

October 2014, *College and Career Requirements*

September 2013, *Financial Statement Interpretation*

References available upon request

CONNECTED FUTURES ACADEMIES

Site Director

Job Description

REPORTS TO: Director of Education

SUPERVISES: Students and all teachers of the campus

NATURE AND SCOPE OF JOB:

The Site Director serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school.

Achieving academic excellence requires that the school Site Director work collaboratively to direct and nurture all members of the school staff and to communicate effectively with students and parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

JOB FUNCTIONS AND RESPONSIBILITIES:

The Site Director shall:

1. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
2. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies and civil regulations.
3. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
4. Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials.
5. Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations.
6. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.
7. Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing

professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.

8. Notify immediately the Board, and appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.
9. Keep the administration advised of employees not meeting their contractual agreement
10. Research and collect data regarding the needs of students, and other pertinent information.
11. Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff; monthly staff meetings.
12. Establish and maintain an effective inventory system for all school supplies, materials and equipment.
13. Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature.
14. Assume responsibility for the health, safety, and welfare of students, employees and visitors.
15. Develop clearly understood procedures and provide regular drills for emergencies and disasters.
16. Maintain a master schedule to be posted for all teachers.
17. Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
18. Maintain visibility with students, teachers, parents and the Board.
19. Communicate regularly with students and parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
20. Use effective presentation skills when addressing students, staff, parents, and the community including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
21. Use excellent written and oral English skills when communicating with students, parents and teachers.
22. Complete in a timely fashion all records and reports as requested. Maintain accurate attendance records. Maintain and account for all student activity funds and money collected from students.
23. Establish procedures for safe storing and integrity of all public and confidential school records. Ensure that student records are complete and current.
24. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
25. Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical, emotional
26. Supervise the exclusion from school of any student who shows departure from normal health, who has been exposed to a communicable disease, or whose presence may be detrimental to the health and cleanliness of other pupils. Assure that excluded pupil's parents or guardian are apprised of the reasons for exclusion.
27. Maintain positive, cooperative and mutually supportive relationships with staff, parents.

28. Attend required committee meetings
29. Perform any duties that are within the scope of employment and certifications, as assigned by the Board and not otherwise prohibited by law or in conflict with contract.
30. Provide quarterly student grade and behavior reports to students and parents.
31. Nurture both students and staff.
32. Enforce uniform policy and appearance policy so as to assure a school environment that is focused on group academic achievement rather than on individuals.

Job Description: Blended Learning Coordinator

The Blended Learning Coordinator will be responsible for facilitating a blended learning classroom, including both grade-level online learning and credit recovery across multiple subjects. He/she will work with subject teachers and the school counselor to track students' progress and supplement online lessons with classroom instruction to ensure that students are able to graduate on-time. The Blended Learning Coordinator will report to the Site Director.

Principal Duties and Responsibilities:

- Manage all aspects of the blended learning classroom
- Create a learning environment conducive to student achievement and development through setting and maintaining high academic and behavioral expectations and a high standard of rigor
- Manage student behavior through a positive behavior system that incorporates student recognition and positive student feedback
- Establish a positive, welcoming, and inclusive classroom environment
- Create a respectful culture through positive class-wide and individual interactions
- Act as the resident expert on online learning for both students and teachers and resolve technological issues as necessary
- Supplement online learning with classroom instruction; develop lessons aligned to Common Core Standards and present instructional content in an effective and engaging manner by implementing various techniques to target a range of learning modalities
- Enhance lessons through the use of varied and purposeful questioning designed to further students' understanding and encourage diverse modes of thought, including analytical, practical, and critical thinking
- Provide specific, high-quality academic feedback to students
- Plan and collaborate with support staff for students with individual differences and implement differentiated instruction to meet student needs
- Communicate with parents to inform them of student progress and work with them to achieve students' goals

Knowledge, Skills and Abilities Required:

- Unwavering belief that all students can learn and achieve success in school
- Bachelor's degree and minimum of 2 years of secondary classroom experience
- Illinois teaching certificate in a secondary subject; certification in math or science preferred, and multiple certifications preferred
- Demonstrated success in leading students to significant academic growth and maintaining a positive learning environment
- Experience in online learning at the high school level preferred

Connected Futures Academies Director of Education

JOB DESCRIPTION

The Director of Education / CAO reports directly to the Managing Director/CEO and is the key individual responsible for developing and implementing both near-term and long-term plans for the educational program. The CAO is part of the Management Team, but has close day-to-day interaction with and reporting responsibility for the Site Directors.

The ideal candidate combines both strategic thinking and strong execution skills across various forms of education styles.

DUTIES AND RESPONSIBILITIES

- Develop and implement educational activities both strategic and operational, including metrics to track and evaluate progress
- Ensure campus compliance with Chicago Public Schools regulations and policies
- Research and identify trends and needs and establish program directions accordingly.
- Assess quality of program operations. Modify existing program services or creates new program offerings to maintain or enhance program standing.
- Set and communicate program priorities and performance standards and assess operations
- Provides for quality assurance reviews and addresses areas in need of attention.
- Monitor attrition analysis and assists with campus issues relating to retention.
- Coordinate strategies with leadership staff to achieve desired organizational results in areas of customer satisfaction, student retention, graduation rates and satisfactory student progress
- Provide leadership to ensure campuses maintain satisfactory academic progress in the areas of attendance, grades, matriculation, and graduation
- Assist in developing and managing the educational budget
- Facilitate creative changes in educational programming, processes, and procedures
- Develop plans and projections for assigned education projects and proposed projects
- Lead campuses in program direction, development of goals, and objectives
- Establish and maintain compliance with academic policy and procedure

This position in conjunction with Site Directors will oversee;

- faculty recruitment
- orientation
- course assignments
- management including
 - professional development
 - evaluation and curriculum implementation

JOB SKILLS AND REQUIREMENTS

M.Ed. in a field of education and teaching experience required.

- Five or more years of management or supervisory experience in an education department
- Experience in an alternative education a plus
- Orientation toward results
- Ability to multi-task in a fast paced environment

- An ongoing customer focus
- The highest levels of integrity at all times

Connected Futures Academies
Integrated Humanities
Math and Science Competencies
(Basic and Proficient)

Contents

CFA Integrated Humanities-Bridge (Basic) Math Competencies	1
CFA Integrated Humanities—Proficient Math Competencies	3
Quarter(s) Skills Are Taught.....	3
CFA Integrated Humanities-Basic Science Competencies.....	4
CFA Integrated Humanities-Proficient Science Competencies	4

CFA Integrated Humanities-Bridge (Basic) Math Competencies

CFA Essential Skills Competencies: MATH- BASIC	Quarter(s) Skills Are Taught				Culturally- Relevant Activities (X)* and Quarter (i.e. Q3)*
	Q1	Q2	Q3	Q4	
M1. Students should know and compare the properties of rational and irrational numbers expressed in a variety of forms, including the concepts of roots, exponents, fractions, percentage, reciprocals, absolute value, and scientific notation.	X	X		X	
M2. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.	X	X	X	X	
M3. Select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil for different problems.	X	X	X	X	
M5. Examine describe, classify, compare, and compute simple to complex measurements to determine indirect measures.		X	X		
M7. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	X	X	X		
M8. Solve linear equations to find the value of a variable by using the properties of real numbers	X		X	X	
M9. Draw and interpret graphs of relations, including the concept of a function, finding domains and ranges, and linking equations to functions.		X	X	X	
M10. Graph and model situations that use straight lines and relate their equations to their slopes and intercepts. Use graphs to make predictions. Graph linear inequalities in two variables.				X	
M13. Use algebraic concepts and procedures to represent and solve problems.			X	X	
M14. Understand the relationship between geometric ideas and their representation with coordinate systems by finding lengths and midpoints of line segments, slopes, parallel and perpendicular lines, and equations of lines.			X	X	
M15. Identify and describe polygons and find measures of angles, sides, perimeters, and areas of polygons. Determine congruence, similarity, and symmetry.				X	
M16. Classify and understand relationships among quadrilaterals and find measures of sides, perimeters, and areas of quadrilaterals. Use coordinate geometry to determine regularity, congruence, and similarity.				X	
M17. Identify and describe various kinds of triangles; define and construct altitudes, medians, bisectors and congruent triangles; and understand and apply the inequality theorems of triangles.				X	
M19. Define and understand ideas related to circles; perform constructions; find measures of arcs and angles related to them as well as circumference and area.			X	X	
M20. Describe, make, and explore relationships among the faces, edges, and vertices of polyhedra.				X	
M21. Apply problem-solving skills in real world applications			X	X	

M24. Organize, describe, and make predictions from existing data.			X		
M25. Formulate questions, design data collection methods, gather and analyze data and communicate findings.				X	
M26. Determine, describe, and apply the probability of events.			X		

CFA Integrated Humanities—Proficient Math Competencies

CFA IH Essential Skills Competencies: MATH-II	Quarter(s) Skills Are Taught				Culturally- Relevant Activities (X)* and Quarter (i.e. Q3)*
	Q1	Q2	Q3	Q4	
M1. Students should know and compare the properties of rational and irrational numbers expressed in a variety of forms, including the concepts of roots, exponents, fractions, percentage, reciprocals, absolute value, and scientific notation.	X	X		X	
M2. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.	X	X	X	X	
M3. Select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil for different problems.	X	X	X	X	
M5. Examine describe, classify, compare, and compute simple to complex measurements to determine indirect measures.		X	X		
M7. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	X	X	X		
M8. Solve linear equations to find the value of a variable by using the properties of real numbers	X		X	X	
M9. Draw and interpret graphs of relations, including the concept of a function, finding domains and ranges, and linking equations to functions.		X	X	X	
M10. Graph and model situations that use straight lines and relate their equations to their slopes and intercepts. Use graphs to make predictions. Graph linear inequalities in two variables.				X	
M13. Use algebraic concepts and procedures to represent and solve problems.			X	X	
M14. Understand the relationship between geometric ideas and their representation with coordinate systems by finding lengths and midpoints of line segments, slopes, parallel and perpendicular lines, and equations of lines.			X	X	
M15. Identify and describe polygons and find measures of angles, sides, perimeters, and areas of polygons. Determine congruence, similarity, and symmetry.				X	
M16. Classify and understand relationships among quadrilaterals and find measures of sides, perimeters, and areas of quadrilaterals. Use coordinate geometry to determine regularity, congruence, and similarity.				X	
M17. Identify and describe various kinds of triangles; define and construct altitudes, medians, bisectors and congruent triangles; and understand and apply the inequality theorems of triangles.				X	
M19. Define and understand ideas related to circles; perform constructions; find measures of arcs and angles related to them as well as circumference and area.			X	X	
M20. Describe, make, and explore relationships among the faces, edges, and vertices of polyhedra.				X	
M21. Apply problem-solving skills in real world applications			X	X	
M24. Organize, describe, and make predictions from existing data.			X		
M25. Formulate questions, design data collection methods, gather and analyze data and communicate findings.				X	
M26. Determine, describe, and apply the probability of events.			X		

* Instructors—Indicate competencies met with culturally relevant activities and quarter during which activities integrated.					
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CFA Integrated Humanities-Basic Science Competencies					
CFA Essential Skills Competencies: Integrated Science	Quarter(s) Skills Are Taught				
	Q1	Q2	Q3	Q4	Culturally- Relevant Activities (X)* and Quarter (i.e. Q3)*
SC1. Demonstrate an understanding of the Scientific Method by designing and evaluating experiments and their results.	X	X			
SC2. Comprehend written material, including differentiating between essential and non-essential information, drawing conclusions and making generalizations.	X	X	X	X	
SC3. See patterns and relationships in and between both experiment data and written facts (pattern recognition, sequencing, and systems and equilibrium recognition, cause and effect, comparisons and contrast, etc.).		X	X	X	
SC4. Recognize and investigate career related to individual disciplines in science.				X	
SC5. Use experiment data to predict outcomes, extrapolate information and infer trends.		X	X		
SC6. Develop logical reasoning both inductively and deductively using both reading s and quantitative data.			X	X	
SC7. Display, interpret and analyze data in a variety of ways including tables, apparatus and diagrams, graphs etc.	X	X			
SC8. Understand both social and ethical implications of scientific and technological progress.			X		
SC9. Apply scientific inquiries or technological designs to analyze and explain metabolic, molecular processes.			X		
SC10. Apply scientific inquiries or technological designs to examine and explain genetic processes and diseases.				X	
Additional State Standards:					

CFA Integrated Humanities-Proficient Science Competencies					
CFA Essential Skills Competencies: Integrated Science	Quarter(s) Skills Are Taught				
	Q1	Q2	Q3	Q4	

SC1. Demonstrate an understanding of the Scientific Method by designing and evaluating experiments and their results.	X	X			
SC2. Comprehend written material, including differentiating between essential and non-essential information, drawing conclusions and making generalizations.	X	X	X	X	
SC3. See patterns and relationships in and between both experiment data and written facts (pattern recognition, sequencing, and systems and equilibrium recognition, cause and effect, comparisons and contrast, etc.).		X	X	X	
SC4. Recognize and investigate career related to individual disciplines in science.				X	
SC5. Use experiment data to predict outcomes, extrapolate information and infer trends.		X	X		
SC6. Develop logical reasoning both inductively and deductively using both reading s and quantitative data.			X	X	
SC7. Display, interpret and analyze data in a variety of ways including tables, apparatus and diagrams, graphs etc.	X	X			
SC8. Understand both social and ethical implications of scientific and technological progress.			X		
SC9. Apply scientific inquiries or technological designs to analyze and explain metabolic, molecular processes.			X		
SC10. Apply scientific inquiries or technological designs to examine and explain genetic processes and diseases.				X	

Guide for Mapping CFA's Curriculum to
Next Generation Science Standards
(NGSS), Common Core State Standards
(CCSS), ACT College Readiness (CR)
Standards and CFA Integrated Humanities
Competencies,

Contents

CFA Curriculum and Curriculum Mapping Process	3
Next Generation Science Standards—Defining Course Content.....	5
Mapping Curriculum to Standards (NGSS, CCSS and College Readiness).....	11
About the ACT College Readiness Standards.....	13

CFA Curriculum and Curriculum Mapping Process

This document provides CFA’s curriculum and explains how faculty will map our curriculum to Next Generation Science Standards (NGSS), Common Core Standards, and College Readiness Standards. We will stress strongly that teachers must take part in processes wherein they make data based decisions about grade-level, cross-grade level, disciplinary, cross-disciplinary curricula and instructional practices, CFA Teachers will be intricately involved in processes that map our curriculum, shown in the table below, to these standards. While Edgenuity®, our blended-learning online provider, aligns its courses with NGSS, CCSS and College Readiness Standards, we will ensure that our faculty understands how to validate that all courses appropriately align with these standards.

CFA Curriculum Scope and Sequence Chart with Student Segments by Year and Blended Learning, Dual Credit and Direct Instruction Course Designations							
Subject Area & Carnegie Units	CPS Student Segment	CFA Year	CFA Curriculum	Correlated Edgenuity® Blended Learning Course	Dual Credit Course	Direct Instruction Course	Credits Per Year
Language Arts 4 Credits	Young And Far	Year 1	<ul style="list-style-type: none"> • English I and /or • English II w/Writing • Credit Recovery 	<ul style="list-style-type: none"> • Common Core English Language Arts 9 and/or • English Language Arts 10 		Culturally Relevant Reading and Writing—CFA IH Essential Skills Competencies —ELA— Bridge Courses	1
	Old And Far	Year 2	<ul style="list-style-type: none"> • English II w/Writing and/or • College English • Credit Recovery 	<ul style="list-style-type: none"> • Common Core English Language Arts 10 and/or • Expository and Applied and Writing 			1-3
	Old And Close	Year 3	<ul style="list-style-type: none"> • College English • English I (CCC dual enrollment course) • Credit Recovery 	<ul style="list-style-type: none"> • Expository and Applied Reading and Writing and/or • Classic Novel & Author Studies 	College English I (substitute for Expository Reading and Writing)		1-4
Mathematics 4 Credits	Young And Far	Year 1	<ul style="list-style-type: none"> • Mathematics I • Credit Recovery 	<ul style="list-style-type: none"> • Common Core Integrated Mathematics I and/or • Pre- Algebra I 		Culturally Relevant—CFA IH Essential Skills Competencies —Math— Bridge Courses	1
	Old And Far	Year 2	<ul style="list-style-type: none"> • Mathematics I • Mathematics II • Algebra I • Credit Recovery 	<ul style="list-style-type: none"> • Common Core Algebra I and /or • Mathematical Models with Applications 			1-3
	Old And	Year 3	<ul style="list-style-type: none"> • Mathematics II 	<ul style="list-style-type: none"> • Algebra II 	College		1-4

	Close		<ul style="list-style-type: none"> Algebra I Algebra II Geometry Credit Recovery 	(required) Or Mathematical Models with Applications	Algebra (substitute for Algebra II)		
Science 3 Credits	Young And Far	Year 1	<ul style="list-style-type: none"> Science I Credit Recovery 	Environmental Science or Biology Track I		Culturally Relevant— CFA IH Essential Skills Competencies —Science— Bridge Courses	1
	Old And Far	Year 2	<ul style="list-style-type: none"> Science I Science II Biology with Lab Credit Recovery 	<ul style="list-style-type: none"> Biology Track II or Chemistry for Health Careers Track or AP Biology 	Human Biology		1-3
	Old And Close	Year 3	<ul style="list-style-type: none"> Science II College level Biology or Physics (CCC Course) Credit Recovery 	<ul style="list-style-type: none"> Physical Sciences with virtual lab or Physics for Technology Track) 			1-3
Social Science 2 Credits	Young And Far	Year 1	<ul style="list-style-type: none"> Culturally Relevant World History Credit Recovery 			Integrated Humanities® —Culturally Relevant World History	1
	Old And Far	Year 2	<ul style="list-style-type: none"> Culturally Relevant U.S. History Credit Recovery 			Integrated Humanities® —Culturally Relevant U.S. History	1-2
	Old And Close	Year 3	<ul style="list-style-type: none"> American Government Credit Recovery 			Integrated Humanities® —Culturally Relevant U.S. Government	1-2
Physical Education 1 Credit Electives 4 Credits	Young And Far	Year 1	<ul style="list-style-type: none"> Physical Education w/Health Education and/or Career Pathways Credit Recovery 	(Career Pathways-- Select one or more .5 unit courses) <ul style="list-style-type: none"> Career Planning & Development Health Science Concepts Medical Terminology Career Explorations COMPASS® Test Preparation ACT® Preparation	Intro to Health Science or Technology Education	<ul style="list-style-type: none"> Gateway to College New and Continuing Student Surveys Lumity Career Readiness Training including MyColLife Culturally Relevant Physical Education w/Health Education 	1
	Old And Far	Year 2	<ul style="list-style-type: none"> Physical Education 	Career Pathways-- (Select one or more)	Co mp	<ul style="list-style-type: none"> Career Pathways 	1-3

			<ul style="list-style-type: none"> w/Health Education and/or • Career Pathways • Credit Recovery 	<ul style="list-style-type: none"> • Career Planning & Development • Introduction to Pathways: Health Science; Business for Information Technology • Computer Applications: Office®2010 COMPASS® Test Preparation ACT® Preparation 	ute r Ap pli cat ion s: Of fic e® 20 10	<ul style="list-style-type: none"> Course -- includes Gateway to College Foundations Unit • Culturally Relevant Physical Education w/Health Education 	
	Old And Close	Year 3	<ul style="list-style-type: none"> • Physical Education w/Health Education and/or • Career Pathways • Portfolios and Projects • Credit Recovery 	<ul style="list-style-type: none"> Career Pathways— (Select one or more) • Pathways: Health Science; Business for Information Technology Certification • Projects in Game Design • Computer Science II COMPASS® Test ACT® Test 	Computer Science II	<ul style="list-style-type: none"> • Career Pathways Course -- includes Gateway to College Foundations Unit • Physical Education w/Culturally Relevant Health Education • Portfolio/ Project Evaluation 	1-4
Total for High School Diploma							18

Next Generation Science Standards—Defining Course Content

We will organize CFA’s Science courses around the three Science Domains defined in the Next Generation Science Standards (NGSS) framework: Physical Science, Life Science and Earth and Space Science. NGSS are performance based outcomes and not a curriculum; they must be organized into a curriculum. The Engineering domain is integrated into the courses in the Science Domain model. Grade-banded Performance Expectations (PE) are integrated into content specific courses. The model is can be easily used as a starting point for building instructional units. Additionally, the NGSS make sequenced connections to Math and English Language Arts competencies. The figure below is an excerpt from the NGSS High School Standards for Energy:

HS.Energy

HS.Energy	
Students who demonstrate understanding can:	
HS-PS3-1.	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. [Clarification Statement: Emphasis is on explaining the meaning of mathematical expressions used in the model.] [Assessment Boundary: Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.]
HS-PS3-2.	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects). [Clarification Statement: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy, the energy stored due to position of an object above the earth, and the energy stored between two electrically-charged plates. Examples of models could include diagrams, drawings, descriptions, and computer simulations.]
HS-PS3-3.	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.* [Clarification Statement: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency.] [Assessment Boundary: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.]
HS-PS3-4.	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). [Clarification Statement: Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.] [Assessment Boundary: Assessment is limited to investigations based on materials and tools provided to students.]
HS-PS3-5.	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. [Clarification Statement: Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other.] [Assessment Boundary: Assessment is limited to systems containing two objects.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.</p> <ul style="list-style-type: none"> Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-PS3-2), (HS-PS3-5) <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.</p> <ul style="list-style-type: none"> Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (HS-PS3-4) <p>Using Mathematics and Computational Thinking Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</p> <ul style="list-style-type: none"> Create a computational model or simulation of a phenomenon, designed device, process, or system. (HS-PS3-1) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Design, evaluate, and/or refine a solution to a 	<p>PS3.A: Definitions of Energy</p> <ul style="list-style-type: none"> Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (HS-PS3-1), (HS-PS3-2) At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (HS-PS3-2) (HS-PS3-3) These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (HS-PS3-2) <p>PS3.B: Conservation of Energy and Energy Transfer</p> <ul style="list-style-type: none"> Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (HS-PS3-1) Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (HS-PS3-1), (HS-PS3-4) Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. (HS-PS3-1) The availability of energy limits what can occur in any system. (HS-PS3-1) Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (HS-PS3-4) <p>PS3.C: Relationship Between Energy and Forces</p> <ul style="list-style-type: none"> When two objects interacting through a field change relative position, the energy stored in the field is changed. (HS-PS3-5) <p>PS3.D: Energy in Chemical Processes</p> <ul style="list-style-type: none"> Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system. (HS-PS3-5) <p>Systems and System Models</p> <ul style="list-style-type: none"> When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models. (HS-PS3-4) Models can be used to predict the behavior of a system, but these predictions have limited precision and reliability due to the assumptions and approximations inherent in models. (HS-PS3-1) <p>Energy and Matter</p> <ul style="list-style-type: none"> Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (HS-PS3-3) Energy cannot be created or destroyed—only moves between one place and another place, between objects and/or fields, or between systems. (HS-PS3-2) <p>-----</p> <p>Connections to Engineering, Technology, and Applications of Science</p> <p>Influence of Science, Engineering, and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-PS3-3) <p>-----</p> <p>Connections to Nature of Science</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p>

HS.Energy

complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-PS3-3)	surrounding environment. (HS-PS3-3),(HS-PS3-4) ETS1.A: Defining and Delimiting Engineering Problems • Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (secondary to HS-PS3-3)	• Science assumes the universe is a vast single system in which basic laws are consistent. (HS-PS3-1)
Connections to other DCIs in this grade-band: HS.PS1.A (HS-PS3-2); HS.PS1.B (HS-PS3-1),(HS-PS3-2); HS.PS2.B (HS-PS3-2),(HS-PS3-5); HS.LS2.B (HS-PS3-1); HS.ESS1.A (HS-PS3-1),(HS-PS3-4); HS.ESS2.A (HS-PS3-1),(HS-PS3-2),(HS-PS3-4); HS.ESS2.D (HS-PS3-4); HS.ESS3.A (HS-PS3-3)		
Articulation to DCIs across grade-bands: MS.PS1.A (HS-PS3-2); MS.PS2.B (HS-PS3-2),(HS-PS3-5); MS.PS3.A (HS-PS3-1),(HS-PS3-2),(HS-PS3-3); MS.PS3.B (HS-PS3-1),(HS-PS3-3),(HS-PS3-4); MS.PS3.C (HS-PS3-2),(HS-PS3-5); MS.ESS2.A (HS-PS3-1),(HS-PS3-3)		
Common Core State Standards Connections:		
ELA/Literacy –		
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS3-4)	
WHST.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS3-3),(HS-PS3-4),(HS-PS3-5)	
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (HS-PS3-4),(HS-PS3-5)	
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS3-4),(HS-PS3-5)	
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (HS-PS3-1),(HS-PS3-2),(HS-PS3-5)	
Mathematics –		
MP.2	Reason abstractly and quantitatively. (HS-PS3-1),(HS-PS3-2),(HS-PS3-3),(HS-PS3-4),(HS-PS3-5)	
MP.4	Model with mathematics. (HS-PS3-1),(HS-PS3-2),(HS-PS3-3),(HS-PS3-4),(HS-PS3-5)	
HSN-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (HS-PS3-1),(HS-PS3-3)	
HSN-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling. (HS-PS3-1),(HS-PS3-3)	
HSN-Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-PS3-1),(HS-PS3-3)	

Source: Next Generation Science Standards (2013). Accessed March 2, 2015, at <http://www.nextgenscience.org/sites/ngss/files/NGSS%20DCI%20Combined%2011.6.13.pdf>.

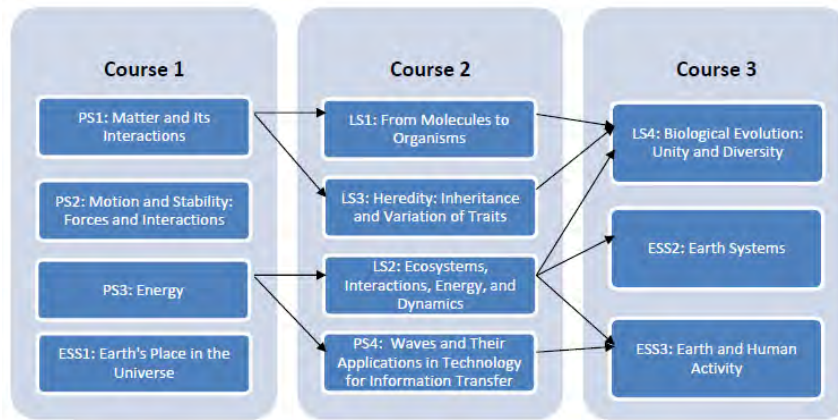
The courses shown below are included in CFA’s Science curriculum.

Course 1--Environmental Science or Biology Track I
Course 2--Biology Track II or Chemistry for Health Careers Track or AP Biology
Course 3--Physical Sciences with virtual lab or Physics for Technology Track)

Our faculty will follow the steps below to identify and refine content for CFA’s science courses to ensure that they align with NGSS. The NGSS set forth a useful a Model for Course Mapping in the Appendices to standards. CFA will use this model to map our science courses to these standards. We will take the following three steps to identify course content.

Step 1: Follow the model provided in the NGSS for structuring standards into courses.

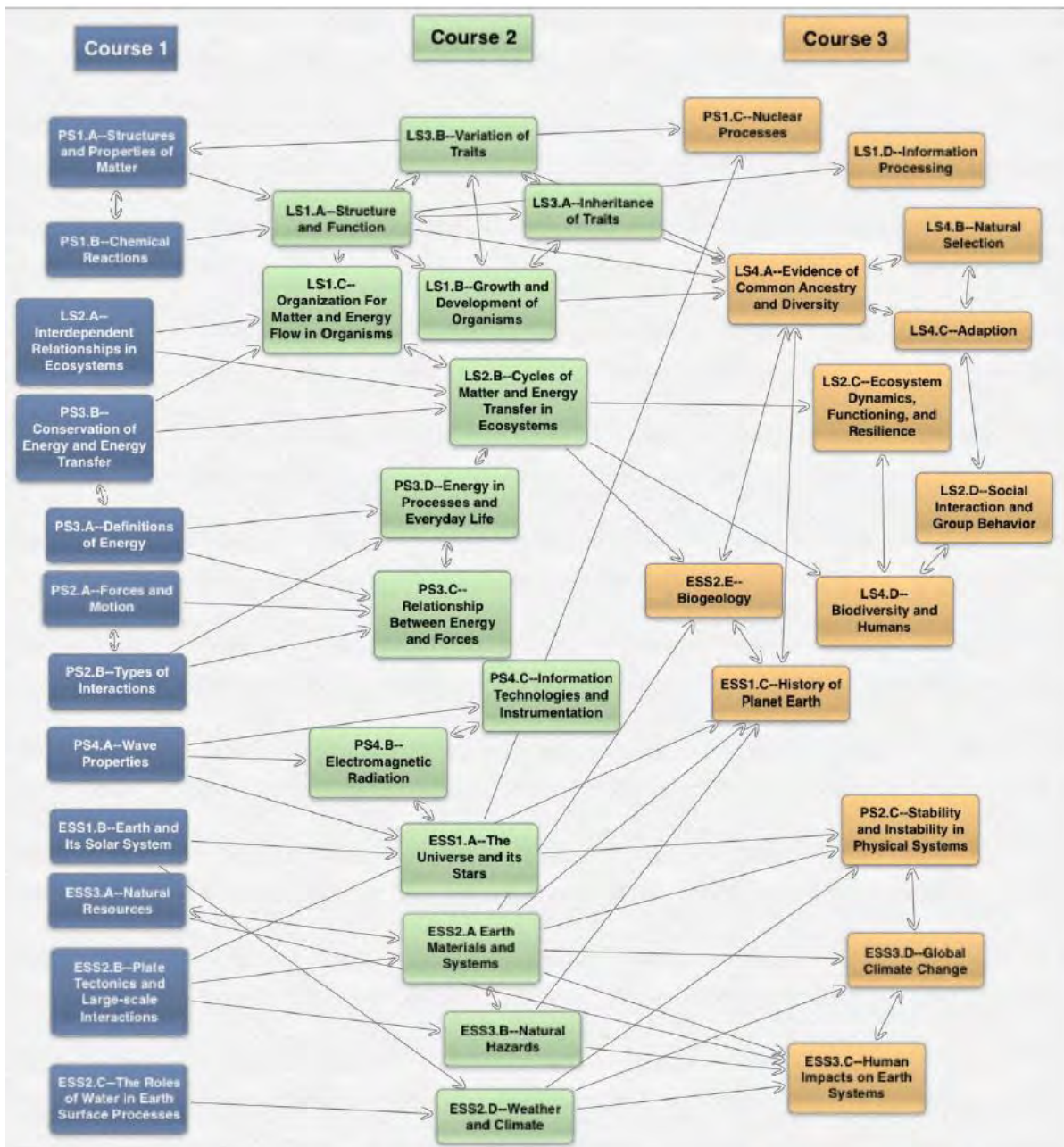
Figure 1. Structure for Organizing NGSS into Courses



Step 2: Refine arrangement (shown in Figure 1) by mapping disciplinary and interdisciplinary core ideas into concepts and reanalyze them by splitting each into sub-ideas.

Step 2 involves sorting ideas into courses and moving the ideas them from one course to another when appropriate. This step also involves reanalyzes core ideas by splitting each into sub-ideas and again sorting them into courses to refine their positioning. When appropriate, the component ideas will be moved to a different course in the map, based on the grade band endpoint in the framework. Figure 2, excerpted from NGSS Model for Course Mapping, provides a mapping example.

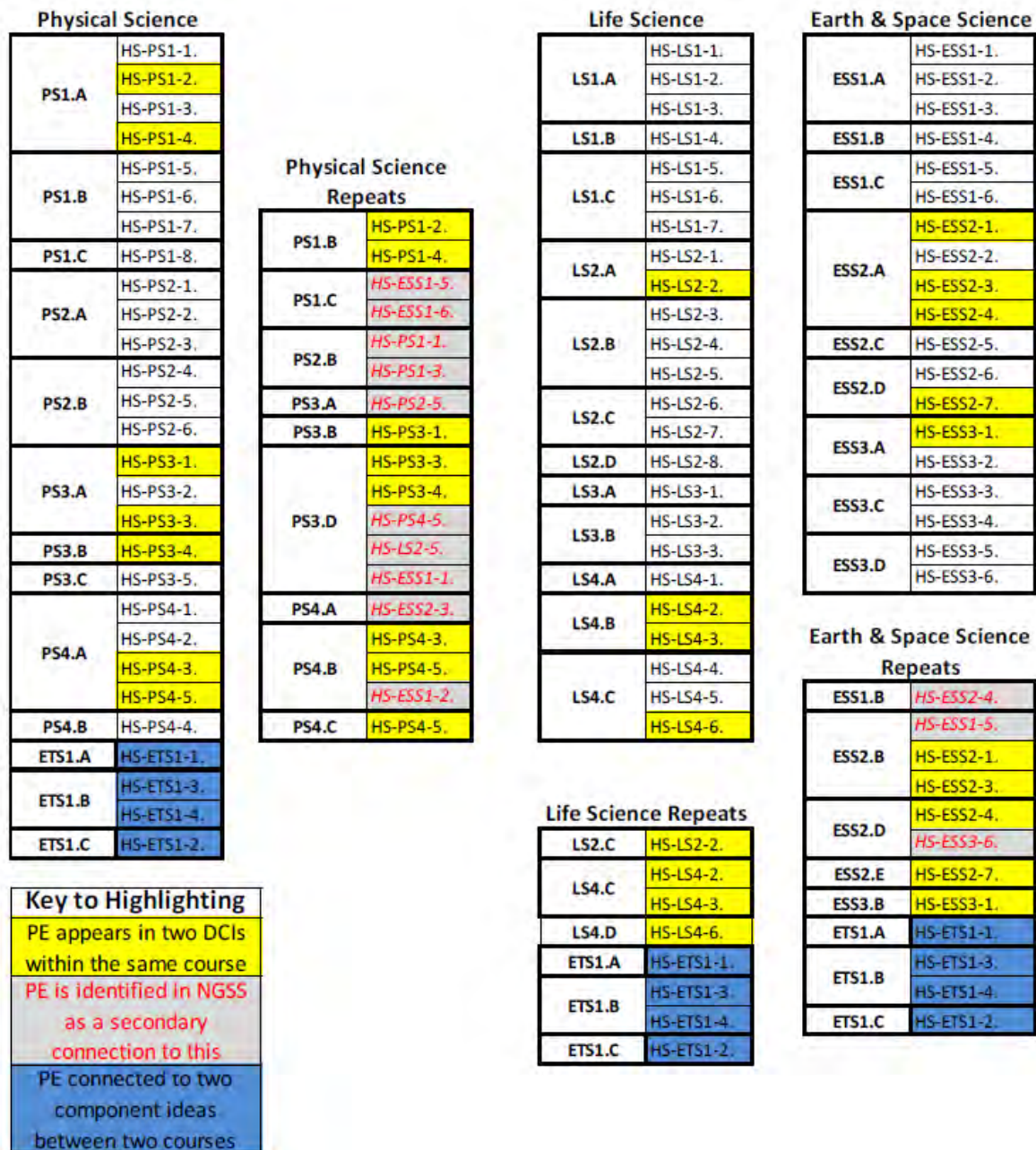
Figure 2. Map of Disciplinary Ideas, Concepts, Sub Ideas and Courses



Step 3: Arrange ideas into courses based on similar content.

The third step in the process is to connect the performance expectations (PE) to the component ideas from the framework. The connections are based on the information and organization described in the NGSS science domain model. One course is assigned to each science domain in the framework. Figure 3 provides an example set forth in the NGSS model for course mapping.

Figure 3. High School Science Domain Model Course Map for NGSS



Mapping Curriculum to Standards (NGSS, CCSS and College Readiness)

We will organize CFA’s curriculum around the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and College Readiness Standards. We will use the steps described above under NGSS to determine content for our each course in CFA’s curriculum. Restated, these steps are:

Step 1: Follow the Science Domain model provided in the NGSS for structuring the standards into courses.

Step 2: Refine arrangement (shown in Figure 1) by mapping disciplinary and interdisciplinary core ideas into concepts and reanalyze them by splitting each into sub-ideas.

Step 3: Arrange ideas into courses based on similar content.

The following is the proposed CFA Math curriculum. Our faculty will correlate content for these courses with CCSS Math Standards and College Readiness Standards.

<ul style="list-style-type: none"> • Mathematics I • Credit Recovery
<ul style="list-style-type: none"> • Mathematics I • Mathematics II • Algebra I • Credit Recovery
<ul style="list-style-type: none"> • Mathematics II • Algebra I • Algebra II • Geometry • Credit Recovery

After CFA faculty organize, arrange ideas into courses based on similar content, they will

1. Organize the identified applicable standards (NGSS, CCSS, College Readiness and CFA Integrated Humanities Competencies) for each grade level into period-based (monthly) coverage units.
2. Agree on essential questions pertaining to each monthly content group. The essential questions provide the framework for the competencies each student is expected to master within the monthly time frame.
3. Identify skills that pertain to each essential question that students are expected to master.
4. Correlate standards, questions and skills with those identified for Edgenuity® online instruction and identify the online references.
5. Identify culturally relevant performance tasks for each essential question.
6. Determine content title for each month of instruction.

A Sample 5-month Curriculum Map that faculty will develop for Algebra 1 students appears in the table below. Faculty will develop a similar crosswalk map for all other courses in the curriculum.

Sample Algebra I (Year 1 or 2) Mapped to CCSS, CFA IH Math Competencies, and College Readiness (CR) Math Standards

Month/ Marking	September	October	November	December	January
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Period					
Common Core Content Standards (CCCS)*	A-APR.1, A-CED.1, A-CED.3-4, A-SSE.1-2, F-LE.5, N-Q.1-3, N-RN.3, S-ID.1-3, S-ID.5-6, S-ID.8-9	A-APR.1, A-CED.1-4, A-REI.10, A-SSE.1-2, F-BF.1, F-BF.2, F-BF.3, F-BF.4, F-IF.1-5, F-IF.7, F-IF.9, F-LE.5, N-Q.1-3, N-RN.3	A-APR.1, A-CED.1-4, A-REI.1, A-REI.3, A-REI.10, A-SSE.1-2, F-IF.1-2, F-IF.4-5, F-IF.9, F-LE.5, N-Q.1-3, N-RN.3	A-APR.1, A-CED.1-4, A-REI.1, A-REI.3, A-REI.10, A-SSE.1-2, F-IF.1-2, F-IF.4-5, F-IF.9, F-LE.5, N-Q.1-3, N-RN.3	A-APR.1, A-CED.1-4, A-REI.1, A-REI.3, A-REI.10, A-SSE.1-2, F-IF.1-2, F-IF.4-6, F-IF.7a, F-IF.9, F-LE.1.a-b, F-LE.5, N-Q.1-3, N-RN.3, S-ID.7
College Readiness Standards (CRS)-- Mathematics	Basic Operations & Applications (Competencies to be Identified)	Basic Operations & Applications (Competencies to be Identified)	CRS—Probability, Statistics & Data Analysis (Competencies to be Identified)	CRS—Probability, Statistics & Data Analysis (Competencies to be Identified)	CRS—Probability, Statistics & Data Analysis (Competencies to be Identified)
Next Generation Science Standards	Not Applicable for Math	Not Applicable for Math	Not Applicable for Math	Not Applicable for Math	Not Applicable for Math
CFA III Competencies for Math	To be Mapped	To be Mapped	To be Mapped	To be Mapped	To be Mapped
Essential Question:	What are the similarities and differences between algebraic and arithmetic functions?	How are functions and relationships represented?	How is an equation analogous to a balance?	How do inequalities compare to simple equations?	Why is slope a foundational concept?
Content:	Algebraic Language	Functions and Graphs	Simple Equations	Equations and Inequalities	Graphing and Writing Linear Equations
Skills and Topics:	<ul style="list-style-type: none"> • compute and interpret statistics including linear models • define and use the real number system • manipulate and apply matrices • determine and use mathematical properties • evaluate and solve simple algebraic 	<ul style="list-style-type: none"> • graph and utilize functions • find inverse functions • link data, equations, and graphs to each other • compare linear, absolute value, and quadratic functions • express parts of a whole in equivalent terms (e.g., fractions, decimals, percents) 	<ul style="list-style-type: none"> • model and solve 1- and 2-step equations • apply the Distributive Property • use percents to represent parts of a whole • apply proportions to real-world problems • validate solutions to equations • determine the probability of independent and dependent events 	<ul style="list-style-type: none"> • solve inequalities • write and solve multi-step equations and inequalities with variables on both sides of the equals or inequality symbols • validate solutions to equations and inequalities • interpret and solve absolute value problems 	<ul style="list-style-type: none"> • identify and graph linear equations using slope-intercept form • compare and contrast different forms of equations based on their corresponding graph • express an equation in a variety of forms (e.g., standard form, slope-intercept) • graph equations using different methods

	<p>equations</p> <ul style="list-style-type: none"> analyze data using statistical terminology to describe conclusions (e.g., measures of dispersion, correlation coefficient, normal distribution) 	<ul style="list-style-type: none"> identify algebraic sequences (e.g., arithmetic, geometric) correlate positive and negative slopes of scatter plots 			
Reference:	Edgenuity®—Module 1	Edgenuity®—Module 1	Edgenuity®—Module 1	Edgenuity®—Module 1	Edgenuity®—Module 1
Culturally-relevant Performance Tasks:	<p>Locate and analyze (with 90% accuracy) statistical data on crime rates in the surrounding community and use technology to present the data</p>	<ul style="list-style-type: none"> “Use scatterplots with 90% accuracy to determine population density in the surrounding community. 	<ul style="list-style-type: none"> Apply and compare equations that pertain to two real world problems with 90% accuracy. 	<ul style="list-style-type: none"> Use equations to determine the extent to which two groups have equal or unequal income. 	<ul style="list-style-type: none"> Express an equation pertaining to increases or decreases populations in your community in a variety of forms (e.g., standard form, slope-intercept

About the ACT College Readiness Standards

College Readiness Standards are detailed, research-based descriptions of the skills and knowledge associated with what students are likely to know and to be able to do based on their EXPLORE, PLAN, and/or ACT test scores. For each content area—English, mathematics, reading, and science—Standards are provided for six score ranges along a scale common to EXPLORE (1–25), PLAN (1–32), and the ACT (1–36). Standards for the optional ACT Writing Test have also been developed, although on a different score scale (2–12). The common score scale ensures that skills associated with each score range are

identical regardless of the test used to obtain the score. As the tests increase in complexity from EXPLORE to PLAN to the ACT, the Standards ranges reflect this.

College Readiness Benchmark Scores, given in the table below, are early indicators of likely college success based on those same scores. The ACT’s definition of college and career readiness was adopted by the Common Core State Standards Initiative. This definition provides a unifying goal upon which educators and policymakers must now act. College Readiness Benchmark Scores for the ACT represent median test scores that are predictive of student success in relevant college courses. The EXPLORE and PLAN Benchmark Scores are indicative of probable readiness for college-level work by the time the student graduates from high school. Used together, the Standards and the Benchmark Scores provide an effective means for communicating college readiness expectations to middle and high schools and for measuring progress toward them.

College Readiness Benchmark Scores				
Subject Test	EXPLORE Test Score		PLAN Test Score	ACT Test Score
	Grade 8	Grade 9		
English	13	14	15	18
Mathematics	17	18	19	22
Reading	15	16	17	21
Science	20	20	21	24

Source: ACT (2011) College Readiness Standards for EXPLORE, PLAN, and the ACT, Accessed March 3, 2014 at <https://dhe.mo.gov/documents/CRSfromACT.pdf>.

The table below shows English College Readiness Standards 1-19, which are the EXPLORE Standards. CFA Teachers will correlate these standards along with the PLAN and ACT Test Standards with each course.

ENGLISH

COLLEGE READINESS STANDARDS

Score Range		<i>Topic Development in Terms of Purpose and Focus</i>	<i>Organization, Unity, and Coherence</i>	<i>Word Choice in Terms of Style, Tone, Clarity, and Economy</i>
1–12	Standards	<ul style="list-style-type: none"> Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other score ranges. 		
	ideas for progress	<ul style="list-style-type: none"> read and discuss the work of favorite writers regularly write informal responses to literature (fiction and nonfiction) in their journals identify sentences that convey the main ideas in a variety of texts and then practice composing such sentences 	<ul style="list-style-type: none"> write short texts, in a variety of genres, illustrating simple organization use paragraphing as an organizational device 	<ul style="list-style-type: none"> revise writing to clarify sentences containing too many phrases and clauses check writing to make sure pronoun references are clear revise writing to edit out empty words (e.g., <i>really, very, big, kind of</i>)
13–15	Standards		<ul style="list-style-type: none"> Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>) 	<ul style="list-style-type: none"> Revise sentences to correct awkward and confusing arrangements of sentence elements Revise vague nouns and pronouns that create obvious logic problems
	ideas for progress	<ul style="list-style-type: none"> read writers of various genres and imitate their work revise writing to ensure that every sentence is necessary to the purpose of the piece and that no important information has been left out 	<ul style="list-style-type: none"> write many simply organized short texts of various genres revise writing to ensure that information is in the best order 	<ul style="list-style-type: none"> identify and revise obviously wordy, redundant, or cluttered material
16–19	Standards	<ul style="list-style-type: none"> Identify the basic purpose or role of a specified phrase or sentence Delete a clause or sentence because it is obviously irrelevant to the essay 	<ul style="list-style-type: none"> Select the most logical place to add a sentence in a paragraph 	<ul style="list-style-type: none"> Delete obviously synonymous and wordy material in a sentence Revise expressions that deviate from the style of an essay
	ideas for progress	<ul style="list-style-type: none"> continue reading writers of various genres and imitating their work write longer and more complicated essays, stories, reviews, etc. state the main theme of or summarize essays they have written revise essays by eliminating sentences or ideas that violate the essay's focus 	<ul style="list-style-type: none"> recognize and experiment with more sophisticated organizational structures (e.g., comparison-contrast, cause-effect) revise writing to delete illogical conjunctive adverbs discuss the most logical place to add specific information in a draft essay discuss the purpose and the importance of the opening paragraph for directing the rest of the piece 	<ul style="list-style-type: none"> revise writing to make it more concise and precise discuss and model tone and style

CHARTER SCHOOL INITIAL APPLICATION FOR
 SPECIAL EDUCATION SERVICES

ISBE 23 ILLINOIS ADMINISTRATIVE CODE 226.10 SUBTITLE A SUBCHAPTER f SUBPART A: GENERAL

Section 226.10 Purpose

This Part establishes the requirements for the treatment of children and the provision of special education and related services pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA") (20 USC 1400 et seq.), its implementing regulations (34 CFR 300, as amended by 71 Fed. Reg. 46540 (August 14, 2006, no later amendments or editions included)), and Article 14 of the School Code [105 ILCS 5/Art.14]. This Part also distinguishes between requirements derived from federal authority and those imposed additionally pursuant to Article 14 of the School Code or the authority of the State Board of Education. The requirements of IDEA, its implementing regulations, and this Part shall apply in every instance when a child is or may be eligible for special education and related services. (Source: Amended at 31 Ill. Reg. 9915, effective June 28, 2007).

Pursuant to the authority of the Illinois State Board of Education under 105 ILCS 5/27A-7(a)(15), the proposal must outline a plan for the provision of special education services.

CHARTER SCHOOL NAME Connected Futures Academy	DISTRICT NAME AND NUMBER Chicago Public Schools District 299	
ADDRESS (Street, City, State, Zip Code) 3473 S. Martin Luther King Drive Suite 118 Chicago IL, 60616	TELEPHONE (Include Area Code)	FAX (Include Area Code)
GRADES TO BE SERVED 10-12	DATE OF APPLICATION SUBMISSION April 8, 2013	
CONTACT NAME Ronald Giles	CONTACT TELEPHONE (Include Area Code) 312-572-9751	CONTACT E-MAIL r.giles@cfaschools.org
TOTAL NUMBER OF STUDENTS TO BE SERVED 66		

ISBE USE ONLY:

Review # _____ Date _____

Instructions for required corrections AND clarification:

I. APPLICATION PROCESS

CHARTER SCHOOL NAME

Connected Futures Academy

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Explain what activities are implemented to ensure that parents understand that all children, including children with disabilities, are eligible to participate in the lottery and that the school will provide a continuum of services to address the student's special education needs. (34 CFR 300.209(a)) (105 ILCS 5/27A - 4(a)) (23 IAC 226.60)</p>	<p>CFA understands that many students have been pushed or counseled out of school and/or special education. In all CFA recruitment documents, on the CFA website, in the CFA policy and procedures manuals and in direct conversations with parents, CFA strives to make parents understand that CFA welcomes all students with disabilities and IEPS. CFA serves students with multiple barriers: dropouts; truants; teen parents; victims of violence; gang involvement; high poverty; homelessness; and, health and mental disabilities. CFA students have high turnover and mobility rates. This requires that CFA have the necessary teacher and clinician allocations available from the Chicago Public Schools so as to meet the needs of CFA high enrollment periods.</p> <p>CFA conducts the following activities to ensure that parents understand that all children are eligible to participate in the CFA lottery by:</p> <ol style="list-style-type: none"> 1. Advising the public of the rights of eligible students via advertisement on the CFA Web-Site and the Online Lottery Application. 2. Distributing information regarding the Lottery Process to church groups, community-based organizations and local libraries. 3. Publishing in the Enrollment Section of the Policy and Procedure Manual an "All Students with Disabilities (SWDS) Entry" which states that all SWDS are eligible to participate in the CFA Lottery. Students and/or parents who are able to complete the lottery application on their own can do so, but CFA provides support in completing the lottery to anyone who does not have the resources or availability to do. CFA staff will schedule appointments during the lottery application period with these individuals at CFA and complete the lottery application with them explaining all aspects 	<p>Director of Operation and Finance Registrar Site Director</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

II. CHILD FIND

CHARTER SCHOOL NAME

Connected Futures Academy

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Explain how Child Find activities are implemented to identify any students who may be eligible for special education services and how these activities are coordinated between the charter school and the district. Also, include a reference to ensuring timeliness of identification by the student's third birthday. (34 CFR 300.111(a)(1)(i-ii)) (23 IAC 226.100(a)(1-3))</p>	<p>PLEASE NOTE: STUDENTS WHO ATTEND CFA ARE AGES 16-21.</p> <p>CFA conducts the activities listed below for creating public awareness of special education programs: advising the public of the rights of eligible students; advising parents and adult-age students of their rights; and, alerting community residents of the need to identify, locate and evaluate students who are suspected of having a disability.</p> <p>For the purpose of sharing information about CFA's Child Find efforts, we have broken down our into seven elements which are individually defined below:</p> <ol style="list-style-type: none"> 1. Definition of Target Population A description of the population served by CFA is included in all public advertisements (parent handbooks, student handbooks, newsletters, website) 2. Public Awareness CFA creates educational resources to post on our website that informs the public about the special education services provided to students suspected of having a disability. 3. Referral/intake CFA will publish on its website a one-page graphic display of the CFA Special Education Process Map which describes the process of "Identification" to "Initiation of Services." <p>Referrals may result from Child-Find efforts or the continued failure to meet the needs of the student in the General Education Program. Any concerned person, including but not limited to school personnel, the parents of the student, and others in the school may make a referral.</p> <p>Taking into account Special Education Laws, post</p>	<p>CFA - Director of Education Site Director</p> <p>CPS - Specialized Support Administrator (SSA)</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME
Connected Futures Academy

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>a) Referral system – describe steps for Initial evaluation and Reevaluation; (34 CFR 300.301) (34 CFR 300.303) (34 CFR 300.304) (34 CFR 300.306) (23 IAC 226.110)</p>	<p>Referral System Steps</p> <p>Each CFA Campus conducts screenings to determine which students are in need of evaluation. CFA informs the public of the process for conducting group screenings through school handbooks, newsletters, Child Find activities, letters, or similar methods. Screening may also occur when a particular child is referred for evaluation for special education in order for CFA to determine if evaluation is necessary. CFA employs the following a screening tool..</p> <ul style="list-style-type: none"> • The STAR Reading and Math Universal Screener to identify students potentially in need of special education and related services • CFA shares screening results with adult-age students, parents/guardians. • The Response to Intervention Team (Rti) to assist students who are experiencing unique problems that are interfering with educational and behavioral success <p>Referral: Initial Evaluation:</p> <p>At Initial Referral for Evaluation at all CFA Campuses may be as a result of ...</p> <ul style="list-style-type: none"> • Child Find Activities • Rti Analysis • A referral made either by the campus (through a teacher or other school personnel involved in the student's education) or by a parent or guardian. • The "date of referral" is the date of written parental consent for an evaluation. <p>Request for Initial Evaluation-Initial Eligibility</p> <ul style="list-style-type: none"> • Within 14 school days after receiving a request for an evaluation, the CFA IEP Team made up of the 	<p>SPED Teacher Case Manager Site Director</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME
Connected Futures Academy

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>b) Evaluation – describe how the areas for evaluation are determined; (34 CFR 300.304(c)(4)) (34 CFR 300.307) (34 CFR 300.309) (23 IAC 226.110(c)(3)(B))</p>	<p>PLANNING THE EVALUATION</p> <p>The Campus Case Manager contacts the members of the IEP Team and convenes a meeting of the IEP Team following the relevant steps below to plan the full and individual evaluation (FIE) using the Consent for Evaluation Assessment Planning Form to document these steps.</p> <p>Step One:</p> <p>Determine which of the eight domains are relevant to the student's suspected disability.</p> <p>The evaluation covers only the domains that are relevant to the individual student. The guidelines below help to determine the relevancy of each of the eight domains:</p> <ul style="list-style-type: none"> • Health – Knowledge of current or past medical difficulties that may affect educational performance • Vision – Screening and follow-up of visual problems that may interfere with testing or educational performance • Hearing – Screening and follow-up of auditory problems that may interfere with testing or educational performance • Academic Performance – Belief that suspected disability negatively impacts academic performance • Social/Emotional Status – Known or suspected social or emotional factors that may negatively impact the student's educational performance • General Intelligence – Suspicion that student may have a cognitive disability • Communication Status – Suspicion that 	<p>SPED Teacher Case Manager Site Director</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME
Connected Futures Academy

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>c) Timelines – describe how timelines are or will be met for:</p> <ul style="list-style-type: none"> c.1 initial evaluation; c.2 yearly review or c.3 development of IEPs; c.4 tri-annual reevaluations; c.5 sending required Notice and Consent forms to parents; and c.6 progress reported on IEP annual goals. <p>(34 CFR 300.301(c)(1)(i-ii)) (34 CFR 300.303) (34 CFR 300.304(a)) (34 CFR 300.320(a)(3)) (34 CFR 300.321(b)(1)) (34 CFR 300.322(a)) (34 CFR 300.324(b)(1)(i)) (34 CFR 300.503) (23 IAC 226.110(d)) (23 IAC 226.110(i)) (23 IAC 226.120) (23 IAC 226.180(d)) (23 IAC 226.220(a)) (23 IAC 226.520) (23 IAC 226.530)</p>	<p>CFA timelines are described below:</p> <p>c.1: Initial Evaluation:</p> <ul style="list-style-type: none"> - Within 14 School Days after receiving a request for an evaluation, the CFA IEP Team determines whether an evaluation is warranted. - Notification of the IEP Team's conclusions is sent to the parent, adult-age student or legal guardians, educational surrogate, etc., within the 14 School Day Period and if the decision is to move forward request the parent, adult-age student or legal guardians, educational surrogate, etc., consent to conduct the needed assessments. - Upon completion of the assessments and no later than 60 school days following the date of written consent from the parent, adult-age student or legal guardians, educational surrogate, etc., to perform the needed assessments, the determination of eligibility is made and the IEP Meeting completed. <p>c.2: Yearly Review</p> <ul style="list-style-type: none"> - The CFA IEP Team reviews the student's IEP quarterly progress monitoring, to determine whether the annual goals for the student are being achieved; and revises the IEP, as appropriate, to address any lack of expected progress toward the annual goals. <p>c.3: Development of IEPs</p> <ul style="list-style-type: none"> - The case manager is responsible for facilitating communication with the parent, adult-age student or legal guardians, educational surrogate, etc., to guide the process of ensuring the mandatory Annual Review IEP conference. - Case Managers take steps to ensure that the parent, adult-age student or legal guardians, 	<p>SPED Teacher Case Manager Site Director</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

IV. PARENTAL INVOLVEMENT

CHARTER SCHOOL NAME
Connected Futures Academy

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Describe the provisions for parent involvement in the Special Education process, indicating what efforts are made for parental education, notification and participation. (34 CFR 300.34(c)(8)) (34 CFR 300.322(b-f)) (23 IAC 226.530)</p>	<p>CFA ensures that the IEP Team for each student with a disability includes parent, adult-age student or legal guardians, educational surrogate, etc., (34 CFR 300.322)</p> <p>In the case of Homeless Students, CFA has a Homeless Coordinator to ensure that Homeless Student Rights and Unaccompanied Youth are guaranteed and that an individual trained and appointed as an Educational Surrogate through the ISBE Parents Educational Surrogate Page and Request Form is appointed and trained to exercise special education rights on behalf of children with disabilities who are wards of the Illinois Department of Children and Family Services (DCFS) or are otherwise without access to parents.</p>	<p>Case Manager Site Director</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>
<p>The CFA IEP Team takes steps to ensure that parent, adult-age student or legal guardians, educational surrogate, etc., with a disability are present at each IEP Team meeting or are afforded the opportunity to participate (34 CFR 300.501) including the ability to participate in the identification, evaluation, and educational placement of the student; and the provision of FAPE to the student.</p> <p>If neither parent, adult-age student or legal guardians, educational surrogate, etc., cannot participate in a meeting in which a decision is to be made relating to the educational placement of their student, the CFA IEP Team uses other methods to ensure their participation, including individual or conference telephone calls, or video-conferencing, where applicable.</p> <p>If the CFA IEP Team is unable to obtain the parent, adult-age student or legal guardians, educational surrogate's, etc., participation in an educational decision, then the CFA IEP Team keeps a record of its attempt to ensure their involvement. (Authority: 20 U.S.C. 1414(e), 1415(b)(1))</p>	<p>The CFA IEP Team takes steps to ensure that parent, adult-age student or legal guardians, educational surrogate, etc., with a disability are present at each IEP Team meeting or are afforded the opportunity to participate (34 CFR 300.501) including the ability to participate in the identification, evaluation, and educational placement of the student; and the provision of FAPE to the student.</p> <p>If neither parent, adult-age student or legal guardians, educational surrogate, etc., cannot participate in a meeting in which a decision is to be made relating to the educational placement of their student, the CFA IEP Team uses other methods to ensure their participation, including individual or conference telephone calls, or video-conferencing, where applicable.</p> <p>If the CFA IEP Team is unable to obtain the parent, adult-age student or legal guardians, educational surrogate's, etc., participation in an educational decision, then the CFA IEP Team keeps a record of its attempt to ensure their involvement. (Authority: 20 U.S.C. 1414(e), 1415(b)(1))</p>		

V. LEAST RESTRICTIVE ENVIRONMENT

CHARTER SCHOOL NAME
Connected Futures Academy

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Indicate how the full range of Special Education environment and related services in the Least Restrictive Environment will be determined.</p> <p>(34 CFR 300.114(a)(2)(ii)) (34 CFR 300.116(b)) (34 CFR 300.116(d)) (34 CFR 300.324(a)(1)(i-iii)) (34 CFR 300.503(b)(6))</p>	<p>Provision of Services in Least Restrictive Environment</p> <p>(34 CFR 300.114 (a),(a2i),(a2ii)); YCCS supports the right of students with disabilities to be educated with non-disabled students to the maximum extent possible. A placement based solely on the category of disability is prohibited. (34 CFR 300.114 (a),(a2ii));</p> <p>If the IEP team determines that the student's educational goals and objectives as specified in the IEP, cannot be achieved satisfactorily in the regular education environment, even with the use of supplementary aids and services, the IEP team will recommend a special education placement in a more restrictive environment where the goals and objectives can be satisfactorily achieved.</p> <p>(34 CFR 300.116 (a1)); (IAC SECTION 226.540) As members of the CFA IEP Team, the parent, adult-age student or legal guardians, educational surrogates, etc., are actively sought after to be involved in providing information about the student and in formulating placement decisions.</p> <p>Determining Educational Placement (34 CFR 300.114 THROUGH 34 CFR 300.116); (34 CFR 300.327); (34 CFR 300.501)</p> <p>In determining any educational placement of a student, the CFA IEP Team:</p> <ol style="list-style-type: none"> a. Carefully reviews the completed IEP of the student; b. Identifies and documents pertinent information from a variety of sources including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; 	<p>Director of Education Site Director</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Connected Futures Academy

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>a) Services – describe how all services and resources required by a student's IEP will be provided, including but not limited to accommodations, LRE setting, and related services:</p> <p>Provide assurances that in compliance with state and federal law, (i) the charter school will not discriminate based upon a child's need for special education services; and (ii) any decision made that a child will not be educated at the Charter School because of the need for special education and related services will only be made after the IEP team's consideration of the educational environment options (taking into consideration all available educational resources such as accommodations AND related services) and the IEP team's determination that the Charter School's educational program and services do not meet the child's individual needs.</p> <p>(34 CFR 300.116(a)(1)) (34 CFR 300.116(b)(1)) (34 CFR 300.320(a)(1)(i)) (34 CFR 300.320(a)(4)) (34 CFR 300.320(a)(7)) (34 CFR 300.321(a)) (34 CFR 300.322(c-d)) (34 CFR 300.324(a)(1)(ii)) (34 CFR 300.324(a)(2)) (23 IAC 226.210) (23 IAC 226.220(c))</p>	<p>SERVICES</p> <ul style="list-style-type: none"> • CFA supports the right of students with disabilities to be educated with nondisabled students to the maximum extent possible. • A placement based solely on the category of disability is prohibited. • If the IEP team determines that the student's educational goals and objectives as specified in the IEP, cannot be achieved satisfactorily in the regular education environment, even with the use of supplementary aids and services, the IEP Team will recommend a special education placement in the least restrictive environment where the goals and objectives can be satisfactorily achieved. • IEP students will be allowed to participate with non-disabled students in non-academic and extracurricular activities (including meals, recess periods, athletics, clubs and recreational activities) to the maximum extent appropriate to meet the needs of the student. • As members of the IEP Team, the parent, adult-age student or legal guardians, educational surrogates, etc., are actively involved in providing information about the student and in formulating placement decisions. <p>Placement Options:</p> <ul style="list-style-type: none"> • CFA take steps to ensure that students with disabilities have equal access to the variety of educational programs and services available to non-disabled students. • Steps taken by the IEP Team to ensure the availability of regular educational programs and services to students with disabilities may include but not be limited to: 	<p>Case Manager</p> <p>Site Director</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Connected Futures Academy

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>b) Functional Assessments of Behavior</p> <ul style="list-style-type: none"> - describe this provision; (34 CFR 300.324(a)(2)(i)) (34 CFR 300.530(d-f)) (23 IAC 226.75) 	<p>CFA serves students ages 16-21 with multiple barriers: dropouts; truants; teen parents; victims of violence; gang involvement; high poverty; homelessness; and, health and mental disabilities. CFA students have high turnover and mobility rates.</p> <p>As a result, CFA seeks to create a consistent set of expectations for student behavior for all campuses and all students and to outline the interventions and consequences for students who engage in inappropriate behavior so as to reinforce positive behavior and provide students with opportunities to develop appropriate behavioral skills.</p> <p>Any student whose behavior is not managed by routine interventions, students who have emotional disabilities, students who are suspended for 10 days or less, students who have had more than two restrictive interventions during a 30-day period and students who have behaviors that interfere with other students' learning should have a FUNCTIONAL BEHAVIOR ANALYSIS (FBA) developed.</p> <p>The FBA analyzes the student's behavior in different settings, identifies what purpose the negative behavior serves and shows how that behavior impacts misconduct reports, discipline referrals and suspensions.</p> <p>The data documented through the FBA identifies antecedent behaviors, consequences after the behavior occurs, and data-driven evidence from which to develop a Behavior Plan that will help the student change behaviors.</p> <p>The Functional Behavior Analysis presents a picture of those behaviors that grossly interfere with learning and provide information of how frequent and when that behavior occurs, how intense or severe that behavior is and how long it lasts.</p>	<p>Case Manager</p> <p>Site Director</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME
Connected Futures Academy

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>c) Behavior Intervention Plans – describe how these will be implemented; (34 CFR 300.530(d-f)) (23 IAC 226.750(a))</p>	<p>RTI provides a framework for Campus-Wide Behavioral Systems that promote student success.</p> <p>Tier I Interventions are universal interventions for the entire campus environment and for classroom management.</p> <p>They involve establishing positive, campus-wide behavior expectations, teaching behavior expectations and establishing campus-wide recognition and reward systems.</p> <p>CFA instructors establish classroom expectations, teach classroom expectations and routines, use positive reinforcement, proximity control, attending cues, and alpha commands for redirection.</p> <p>Tier II Interventions are more tailored to the individual student.</p> <p>The Behavior Team at each campus focuses on identifying, planning, and progress monitoring individual student behavior through “Check-In/Check Out Practices which increase opportunities for success, increase reinforcement for compliance and involve the student in self-monitoring and self-assessment.</p> <p>The campuses use a variety of interventions. Among them are: Life Skills Training; Substance Abuse Programs; Developing a Positive Self-Concept; Avoiding Peer Pressure; and Dealing with Anxiety.</p> <p>Since many of our students are victims of violence or witnesses of violence, violence prevention programs are part of the curriculum. Conflict resolution and Stop and Think are also used.</p>	<p>Director of Education Case Manager Site Director</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Connected Futures Academy

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<p>d) Discipline – describe what and how discipline will be managed with special education students; (34 CFR 300.530(b-e)) (34 CFR 300.532(b-e))</p>	<p>Discipline and Due Process: CFA discipline policy is in alignment with CPS Uniform Discipline Code and ensures due process and the notification and inclusion of parents/guardians in the process of changing behavior. There is Zero Tolerance for physical violence of any sort at all CFA campuses. Due Process for Discipline Violations</p> <ul style="list-style-type: none"> • The campus official assesses the information gathered through the investigation, determines whether the student's behavior falls within the scope of the Policy, identifies the student's misconduct among the list of inappropriate behaviors and determines whether the student's behavior should be addressed by the Policy. • If the Policy applies, the campus official informs the student of the allegation(s) being made and the range of sanctions the student faces. <p>The student has an opportunity to respond to the charges and the campus official makes a reasonable effort to contact the parent, or legal guardians, educational surrogates, etc., to alert him/her to what is happening before any sanction is enacted.</p> <p>No disciplinary action is taken against a student before the student has been afforded the opportunity to respond to the allegations.</p> <ul style="list-style-type: none"> • If necessary, and only after a reasonable effort has been made to contact the student's parent, or legal guardians, educational surrogates, etc., the Chicago Police Department will be notified. • Campus administrators inform the student and the parent or legal guardians, educational surrogates, 	<p>Director of Education Case Manager Site Director</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Connected Futures Academy

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>e) Transition planning – describe the methods used for agencies' involvement, participation of agencies in IEPs, and tracking post-graduation implementation; (34 CFR 300.320(b)) (34 CFR 300.321(b)) (34 CFR 300.43) (34 CFR 300.600(d)(2)) (34 CFR 300.601(a-b)) (23 IAC 226.230(c))</p>	<p>(34 CFR 300.43), (34 CFR 300.321) Transition Planning CFA has designed a coordinated set of activities for students with disabilities designed to be results-oriented and focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The Transition Plan is based on the individual student's needs, taking into account the student's strengths, preferences, and interests and includes instruction, related services, and community experiences. CFA provides instruction to help students develop employment and other post-school adult living objectives and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. (Authority: 20 U.S.C. 1401(34)) The CFA IEP Team in accordance with 34 CFR 300.320(b); will conduct a meeting for the purpose of the consideration of the postsecondary goals and transition services for the student. The CFA IEP Team will invite the student and identify any other agency that will be invited to send a representative specific to postsecondary education and/or training. CFA will track post-graduation transition</p>	<p>Director of Education Case Manager Transition Specialist Site Director</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Connected Futures Academy

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<p>f) Transportation – describe provisions for this service; (34 CFR 300.34(c)(16)) (34 CFR 300.107(b)) (23 IAC 226.750(b))</p>	<p>(34 CFR 300.34(c)(16)) Special Transportation If required to provide special transportation for a student with a disability, via the IEP, CFA in conjunction with CPS will provide transportation that includes travel to and from school and between schools, travel in and around school buildings and specialized equipment such as special or adapted buses, lifts, and ramps) (Authority: 20 U.S.C. 1401 (26)).</p>	<p>Director of Education Case Manager Site Director CPS - Specialized Support Administrator (SSA)</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME
Connected Futures Academy

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<p>g) Extended School Year – describe how extended school year services will be provided. (34 CFR 300.106(a-b)) (34 CFR 300.320(a)(5)) (34 CFR 300.320(a)(4)(iii))</p>	<p>34 CFR 300.106 Extended School Year Services</p> <p>The CFA IEP Team ensures that extended school year services are available as necessary to provide FAPE if a student's IEP Team determines, on an individual basis, in accordance with 34 CFR 300.320 through 300.324, that the services are necessary for the provision of FAPE to the student.</p> <p>CFA does not limit extended school year services to particular categories of disability; or unilaterally limit the type, amount, or duration of those services. Extended School Year Services means special education and related services are provided to a student with a disability beyond the normal school year of CFA.</p> <p>The ESY services are in accordance with the student's IEP and at no cost to the parents of the student and meet the standards of the Illinois State Board of Education. (Authority: 20 U.S.C. 1412(a)(1))</p>	<p>Director of Education</p> <p>Case Manager</p> <p>Site Director</p> <p>CPS - Specialized Support Administrator (SSA)</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME
Connected Futures Academy

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>a) ISAT/PSAE/IAA Determination – indicate how ISAT/PSAE/IAA testing is determined by the IEP team; (34 CFR 300.320(a)(6)) (23 IAC 226.230(a)(2))</p>	<p>Participation in Assessments (IAC SECTION 226.230(a2))</p> <p>Students must be tested at the grade in which they are officially enrolled.</p> <p>Students with disabilities will participate in statewide (PLAN, EXPLORE, PSAE) and district-wide assessments (PRE-Compass, STAR, TABE) in one of the following ways:</p> <ol style="list-style-type: none"> 1. If determined appropriate by the CFA IEP team, a student with a disability will participate in statewide and district-wide assessments without accommodations or modifications. 2. As determined and documented on the student's IEP, the student with a disability will participate in statewide and district-wide assessments with accommodations or modifications. 3. If the IEP determines that a student has significant cognitive disabilities with intellectual functioning well below average (typically associated with an IQ below 55) and that exists concurrently with impairments or deficits in adaptive functioning that student is exempt from the PSAE and should be recommended for the Illinois Alternative Assessments. <p>CFA teachers participate in two trainings per year to properly identify students who will need accommodations and modifications, completing the necessary PSAE Forms for accommodations and modifications, and training on proctoring the exams.</p>	<p>Case Manager Site Director</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME

Connected Futures Academy

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>b) ISAT/PSAE accommodations – indicate how ISAT/PSAE accommodations will be made for students with disabilities whose IEPs require accommodations; (34 CFR 300.320(a)(6))</p>	<p>ISAT/PSAE Accommodations</p> <p>The accommodations will be reflective of the student's learning characteristics.</p> <ol style="list-style-type: none"> 1. If determined appropriate by the CFA IEP team, a student with a disability will participate in statewide and district-wide assessments without accommodations or modifications. 2. As determined and documented on the student's IEP, the student with a disability will participate in statewide and district-wide assessments with accommodations or modifications. 3. If the IEP determines that a student has significant cognitive disabilities with intellectual functioning well below average (typically associated with an IQ below 55), and that exists concurrently with impairments or deficits in adaptive functioning that student is exempt from the PSAE and should be recommended for the Illinois Alternative Assessments. <p>CFA teachers participate in two trainings per year to properly identify students who will need accommodations and modifications, completing the necessary PSAE Forms for accommodations and modifications, and training on proctoring the exams.</p>	<p>Case Manager</p> <p>Site Director</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

VIII. CONFIDENTIALITY OF RECORDS

CHARTER SCHOOL NAME

Connected Futures Academy

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Provide method of access to records, access controls in place, and guidelines for appropriateness of special education documents in temporary files. (FERPA) (20 USC 1232g) (23 IAC 226.740)</p>	<p>CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION</p> <p>A. (105 ILCS 10/4(a)); (34 CFR 300.610 THROUGH 34 CFR 300.6270); (IAC SECTION 226.710 (b)(3)); (IAC SECTION 226.740)</p> <p>The Special Education Department will take all reasonable measures to ensure compliance with the confidentiality requirements of the Illinois School Code, Illinois School Student Records Act, Individuals with Disabilities Education Act Amendments of 1997, Illinois Mental Health and Developmental Disabilities Confidentiality Act, and Family Educational Rights and Privacy Act.</p> <p>B. The Special Education Department shall assume responsibility for ensuring the confidentiality of any personally identifiable information and shall:</p> <ol style="list-style-type: none"> 1. (34 CFR 300.613 (a)(1)) Respond to any request for inspection and review of an education record, including a request for a copy of an education record; 2. (34 CFR 300.613 (b)(1)) Respond to any request for an explanation or interpretation of an education record; 3. (34 CFR 300.618 (b)) Respond to any request to amend or destroy an education record; 4. (34 CFR 300.613 (a)(1)) Respond to any request to disclose or release personally identifiable information and/or school student records; 5. (34 CFR 300.613) Keep a record of parties obtaining access to education records (except access by parents and authorized employees of the school district), including the name of the party, the date access took place, and the purpose of the 	<p>Director of Education Case Manager Site Director</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

IX. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

Connected Futures Academy

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Describe how the charter school will perform background checks as well as credential verification of its prospective special education personnel. (105 ILCS 5/10-21.9) (34 CFR 300.18)</p>	<p>Criminal Background Checks CFA requires prospective special education personnel to have criminal background checks. CFA provides prospective special education personnel with a Background Investigation Authorization and Release Form for new employees and individuals whom they wish to hire to CFA at the beginning of each school year. CFA administrative staff transmits the Background Investigation Authorization and Release Forms to CPS Bureau of Safety and Security. CFA policies require that campuses cannot hire any individual who has not passed the criminal background check.</p>	<p>Director of Finance & Operations</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> See below</p>

X. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

Connected Futures Academy

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Describe how the charter school will determine class size to remain in compliance with federal and state requirements. (23 IAC 226.730(a-c))</p>	<p>SECTION IX-CLASS SIZE</p> <p>General Education:</p> <p>No more than 30% per class period (40% if co-taught and special education teacher present for the entire time for over 30%)</p> <p>Separate Special Education Classroom with Average Range of Service 20% or Less</p> <ol style="list-style-type: none"> 1. Fifteen Students To 1 Teacher <p>Separate Special Education Classroom with Average Range of Service 20% or Less</p> <ol style="list-style-type: none"> 1. Sixteen or Seventeen Students 2. One Teacher 3. One Paraprofessional <p>Separate Special Education Classroom with Average Range of Service 21% To 60%</p> <ol style="list-style-type: none"> 1. Ten Students 2. One Teacher <p>Separate Special Education Classroom with Average Range of Services 21% To 60%</p> <ol style="list-style-type: none"> 1. Sixteen or Seventeen Students 2. One Teacher 3. One Paraprofessional <p>Separate Special Education Classroom with Average Range of Service 61% or More</p> <ol style="list-style-type: none"> 1. Eight Students 2. One Teacher <p>Separate Special Education Classroom with Average Range of Service 61% or More</p>	<p>Director of Education</p> <p>Case Manager</p> <p>Site Director</p> <p>CPS - Specialized Support Administrator (SSA)</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

Attachment 2.4.d2_instr_daily_sched

Instructors’ daily schedule will generally follow the student’s schedule (shown in the table below), instructional, preparation and lunch periods daily. Instructors are scheduled to work 480 minutes per day, or 8 hours. During this period 180 minutes will be devoted to monitoring computer-based instruction within our blended-learning arrangement. Teachers will use this time for real-time monitoring of student progress and to provide one-to-one or direct instruction and attend to the special needs and other students who need personalized assistance. Another 180 minutes will be devoted to direct instruction. Teachers will use this time to foster Integrated Humanities competencies and while addressing our cultural relevance focus. Forty-five (45) minutes daily are allocated to teacher preparation. The final 30 minutes (3:50 to 4:20) is allocated to teacher group discussion and planning. The small number of instructional staff expected on startup will necessitate teacher rotation for lunch duty. As such, teachers will monitor breakfast time, transition time and lunch periods on an as-assigned rotational basis. Staff meetings will be held weekly after school to discuss activities and make general announcements.

Period	Minutes		Student Day	Teacher Day
	Teacher 1	Teacher 2		
Breakfast 8:00 -8:25				Monitor as assigned on rotational basis
8:25-8:30—Transition Time	5	0		Monitor as assigned on rotational basis
Per 1/2 8:30 -10:05 (90 Mins) Computer Based Learning	90	90	Per 1/2	Computer Based Instruction and Monitoring
45 min Teacher Prep— Teacher Group 1 9:20-10:05	45	0	Per 2	Preparation
10:00 -10:05	0	5		Monitor as assigned on rotational basis
Per 3/4 10:05 – 11:35 (90 Mins) Direct Instruction	90	90	Per 3/4	Direct Instruction
11:35-11:40--Transition Time	5	0		Monitor as assigned on rotational basis
Per 5-Lunch 1 11:40 – 12:05 Lunch (25 Mins)	25	0	Per 5	Monitor as assigned on rotational basis
12:05-12:10 Transition Time	0	5		Monitor as assigned on rotational basis
Per 6-Lunch 2 12:10 – 12:35 Lunch (25 Mins)	0	25	Per 6	Monitor as assigned on rotational basis
12:35-12:40--Transition Time	5	0		Monitor as assigned on rotational basis
Per 7/8	90	90	Per 7/8	Direct Instruction

12:40 – 2:10 (90 Mins) Direct Instruction				
2:10-2:15--Transition Time	0	5		Monitor as assigned on rotational basis
Per 9/10 2:15 – 3:45 (90 Mins) Computer Based Learning	90	90	Per 9/10	Computer Based Instruction and Monitoring
45 min Teacher Prep— Teacher Group 2 3:00-3:45	0	45	Per 10	Preparation
3:45-3:50--Transition Time	5	0		Monitor as assigned on rotational basis
Per 11/12 3:50 – 4:20 (30 Mins) Teacher Group Discussion and Planning	30	30	Per 11/12	1:1 Tutoring & Small Group Instruction
Transition Time	0	5		Monitor as assigned on rotational basis
Total Minutes	480	480		

Attachment 2.4.d3_stud_daily_sched

The proposed daily student schedule at CFA will run from 8:00-4:20 Monday through Friday. Our schedule follows a traditional 4 x 4 block schedule where students take four 90 minute classes every day. The final 30 minute session can be used on an as-needed basis for personalized instruction for students who need individualized or small group assistance. Our blended learning model will follow the pattern shown in the table below. Students must arrive at 8:00 if they wish to be served breakfast. They will begin the first 90 minute session in computer-based classes in CFA’s lab. After the first 90 minutes they will move to a 90-minute block of direct instruction. They will leave the second 90-minute block for lunch, served within two 25 minute blocks. They will start the third 90-minute block of direct instruction at 12:40 p.m.. The final 90-minute block will be computer-based instruction that begins at 2:15 and ends at 3:45. The final session of the day is a 30-minute session begins at 3:50 to 4:20. Five minutes will be allowed for transition time Attendance for direct instruction sessions is inflexible or less flexible than computer-based sessions as students are required to be present to engage in the culturally relevant instructional activities during these sessions. We will allow flexibility in attendance in computer based sessions only for those students who are on target.

The proposed design of our physical structure will allow for collaboration and inter-disciplinary work. As shown in the table above, classes will be scheduled so that students spend roughly 50% of their day in direct instruction including small group instruction led by a teacher, collaborative problem solving with smaller and larger peer groups, and Socratic seminars. The remaining 50% will be spent and on computer-based or on-line instruction. The mix and balance of activities can be personalized for each student based on his/her learning profile. At various points during the day, depending on student need and formative data, students can be grouped ,either heterogeneously or by skill level. The table below provides the students’ daily schedule.

Period	ELA--Integrated Humanities/ Int	Math-- Integrated Humanities/ Int	Science-- Integrated Humanities/ Int	Career Pathways Electives & PE
Breakfast 8:00 -8:25	Breakfast	Breakfast	Breakfast	Breakfast
8:25-8:30	Transition Time	Transition Time	Transition Time	Transition Time
Per 1/2 8:30 -10:05 (90 Mins) Computer Based Learning	Group 1	Group 2	Group 3	Credit Recovery, Social/Emotional Support and Other Activities
10:00 -10:05	Transition Time	Transition Time	Transition Time	Transition Time
Per 3/4 10:05 – 11:35 (90 Mins) Direct Instruction	Credit Recovery, Social/Emotional Support and Other Activities	Group 1	Group 2	Group 3
11:35-11:40	Transition Time	Transition Time	Transition Time	Transition Time
Per 5-Lunch 1	LUNCH	LUNCH	LUNCH	LUNCH

11:40 – 12:05 Lunch (25 Mins)				
12:05-12:10	Transition Time	Transition Time	Transition Time	Transition Time
Per 6-Lunch 2 12:10 – 12:35 Lunch (25 Mins)	LUNCH	LUNCH	LUNCH	LUNCH
12:35-12:40	Transition Time	Transition Time	Transition Time	Transition Time
Per 7/8 12:40 – 2:10 (90 Mins) Direct Instruction	Group 3	Credit Recovery, Social/Emotional Support and Other Activities	Group 1	Group 2
2:10-2:15	Transition Time	Transition Time	Transition Time	Transition Time
Per 9/10 2:15 – 3:45 (90 Mins) Computer Based Learning	Group 2	Group 3	Credit Recovery, Social/Emotional Support and Other Activities	Group 1
3:45-3:50	Transition Time	Transition Time	Transition Time	Transition Time
Per 10/11 3:50 – 4:20 (30 Mins) Teacher Group Discussion and Planning—Teachers may Provide Individual Student Support as Needed	All Groups As Needed	All Groups As Needed	All Groups As Needed	All Groups As Needed

Connected Futures Academies

Job Description: Director of Finance & Operations

Reports to: Managing Director

I. Job Summary

The Director of Finance & Operations leads in all aspects of enterprise operations, including all strategy development and execution. This position oversees national operations, centralized (shared) services to the campuses, and monitors campus operations in the following functional areas: finance and accounting, human resources, information technology, and purchasing and office management.

II. Specific responsibilities

- A. Finance & Accounting: Directs the accounting function for the enterprise, including main office, campus site accounting, and consolidated reporting. Oversees all grant accounting for the organization, including maintenance of the grants receivable schedule and preparation of all grant budgets. Implements all cash management and investment policies and analyze cash positions on an ongoing basis. Leads on preparation of annual budget, including development of processes and tools for staff. Oversees the annual audit and preparation of all annual returns and registrations required for the organization, including consolidated and site specific requirements. Responsible for overall fiscal compliance within the organization. Serves as the primary contact for the Board of Directors on all fiscal governance requirements.
- B. Information Technology: Responsible for strategic oversight of all management information systems (MIS), telecommunications systems, and related technology. Evaluates, plans and prepares for technological improvements, including all infrastructure, software and hardware requirements. Works in close collaboration with technology partners in all planning and execution. Prepares short-term, mid-term and long-term technology plans and budgets
- C. Human Resources: Oversees the human resources function for the enterprise, including all sites. Develops and implements human resources strategies to achieve current and future organizational goals and objectives while attracting, developing and retaining a talented staff. Oversees development and implementation of policies, procedures and practices in keeping with current industry best practices and compliant with all applicable laws and regulations. Develops short-term and mid-term workforce and staffing plans for the organization. Leads the organization's efforts to achieve a dynamic and diverse workforce.
- D. Office Management/Purchasing: Leads an annual, systematic review of all vendor relationships in keeping with organizational policies. Monitors organization-wide purchasing to ensure compliance with established policies. Participates in evaluation and review of all sizeable purchases or leases, including but not limited to facilities, technology, and equipment.

III. Skills and Qualifications:

- a. BA/BS in a related field required, MBA strongly preferred;

- b. Seven to ten years related experience showing progressively increasing levels of responsibility with a minimum of 3 years experience in a senior level position managing staff;
- c. Superior analytical, evaluative and negotiating skills with the ability to effectively interpret and use data to support decision making;
- d. Excellent written and verbal communication skills, strong interpersonal skills, and effective presentation skills;
- e. Demonstrated management skills focused on achieving results and developing staff, especially during periods of rapid growth;
- f. Superior collaboration skills, including proven ability to work effectively with multiple stakeholders including board members, site directors, external consultants, and professional advisors;
- g. Previous experience in corporate governance, compliance and familiarity with legal aspects of business operations helpful;
- h. Self-starter with the ability to juggle multiple projects and deadlines simultaneously;
- i. Innovative, creative problem solver; flexible and adaptable to change and comfortable with ambiguity;
- j. Strategic thinker who can drive implementation of the vision/plan to achieve results;
- k. Knowledge of GAAP accounting practices, with previous experience in internal audit and/or federal grants management preferred;
- l. Knowledge of employment law (federal, state and local);
- m. Strong computer skills, including demonstrated experience with Microsoft Word, Excel, and accounting software preferred.

Connected Futures Academies

Managing Director / CEO

Position

Reporting to the Board of Directors, the Managing Director (MD) will have overall strategic and operational responsibility for Connected Futures Academies' (CFA) staff, programs, expansion, and execution of its mission. S/he will initially develop deep knowledge of field, core programs, operations, and business plans.

Responsibilities

Leadership & Management:

- Ensure ongoing local programmatic excellence, rigorous program evaluation, and consistent quality of finance and administration, fundraising, communications, and systems; recommend timelines and resources needed to achieve the strategic goals
- Actively engage and energize CFA's volunteers, board members, event committees, alumni, partnering organizations, and funders
- Develop, maintain, and support a strong board of directors; serve as ex-officio of each committee, seek and build board involvement with strategic direction for ongoing local operations
- Lead, coach, develop, and retain CFA's high-performance senior management team
- Ensure effective systems to track scaling progress, and regularly evaluate program components, so as to measure successes that can be effectively communicated to the board, funders, and other constituents

Fundraising & Communications:

- Expand local revenue generating and fundraising activities to support existing program operations and expansion while simultaneously retiring building debt
- Deepen and refine all aspects of communications—from web presence to external relations with the goal of creating a stronger brand
- Use external presence and relationships to garner new opportunities

Planning & New Business:

- Design the national expansion and complete the strategic business planning process for the program expansion into new markets
- Begin to build partnerships in new markets, establishing relationships with the funders and political and community leaders at each expansion site
- Be an external local and national presence that publishes and communicates program results with an emphasis on the successes of the program as a model for regional and national replication

Qualifications

The MD will be thoroughly committed to Connected Futures Academies' mission. Should have proven leadership, coaching and relationship management experience. Concrete demonstrable experience and other qualifications include:

- At least 10 years of senior management experience; track record of effectively leading and scaling a performance- and outcomes-based organization and staff; ability to point to specific examples of having developed and operationalized strategies that have taken an organization to the next stage of growth
- Unwavering commitment to quality programs and data-driven program evaluation
- Excellence in organizational management with the ability to coach staff, manage, and develop high-performance teams, set and achieve strategic objectives, and manage a budget
- Past success working with a board of directors with the ability to cultivate existing board member relationships

- Strong marketing, public relations, and fundraising experience with the ability to engage a wide range of stakeholders and cultures
- Strong written and verbal communication skills; a persuasive and passionate communicator with excellent interpersonal and multidisciplinary project skills
- Action-oriented, entrepreneurial, adaptable, and innovative approach to business planning
- Ability to work effectively in collaboration with diverse groups of people
- Passion, idealism, integrity, positive attitude, mission-driven, and self-directed

Connected Futures Academies

Registrar

Job Description:

The job of Registrar is done for the purpose/s of performing specialized and responsible clerical and technical tasks related to the registration of students and maintenance of student records and files; as well as related duties as required in the activities of the school site, and conveying registration related information to appropriate parties.

Essential Functions

Coordinates assigned programs and/or activities (e.g. student registration, attendance issues, site in-service day activities, substitutes, travel/accommodations, lost and found, etc.) for the purpose of delivering services in conformance to established guidelines and ensuring availability of facilities and/or equipment.

Evaluates situations (e.g. involving staff, students, parents, the public, etc.) for the purpose of taking appropriate action and/or directing to appropriate personnel for resolution.

Informs Administrators and/or Counselors of possible student credit deficiencies and/or unusual placements for the purpose of ensuring student success.

Interprets transcripts of incoming students (e.g. cum folders, record card, withdraw grades from previous school, fines/fees from previous school, etc.) for the purpose of ensuring their conformance with grading, curriculum and course credit systems.

Maintains a variety of files, documents and student records (manual and machine) (e.g. permanent student record, cumulative folders for all students, grades, transcripts, immunization dates, etc.) for the purpose of documenting and/or providing reliable information relative to student records.

Maintains master schedules, boundary exception applications and course booklet for the purpose of ensuring availability and accuracy of information.

Performs enrollment and unenrollment activities on the automated student information system (e.g. student information, cum folder, monthly enrollments counts, withdraw student, etc.) for the purpose of ensuring compliance with financial, legal, state or federal requirements.

Prepares documents (e.g. student lists, transcripts, Graduation/Dropout Reports, Ethnic Report, Course Enrollment, programs, bulletins, reports, memos, letters, etc.) for the purpose of documenting activities, providing written reference and/or conveying information.

Processes requests from students, other districts, colleges/universities and/or employment agencies (e.g. transcripts, job verification, etc.) for the purpose of providing requested information.

Responds to inquiries of staff, other educational institutions, the public, parents and/or students for the purpose of providing information and/or direction.

Serves as resource to employees and/or organizations for the purpose of interpreting and conveying appropriate procedures required for operations.

Supports assigned school personnel (e.g. answers phones, greets students/parents, oversees students, etc.) for the purpose of ensuring the efficient operation of the site.

Other Functions

- Assists other personnel for the purpose of supporting them in the completion of their work activities.
- Attends meetings as assigned for the purpose of conveying or gathering information.

Job Requirements: Minimum Qualifications

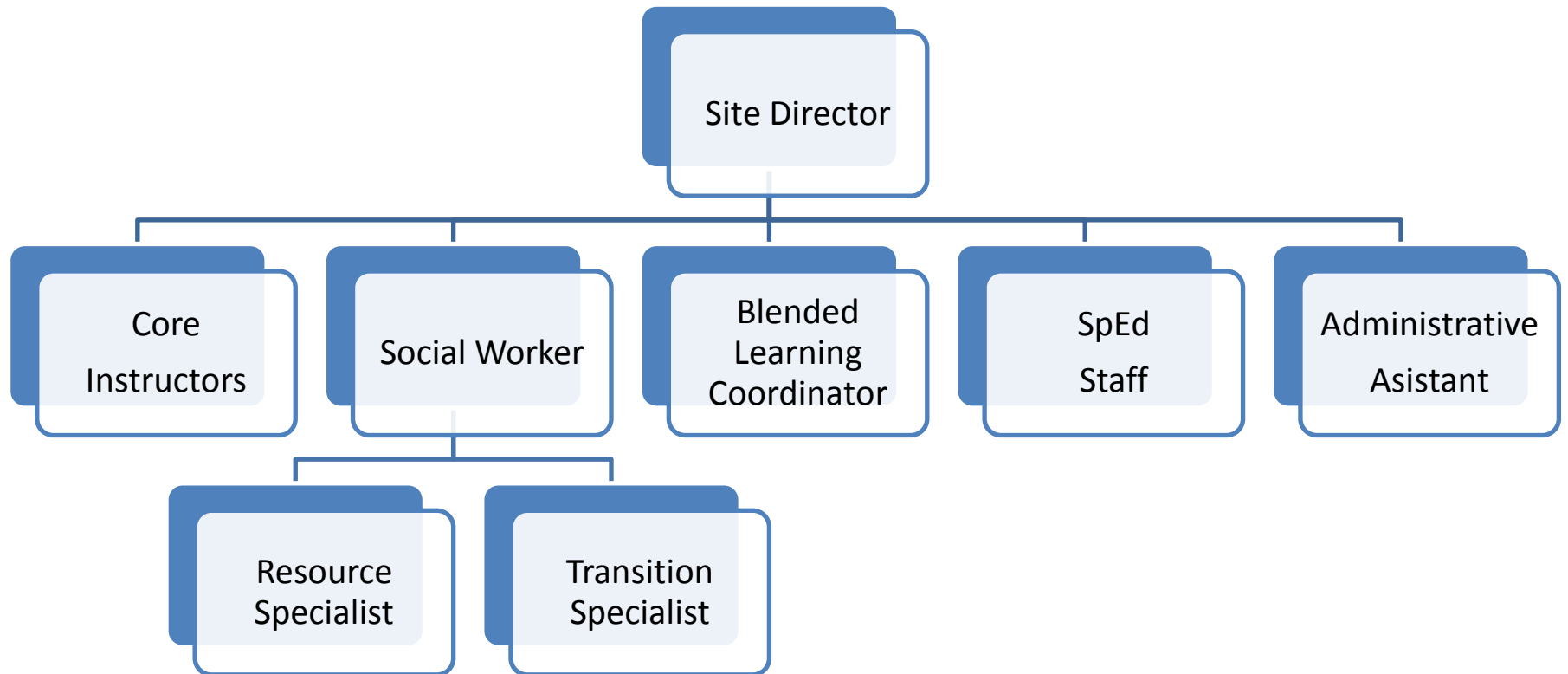
Skills, Knowledge and Abilities

- SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: operating standard office equipment including software and preparing and maintaining accurate records.
- KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge required to satisfactorily perform the functions of the job includes: codes, regulations & laws related to student enrollment, graduation and transfer.
- ABILITY is required to schedule activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize specific, job-related equipment. In working with others, problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific abilities required to satisfactorily perform the functions of the job include: adapting to changing priorities; communicating with persons of varied backgrounds; maintaining confidentiality; working as part of a team; working with detailed information; and working with frequent interruptions.

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of significant resources from other work units is sometimes required to perform the job's functions. There is a continual opportunity to impact the Organization's services.

Appendix 2.5.a CFA School Level Org. Chart

CFA School Level Organizational Chart



Job Description: **School Social Worker**

Under administrative supervision, provides social work services to students. Performs other related duties as assigned.

DIRECTLY RESPONSIBLE TO: Site Director

SUPERVISION OVER: Resource and Transition Specialist. Supervises the work of student social work interns as applicable.

DUTIES AND RESPONSIBILITIES

Provides social work counseling to students and parents; provides psycho-social assessment and diagnosis of behavioral disabilities with recommendations and/or environmental manipulations at the school, home and/or in the community with periodic reevaluations; participates in case conferences involving cooperation with other pupil personnel workers, school personnel and community agencies; makes referral to public or private agencies with appropriate follow-up; serves as a liaison between school, family and community resources; serves as a source of information regarding community resources; maintains appropriate school records and provides written reports and communications; participation as a resource person in in-service training and planning; acts as a consultant to resolve problems concerning issuance of credits; evaluates transcripts; participates, as requested, in planning, implementation and follow-up phases of proficiency testing; participates in the Individual Education Plan (IEP) process as required.

MINIMUM QUALIFICATIONS

Education, Training and Experience

Possession of a valid Illinois credential authorizing pupil personnel services as a school social worker (K-12) preferred. Possession of a Masters degree in counseling or social work or related field such as Psychology preferred. Evidence of in-depth knowledge of meeting the needs of disconnected youth.

Knowledge, Skills, and Abilities

An understanding and knowledge of current state law/regulations regarding high school proficiency standards; leadership skills in working with individuals and groups (i.e. initiating individual or group discussion, listening, clarifying and facilitating interactions and sharing of ideas); ability to prepare social and family histories and cooperate on the formulation of committee reports; social work case reporting and writing skills; ability to counsel students, parents, staff and lay persons individually and in groups; skills in conducting effective meetings and conferences (including the resolution of disagreements); skill in socio-environmental analysis and diagnosis on problem students; a knowledge of community resources; skill in communicating concepts and information accurately orally or in writing, including formal statistical reports; ability to demonstrate effective liaison relationships with parents, schools, and agencies; ability to coordinate activities from many sources for the benefit of an individual student, and to make arrangements for groups of students; ability to aid in program development; skills in supervising and motivating school social work interns.

Other Characteristics Possession of a valid Illinois driver's license preferred; willing to travel locally using own transportation (mileage reimbursed), and willing to work additional hours and/or evenings on occasion.

JOB DESCRIPTION: TEACHER'S AIDE

QUALIFICATIONS: The person selected for this position will be responsible for assisting a classroom teacher in the general supervision and management of the students. The person selected for this position shall be at least 21 years of age, in the process of becoming professionally prepared to supervise high school students. This person must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to students and employees, and be willing to fulfill responsibilities in accordance with the CFA's educational philosophy. The person selected for this position shall be able to speak, read, and write English fluently.

RESPONSIBILITIES shall include, but not be limited to the following:

- Assisting in the implementation of the daily program under the direction of the assigned teacher.
- Assisting in planning and preparing the learning environment and preparing needed materials and supplies.
- Supervising the classroom when the teacher is out of the room.
- Helping with general housekeeping tasks.
- Assisting the teacher in any other appropriate ways.
- Maintaining professional attitudes and loyalty to the school.
- Treating all students with dignity and respect.
- Attending all staff meetings and recommended training programs and conferences.
- Participating in professional workshops as assigned.
- Maintaining confidentiality about students, their families, and other employees outside of school.
- Helping with the operations of audio/visual aids (projectors, etc.).
- Follow directions given by assigned teacher or immediate supervisor.

Attachment 2.5.a | 5yr_stfng_mdel&ed_org_chrt

CFA Five Year Staffing Model and School Level Organizational Chart and Faculty/Staff Duties

Given our model, we believe that following instructional and non-positions shown in in the table below will be well suited for our proposed staff. We will recruit not only traditionally trained teachers but also professionals who are changing their careers to become teachers. We will seek individuals who have deep content knowledge, familiarity with technology and a broader set of experiences from which they can draw to address the needs of our student population. The table below provides our 5-year school staffing model. Our Blended Learning Coordinator will oversee implementation CFA's blended learning model. All of our teachers will work on-site.

CFA 5-Year Staffing Model						
Position	Instructional (I), Non/Instructional (NI)	Number Hired Per Year/Per Campus				
		Planning Year	2016-2017	2017-2018	2018-2019	2019-2020
Managing Director	NI	1	1	1	1	1
Dir. of Education	NI	1	1	1	1	1
Site Manager	NI		2	3	4	5
Dir. of Finance & Admin.	NI	1	1	1	1	1
Social Worker	NI		1	1.5	2	2.5
Student Support (Transition Specialist)	NI			2	3	4
Student Support (Resource Specialist)	NI		2	3	4	5
Classroom Teachers Core (General Ed) Subjects	I		10	15	20	25
Classroom Teachers – Special (Special Education)	I		4	6	8	10
Classroom Teacher Special (Blended Learning Coordinator)	I		2	3	4	5
Spec. School Staff (Janitorial Contractual)	NI					
Spec. School Staff (Security Contractual)	NI		4	6	8	10
School Operations Support (Registrar)	NI		2	3	4	5
School Operations Support (Admin. Assistant)	NI		2	3	4	5
Teacher Aides/Assistants	I		4	6	8	10
Total FTE/		3	36 (2 campuses)	54.5 (3 campuses)	72 (4 campuses)	89.5 (5 campuses)

The Special Education Clinicians are not included in the staffing chart.

The school level organizational chart for the first five years of operation is reflected in appendix 2.5.a.

The following briefly describes duties for our proposed school level faculty and staff:

Director of Education--A Director of Education will oversee implementation of academics across all campuses. He or she will report to the Managing Director who in turn reports to the Board of Directors. This individual will provide ongoing advice and support on organizational logistics. He/he will oversee the development, implementation of, and adherence to the CFA culture across all CFA schools. This individual will oversee and cooperate with site directors as they dive deeply into student performance data to analyze key trends; assist new teachers in successfully integration into the school and its culture. Both the education director and site director will observe teaching practices, but the site director alone will provide feedback to teachers throughout the year.

Site Director—Each CFA facility will have a site director, who will report to the Education Director. He/she will be responsible for all operations at his/her site. This includes coaching and motivating faculty, staff, and students, designing and refining curricula, faculty professional development, and teacher evaluation. The site director will develop also oversee facility operations and maintenance, security, etc. for their assigned site. He/she will report to the CFA Director of Education. While there is no requirement for this individual to have blending learning experience, he/she is expected to have a high degree of expertise working in a technological environment. This individual should also have the experience necessary to build upon, refine the school's curriculum, and oversee all curricular related activities. This individual will monitor the activities of support and other school staff with the goal of ensuring that they keep students on target, ensuring academically rigorous activities as well as their healthy and positive social and emotional development. He/she should also be adept in data driven instruction, constantly reviewing student data and feedback to ensure that learners are on track to their goals. He/she will conduct periodic formal reviews of faculty and academic staff with the primary intention of assessing their progress in both a direct instruction and blended learning environment. The Site Director will oversee and facilitate positive, receptive relationships within the school and between the school and the community. He or she is expected to seamlessly operate in an environment that extends from the classroom to the school to the learner's home and community.

Blended Learning Coordinator (BLC) -- A Blended Learning Coordinator will be available at each CFA campus to oversee the implementation and effective operation of our blended learning model. This individual will develop our faculty and staff in blended learning techniques and oversee the effective implementation of our model. Our blended learning model offers a dual (online and face-to-face) arrangement with the opportunity for culminating dual (CFA/CCC) enrollment. Therefore, the BLC must possess the skills to oversee and coordinate an array of activities stemming from our non-traditional arrangements. He or she will report directly to the site director, who may or may not have experience working in a blended learning environment. The BLC will assist school leaders, faculty, staff and students in maneuvering and managing the various technological arrangements needed to operate within a blended learning environment. He or she will also monitor time on task to ensure that students spend a sufficient share on appropriate activities. For example, they should spend 30-50 percent of their time learning online, another 30-50 percent participating in 1 to 1 or group direct instruction, including dual-enrolled courses, 10-20 percent on dynamic project based learning with career or content instructors. BLCs will ensure that students and faculty follow Individualized Learning Plans (ILPs) developed for each student and that the plans are used as aids to determine how students should spend time daily. Many students with the need will receive intensive individualized literacy and numeracy development and an individually tailored activity (i.e. 45-90 minutes daily). For example, one student might spend

this time working through word problems in a circle of peers, while another might work in a more challenging online course. BLCs will coordinate these experiences as well as ensure that opportunities exist for acceleration for students who need to do so.

Classroom Teachers Core Subjects – CFA’s instructional model will require content/career instructors whose interest, preparation and beliefs align with our intense use of technology to facilitate the learning process. Our instructors will be individuals who view themselves as collaborators and facilitators learning. They must be student-centered instead of teacher centered and highly motivated and able to move beyond the traditional teacher model. These instructors will be highly capable of developing both basic and higher order skills. They will identify students challenged by technology and its use and refer them to the Blended Learning Coordinator. Our dual-focus curriculum provides options for learners to move into and succeed in a rewarding career and/or to transfer to and succeed in a two- or four-year college without the need for remediation. Thus, our instructors will interface on a frequent basis with CCC instructors to cooperatively plan and implement learning experiences in dual-enrollment courses. Our staffing plan allows most teachers to teach only one course at a time. Teachers see all students in a grade level thus ensuring consistent expectations for all students. At a steady state, we have eight teachers serving 165 students at each site, resulting in a ratio of 1 teacher for every 21 students (including special education teachers). Differentiated roles and co-teaching will allow for increased flexibility and personalization.

Student Support Team – The support team at each school will comprise a social worker, resource specialist and transition specialist. The following describes these positions.

School Social Worker-- The social worker will lead the student support team (Resource Specialist, Transition Specialists and Others) and be responsible for tracking the status of individual student’s performance, determining needs for intervention, and sharing the results of any interventions.

Resource Specialist—Student interaction with adults who respond in a caring, honest, respectful, and attentive manner provides the groundwork for the development of trusting, genuine relationships that create the potential for dynamic change. Resource specialists use an intrusive advising approach, regularly and proactively reaching out to students in order to provide support and guidance. With the foundation of strong, caring relationships, resource specialists work collaboratively with instructors and program staff to employ holistic student support that empowers students to become academically successful and college ready. The resource specialists also mentor and coach students and serve as case managers for a small cohort of students. Interactions with adults who respond in a caring, honest, respectful, and attentive manner provide the groundwork for the development of a trusting, genuine relationship between students and the resource specialist. Resource specialists use an intrusive advising approach, regularly and proactively reaching out to students in order to provide support and guidance. With the foundation of strong, caring relationships, resource specialists work collaboratively with instructors and program staff to employ holistic student support that empowers students to become academically successful and college ready.

Transition Specialist--The transition specialist establishes close trusting relationships, mentor coach, advise and case manage a small cohort of students, practice intrusive advising, but the transition specialist works solely with students who have fully transitioned to a post-secondary setting. They provide a high level of support to help students apply, enroll and persist in college.

As previously explained, transition specialists will work with CFA students in the same manner similar to resource specialists. The primary difference is that the transition specialist works solely with students who have fully transitioned to a post-secondary setting. They establish close trusting relationships, mentor coach, case manage a small cohort of students, and practice intrusive advising. They provide a high level of support to help students apply, enroll and persist in college.

School Operation Support –At steady state, each school will have receptionist/administrative assistant and a registrar. The intent is to have personnel on the team who can be readily responsive to the needs of parents and families.

Security and Custodians - These will be contracted positions. The security team will manage arrivals and dismissals and these personnel will be present throughout the day. The custodial staff will manage facilities throughout the time school is in session and on weekends.

Teacher Assistants--Teacher assistants provide support in classrooms, labs and small groups or mini-lessons as well as on-line intervention programs. This is important since teachers are creating most of their content and need to be able to focus on a single course. Teacher assistants will be provided as budget permits to effectively lower the teacher/student ratio.

Gateway to College Resource Specialist Position Description

Job Title: Resource Specialist

Location Designation: Gateway to College at <FILL IN campus/location>

Background Information:

The Gateway to College program at <FILL IN Program Name> serves young people at risk of not completing high school or who have stopped attending school. The program gives students the opportunity to earn a high school diploma while transitioning to a college campus and earning college credit. Students succeed in an educational setting with the support of the program's caring team of instructors and student support specialists who each possess experience and commitment to under-served youth. In their first year, students take classes in a learning community as the foundation for their matriculation into college-level coursework. The Gateway program is changing lives and supporting young people to reinvent themselves and their futures. More information is available at: <INSERT LINK TO PROGRAM WEBSITE>

The Gateway to College program at <FILL IN Program Name> is part of a nationwide network of partners implementing Gateway to College. More information about Gateway to College is available at: <http://www.gatewaytocollege.org/home.asp>

Position Summary:

The Resource Specialist (RS) is responsible for providing a broad range of services to support students enrolled in the Gateway to College (GtC) program. The RS initiates, develops and maintains strong relationships with students to ensure student success. The RS designs and implements recruitment and retention strategies, maintains student files and records, develops student course schedules, provides academic and career advising, and counsels students on areas such as balancing life and school, and goal setting to support their academic and personal success. < FILL IN if Relevant: Additionally, the RS will design and deliver curriculum for the College Success course including topics such as time management, developing college level classroom habits, studying and test-taking strategies, accessing campus and community resources, etc.> As a leader in encouraging a holistic approach to programming and student support, the RS actively collaborates with the GtC staff and faculty team to identify and use innovative and engaging instructional practices, to build a consistent programmatic culture, to encourage student success, and to continually improve the GtC program. The Resource Specialist consistently utilizes a strengths-based approach to connecting with, engaging and working with students.

Principle Responsibilities:

Holistic Student Support and Cultural Competency

Apply Gateway to College's five *Principles of Holistic Student Support*: Caring Relationships; Safe Environments; Strengths Based Mindset; Solution Focused Approach and Community Connections

- Inspire, motivate, gain trust and build confidence with diverse students

- Provide regular, individualized coaching, counsel, support and case management to students experiencing family, personal, or economic crisis which may impact academic and personal success
- Help students develop self-efficacy by setting and achieving their own goals, monitoring progress, adjusting their behavior, and solving their own problems
- Provide referrals and support students to access additional community resources or counseling services as needed
- Promote student-voice to inform the learning environment and program culture, e.g., student mentoring, organizations, learning communities, presentations, etc.
- Maintain professional boundaries and confidentiality in relationships with students and in emotionally charged situations
- Acknowledge, affirm and build on students' unique background and experiences to build meaning between lived experiences and academics
- Incorporate multicultural information, resources, and materials

Intentional Collaboration and Continuous Improvement

- Participate in regular team review and discussion of proven instructional and youth development practices to inform teaching and program design, adapting strategies and practices accordingly
- Actively foster a healthy and supportive programmatic culture for students and staff
- Collaboratively strategize on interventions around student behavior, attendance, attitude, or performance concerns that negatively impact the students' or learning communities' progress
- Serve as a dependable team member, utilizing strong organizational and time management skills including flexibility and resourcefulness
- Participate in ongoing professional development activities within the college and within the Gateway to College National Network (including webinars, trainings, and conferences)

Academic Monitoring and Advising

- Collaboratively review and interpret student transcripts and placement test scores
- Assist students to develop academic goals and plans based on high school completion requirements, dual credit opportunities, and career aspirations
- Advise and assist students in understanding academic requirements and in selecting and registering for courses
- Support students to understand and navigate academic and college systems, policies and procedures
- Keep current with local, state, and federal academic requirements, including knowledge of financial aid
- Proactively monitor students progress and work with students to assess and address academic difficulties

Innovative Teaching and Learning

- <FILL IN if relevant: Develop and deliver classroom instruction of the College Success course for first term students. Edit below as needed based on if the RS will be teaching or not>

Apply Gateway to College's seven *Principles of Teaching and Learning*: Integrated, Outcomes-based Curriculum and Instruction; Rigor; Relationships – Collaborative, Inclusive learning Communities; Relevance – Project-based, Active Learning; Constructing Meaning; Personal Growth and Assessment

- Design and facilitate workshops, small training sessions and groups
- Utilize a variety of current innovative instructional practices to teach students effectively and provide engaging, relevant and appropriate instruction for the subject area
- Share clear, high expectations and standards with all students with a coherent, rigorous course for learning
- Assess and grade student achievement of learning outcomes
- Use student feedback to improve facilitation and instruction
- Use knowledge of diverse communities to effectively connect with, respond to and facilitate student learning

Outreach, Partnership and Resource Development

- Develop strong, positive, professional partnerships with a variety of people and organizations
- Develop and deliver engaging outreach and informational presentations with school district and college personnel, students, families, and community agencies
- Support in the development of marketing materials including brochures, website, press releases etc.
- Design intake materials and processes including application and intake forms, interview questions, process for tracking students, orientation materials and activities, student handbooks, etc.
- Regularly interface and collaborate with school district partners on referrals, approvals and records for students
- Participate in the evaluation, assessment and selection of students including reviewing transcripts, files, evaluations, and interviewing students
- Research and consult with college and community support services and organizations to identify available resources and address student needs

Records Maintenance

- Maintain accurate case files, case notes and database records for all applicants and active students
- Ensure confidentiality is maintained
- Follow proper paperwork and record keeping processes and adhere to all deadlines

Minimum Qualifications:

- < FILL IN relevant Education Requirements:
- Five years full-time work experience to include at least two years working with underserved students and three years demonstrated experience working with diverse populations
- Demonstrated experience in successfully advising, building positive relationships, motivating and supporting under-prepared and culturally diverse young people

- Experience assessing student needs and coordinating culturally competent educational and community based services
- Experience establishing and maintaining effective working relationships with diverse colleagues and partners
- Possess knowledge of current research-based interventions with under-prepared and under-represented students
- Comprehensive computer and related technology skills, including web-based resources

Preferred Qualifications:

- Masters degree in related field from an accredited institution

OR

An equivalent mix of related education and experience that demonstrates competency requirements for this position

- Experience managing a caseload and case files
- Experience in community outreach and partnership development; knowledge of local social service systems
- Experience with curriculum development, alignment and integration and outcomes assessment
- Experience teaching college success and/or career readiness course
- Experience and interest in alternative instructional methods, including innovative use of technology for learning and instruction
- Bilingual or Multilingual in <FILL IN as relevant for your community>

To Apply for this Position:

<FILL IN as relevant & as per college HR department: Submit a Resume, Cover Letter, and Responses to Supplemental Questions or a Statement of Student Support Philosophy >

Application packet must be received by: <FILL IN per HR department >

Compensation Range: <FILL IN>

Reports to: <FILL IN>

Work Environment: Work is carried out in a typical office environment, with some travel required, including some air and overnight travel. Work pressure and irregularities in work schedule (early and/or late) may occur.

Physical Requirements: <FILL IN>

<FILL IN any additional recommendations for job description as required by HR policy>

Transition Specialist

Nature and Scope of Work:

The transition specialist is a role similar to that of the resource specialist. The accountabilities, requirements, skills and qualifications are the same as the resource specialist role. The difference is the transition specialist is focused on students transitioning to college and structuring experiences that develop post-secondary readiness in the area of college culture.

Specific accountabilities (in addition to those of the resource specialist) also include:

1. Advises students on program requirements. Develops academic and postsecondary goals. Evaluates student's academic history and education, including transcript evaluation. Introduces students to resources available throughout the college. May assist students in career exploration.
2. Works collaboratively with program faculty and department chair to develop strategies for keeping at-risk students in college and monitoring their success through the college going process. Works collaboratively with other departments to facilitate and address student and program needs.
3. Provides support for students experiencing family, personal, or economic crises, which may impact school performance. Helps students access needed counseling, tutoring services, support networks, community health, or housing services.
4. Develops, facilitates, and delivers classroom instruction on various topics such as identity-based motivation, growth mindset, financial aid, college campus expectations, college applications and enrollment procedures; study strategies, goal setting, and self-advocacy, and career planning.
5. Coordinates activities to introduce student to post-secondary colleges and/or universities, available community services and campus resources. Work Environment:

Rationale and Guidelines for Integrating Cultural Relevancy into Instruction at Connected Futures Academies

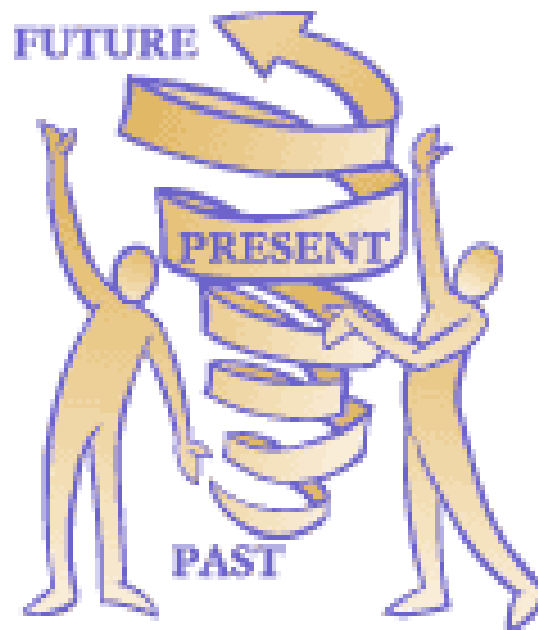
Contents

I. Foundations for Culturally Relevant Instruction	1
II. Developing a Culturally Diverse Knowledge Base.....	2
III. Designing Culturally Relevant Curricula.....	4
Formal Plans Curriculum:.....	4
Symbolic Curriculum:.....	5
Societal Curriculum:	6
IV. Demonstrating Cultural Caring and Building a Learning Community	7
V. Cross-cultural Communications.....	8
VI. Cultural Congruity in Classroom Instruction	10
VII. Conclusion.....	11
VIII. References	12

I. Foundations for Culturally Relevant Instruction

Cultural relevancy in education is an age-old concept that has historical roots in classical educational literature. For example, in his book published during the nineteenth century, *Emile*, Jean Jacques Rousseau¹ described an instructional approach that used artifacts and issues in the environment to teach his imaginary child, Emile, everything he needed to know. Johann Pestalozzi followed Rousseau's lead and did much the same in his classics, *Leonard and Gertrude* and *How Gertrude Teaches Her Children*². Progressive educators continued to promote *real-world* education throughout the twentieth century. Apparently influenced by Rousseau and Pestalozzi, John Dewey, in publications such as *The School and Society*,³ and Jean Piaget, in publications such as *The Origin of Intelligence in The Child*,⁴ advocated a socially based, experimental approach to teaching that used the learner's natural environment as a framework for designing and delivering instruction. A formalized theoretical base for culturally relevancy in teaching came from Jean Piaget, known as the father of constructivism.⁵ Constructivist theory says that learners construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. One might look at constructivism as a spiral (Figure 1) that begins in the past and will end in the future. Constructivists maintain that when students continuously reflect on their experiences, they find their ideas gaining in complexity and power, and they develop increasingly strong abilities to integrate new information. Culturally relevant pedagogy, Ladson-Billings concludes, urges collective action grounded in cultural understandings, experiences and ways of knowing the world.⁶

Figure 1: Constructivism Spiral



Source: Thirteen Ed Online, "What is Constructivism?" Accessed 3/3/12 at <http://www.thirteen.org/edonline/concept2class/constructivism/>

More recently, Baker and Digiovanni found that integrating culturally relevant narratives in teaching social studies helped students achieve greater understandings of curriculum materials as well as find relevant ways to connect new knowledge to previous knowledge.⁷ During the past few years, the importance of considering the student's environment and culture when designing and delivering instruction appears in the literature under terminologies such as *place-based education*, *place consciousness education*, *ecological education*, *habitat education*, *bio-regional education*, *extension education*, *education at the ground level*, *community oriented schooling*, *experiential learning*, *outdoor education*, *environmental education* and the like.⁸

CFA's focus on preparing students for real life careers inherently involves using the student's environment as an integrating context for learning. The success of integrating aspects of the student's environment into instruction is critically dependent upon two factors: the level of instructor preparedness and actions of the instructor in the classroom setting. Specific components of a culturally relevant approach to teaching are present in findings, theoretical claims, practical experiences, and success stories of teachers and researchers working with underachieving students of various cultural identities, including African, Asian, Latino, and Native Americans. Geneva Gay summarized research findings and instructional practices in her book titled *Culturally responsive teaching: Theory, research, and practice*,⁹ and later in her article titled "Preparing for Culturally Responsive Teaching."¹⁰ Gay summarized the scholarly literature on cultural relevancy in her presentation of the following five essential elements needed to integrate cultural relevancy into instruction:

1. Develop A Cultural Diversity Knowledge Base
2. Design Culturally Relevant Curricula
3. Demonstrate Cultural Caring and Building A Learning Community
4. Use Cross-Cultural Communications
5. Employ Cultural Congruity In Classroom Instruction

The narratives that follow briefly discuss each of Gay's five elements and operational details for preparing culturally responsive teachers. Other researchers that corroborate with Gay's suggestions are interspersed throughout the narratives. After each summarization, we present in italics the corroborating processes CFA will use to develop a culturally responsive faculty.

II. Developing a Culturally Diverse Knowledge Base

Gay observed that because "We can't teach what we don't know," too many teachers are inadequately prepared to teach ethnically diverse students. She suggested as a first step that teachers acquire a culturally diverse knowledge base, or detailed factual information about the cultural particularities of specific ethnic groups (e.g., African, Asian, Latino, and Native American). They need this culturally related knowledge, Gay continued, to make schooling more interesting and stimulating for, representative of, and responsive to ethnically diverse students. She identified the following essential culturally responsive knowledge components teachers should know: (a) which ethnic groups give priority to communal living and cooperative problem solving and how these preferences affect educational motivation, aspiration, and task performance; (b) how different ethnic groups' protocols of appropriate ways for children to interact with adults are exhibited in instructional settings; and (c) the implications of gender role socialization in different ethnic groups for implementing equity initiatives in classroom instruction.¹¹

CFA's Corroborating Processes: CFA teachers should constantly use the learner's real world (home, school and community) as a laboratory to develop their knowledge base as well as to build upon the existing knowledge and skills and skills that students possess. Our instructor will be thoroughly knowledgeable about the students' cultural backgrounds and use that knowledge to design instruction that bridges the learner's knowledge gaps. To integrate cultural relevancy into English, social studies and career subjects, for example, CFA's teachers will become familiar with our students and their families through interest inventories, etc. Secondly, they should become familiar with the achievements of select, high-profile individuals comprise the student population, such as African American musicians in popular culture or politicians in city, state, and national government as well as theology, peace, law, and economics. To develop a cultural diverse knowledge base for core courses such as math and science courses, for example, teachers will be required to develop a broad knowledge about the less publicly visible but very significant contributions of ethnic groups in science, technology, medicine, math and ecology. The following are representative questions that faculty will research to develop their cultural knowledge base: What are the problem solving techniques of students and their families? How do the techniques influence the student's motivation, aspirations, and task completion? How do students interact with adults in their home and community, and to what extent do students exhibit these traits in the instructional setting? How do students interact and react in gender specific situations and to what extent extended into the classroom?

Shown below are some suggested identity development activities to help teachers develop a culturally relevant knowledge base about learners.

Knowledge Base Development Activities

Knowing one's teaching style assists the instructor in relating to the students. Since the teaching interest and styles are subject to change, depending on the class that course content, before beginning to teach a course, the teacher should complete a teaching-style inventory to self-assess his/her teaching style. An example inventory is available at <http://frcweb.ftr.indstate.edu/tstyles3.html>. Teaching style inventories assess the extent to which the style for the class will be fits into the Expert, Formal Authority, Personal, Facilitator and Delegator models.

Student Identity

Since the student's interest and styles are subject to change, depending on the class that course content. Therefore, before beginning to teach a course, have students complete a learning style inventory to self-assess his/her style. Teachers can have students do the following:

Have each student develop his/her own Learning and

- Have each student develop his/her own Learning and Work profile (i.e. Abilities, interests, learning-style-preferences, skills, goals for themselves, and extracurricular activity preferences). **See Sample Learning and Work Profile.**
- Have students reflect upon their Learning and Work Profile from time to time, note changes over time in these profiles, and make predictions about how their profiles might change in the future.
- Give students the opportunity to investigate the daily lives and activities of individuals in their communities who are practicing professionals in the social sciences (historians, political leaders, professors, history teachers, etc.). Require that they examine items such as work hours, extent of collaboration among peers, type of work done, nature of the work, requirements to interact with the public, problems and issues, successes, failures, and persistence necessary to remain in the profession.
- Have students assess the fit between their on day-to-day living and the day-to-day actual life of a practicing professional.
- Have students describe how components of their individual learning and work profiles align with those of practicing professionals.

III. Designing Culturally Relevant Curricula

Gay suggested that once teachers acquire a knowledge base, about ethnic and cultural diversity, the next step is to revise curriculum materials and instructional strategies if needed. She identified three kinds of curricula that are routinely present in the classroom, fundamental to culturally responsive teaching, offer opportunities for teaching cultural diversity. They are *Formal Plans*, *Symbolic* and *Societal*.

Formal Plans Curriculum: With reference to the *Formal Plans* curriculum, Gay notes that governing bodies of educational systems usually set forth and approve formal instructional plans for these curricula. These plans and instructional activities anchor in and are complemented by adopted textbooks and other guidelines such as “standards” issued by national commissions, state departments of education, professional associations, and local school districts. Wade observed that, even though formal plans curriculum documents have changed and possibly improved over time in their treatment of ethnic and cultural diversity, they are still not as good as they need to be (Wade, 1993).¹² Gay suggests that culturally responsive teachers be able to determine the multicultural strengths and weaknesses of curriculum designs and instructional materials and make the changes necessary to improve their overall quality. They should analyze the quantity, accuracy, complexity, placement, purpose, variety, significance, and authenticity of the narrative texts, visual illustrations, learning activities, role models, and authorial sources used in the instructional materials. Traditional curricula, Gay continued, tend to avoid controversial issues such as racism, historical atrocities, powerlessness and hegemony and instead focus on the accomplishments of a few high-profile individuals while omitting the actions of rebellious group. Another fallacy is that traditional curricula tend to give proportionally more attention to African Americans than other groups of color. Culturally responsive teaching reverses these trends by dealing directly with controversy; studying a wide range of ethnic individuals and groups; contextualizing issues within race, class, ethnicity, and gender; and including multiple kinds of knowledge and perspectives.¹³

CFA’s Corroborating Processes: *CFA will provide in-service professional development sessions to train teachers to review Formal Plan curricula (including those designed from the Common Core State Standards) by doing a deep cultural analysis of proposed standards, textbooks and other instructional materials. Instructors will learn to revise materials, if needed, to reflect cultural diversity while still maintaining the intended objectives and rigor. We will provide them with many opportunities to practice cultural relevant teaching skills under guided supervision. We will evaluate our faculty on their ability to integrate cultural relevancy into formal plans for instruction.*

The following provides an example of culturally relevant activities that for an Integrated Humanities World History course with cultural relevancy used as an integrating context for students of Hispanic heritage. All activities shown are with the Common Core State Standards.

Sample Exercises Integrating Hispanic Culture into the Curriculum

Course: Integrated Humanities® —Culturally Relevant World History
Concept – Social Protest
Generalization or Motivating Idea

Since the Anglo-American conquest of the Southwest, Mexican Americans have used a variety of means to resist oppression and discrimination. This resistance intensified and assumed new characteristics in the 1960s and 1970s.

1. The teacher can begin this unit by having the students read and dramatize the epic poem of the Chicano movement, *I Am Joaquín/Yo Soy Joaquín*, by Rodolfo Gonzales (1972). This poem is a powerful statement of the history and culture of

Chicanos, with emphasis on their oppression and struggle for freedom. Among the many references made in the poem related to social protest are Father Miguel Hidalgo and El Grito de Dolores of 1810, Cinco de Mayo, the Treaty of Guadalupe Hidalgo, and the Anglo conquest of the Southwest in the 1800s. This poem will stimulate many questions students can pursue while studying Chicago resistance to oppression. The teacher may also want to show the film based on the poem *I Am Joaquin*. (CCSS – Speaking and Listening Standards 1 a and b, Grades 11-12)

2. References are frequently made to the Treaty of Guadalupe Hidalgo by Chicago leaders. After students have studied the events that led to the treaty, have them examine the treaty in detail and give their interpretations of it. They should compare their interpretations of the treaty with interpretations given by contemporary Chicago leaders. The complete text of the treaty is found in *A documentary History of Mexican Americans* (Moquin, with Van Doren, 1972). (CCSS -- Reading Standards for Informational Text , Standard 1 a, Grades 9-10)
3. Ask a group of student to prepare and present to the class a dramatization portraying the positions and statements of early Mexican American leaders, such as Juan Patron, J.J. Herrerra, and Juan N. Cortina. (CCSS--College and Career Readiness Anchor Standards for Writing, Standards 4 and 6)
4. Some of the earliest Chicano resistance activities were unionization and strikes. Ask a group of students to prepare short reports on the various strikes and union activities during the period from 1900 to 1940. The strike in the California Imperial Valley in 1928 should be highlighted. (CSS-Writing Literacy Standard for History/Social Studies-- Standard 2a, b, c, and d, Grades 9-10 and 11-12).
5. The earliest Mexican American civil rights organizations pursued what Cuellar (Moore, with Cuellar, 1970) has called a “politics of adaptation.” Mexican American civil rights organizations became more politicized in the post-world War II period. More Militant Chicano organizations emerged in the 1960s. Ask students to research the goals, tactics, and strategies used by the following Mexican American civil rights groups. They will discover the trends described above.
 - a. Order of the Sons of America (formed in 1921)
 - b. League of United Latin-American Citizens (1929)
 - c. Community Service Organization (1947)
 - d. American G.I. Forum (1948)
 - e. Federal Alliance of Free Cities (1963)
 - f. Crusade for Justice (1965)
 - g. La Raza Unida (1960s)
 - h. National Council of La Raza (1980s) (CCSS College and Career Readiness Anchor Standards for Writing Standards 7, 8 & 9 for Grades 6-12).
6. Ask students to research the following questions: How was the Chicago movement similar to other Mexican American protest movements? How were its goals and strategies different? When did the movement emerge? What problems did it help to solve? What happened to the movement by the late 1980s? Why? In what ways was the Chicano movement similar to, and different from, civil rights movements that emerged within other ethnic minority communities in the 1960s? What long-term effects do you think the Chicago movement has had and is having on U.S. society? (CCSS--College and Career Readiness Anchor Standards for Writing Standards 7, 8, and 9 for Grades 6-12)
7. The union activity by Cesar Chavez during the 1960s and 1970s was an integral part of the Chicano movement. You may begin a study of these events by reading to the class the brilliant and poignant letter that Chavez wrote to E. L. Barr, Jr. president of the California Grape and Tree Fruit League, reprinted in Fusco and Horwitz (1970), *La Causa: The California Grape Strike*. The moving photographs in this book will evoke many questions and comments about the strike. The students can also read the excellently written book on the strike by John Gregory Dunne (1967), *Delano: The Story of the California Grape Strike*. (CCSS Reading Standards for Informational Text, Standard 2 Grades 9-10 and 11-12)
8. After the students have read and discussed accounts and interpretations of Mexican American resistance and the Chicano movement, ask them to write and present a dramatization on “Mexican American Resistance to Oppression in the United States, 1848 to the present.” (CSS-Writing Literacy Standard for History/Social Studies-- Standard 2a, b, c, and d, Grades 9-10 and 11-12).

Symbolic Curriculum: The second type of curriculum that is fundamental to culturally responsive teaching is the *Symbolic Curriculum* (Gay, 1995). Symbolic curricula include the use of images, symbols, icons, mottoes, awards, celebrations, and other artifacts to teach students knowledge, skills, morals, and values. The most common forms of symbolic curricula are bulletin board decorations; images of heroes and heroines; trade books; and publicly displayed statements of social etiquette, rules and regulations, ethical principles, and tokens of achievement. Classroom bulletins and school walls are

valuable “advertising” spaces for the symbolic curriculum. Teachers should keep in mind that students learn important lessons from displays. Over time, students come to expect certain images, value what is present, and devalue that which is absent.

CFA’s Corroborating Processes: *CFA’s teachers will be critically conscious of the power of the symbolic curriculum as an instrument of teaching.*

The following shows symbolic curriculum activities that will permeate all CFA schools:

1. Use bulletins, classroom boards and walls, and school walls to convey important information, values, and actions about ethnic and cultural diversity.
2. Check and double check to ensure that the images displayed in classrooms represent a wide variety of age, gender, time, place, social class, and positional diversity within and across ethnic groups.
3. Ensure the materials used for cultural diversity purposes are accurate extensions of what is taught in the formal curriculum discussed above. For example, lessons of leadership, power, and authority taught through images should include expressive indicators of accomplishments from members of the group represented in the student population as well as other ethnic groups.

Societal Curriculum: The third type of curriculum that is fundamental to culturally responsive teaching is what Cortés (1991, 1995, 2000)¹⁴ called the *Societal Curriculum*. The societal curriculum heavily emphasizes the knowledge, ideas, and impressions about ethnic groups portrayed in the mass media. Television programs, newspapers, magazines, advertisements and movies are much more than merely factual information or idle entertainment. They skillfully manage ideas and construct knowledge (Cortés, 1995) because their content reflects and conveys particular cultural, social, ethnic, and political values, knowledge, and advocacies. For disconnected students, mass media is often the only source of knowledge about ethnic diversity; what is seen on television is more influential and memorable than what is learned from books in classrooms. Much of this knowledge is inaccurate and frequently prejudicial (Gay, 2002). Members of both minority and majority groups are often negatively affected by these images and representations.

CFA’s Corroborating Processes: *CFA’s culturally responsive teachers will be able to conduct thorough and critical analyses Societal Curriculum materials with the intent of determining how ethnic groups and experiences are presented in mass media and popular culture. They will develop the skills necessary to explain to students how media images of African, Asian, Latino, Native, and European Americans are manipulated and the potential effects of the manipulation.. When necessary, they will revise instructional materials to counteract the manipulation and other influences without losing sight of instructional goals and intended rigor. They will teach students how to be discerning consumers of and resisters to ethnic information disseminated through the societal curriculum and otherwise.*

During Year 1, CFA humanities courses could integrate English language arts standards into social science courses such as U.S. and World History. During year 3, humanities courses could integrate English language arts standards into the American Government course. Activities that emphasize reading, writing, listening, and speaking with a focus on issues of social justice and advocacy, are ideal for developing a culturally relevant societal curriculum. As previously mentioned, a culturally relevant societal curriculum heavily emphasizes the knowledge, ideas, and impressions about ethnic groups portrayed in the mass media. Television programs, newspapers, magazines, advertisements and movies are factual sources that pertain to the real world. These media skillfully manage ideas and construct

knowledge because their content reflects and conveys cultural, social, ethnic, and political values, knowledge, and advocacies. For example, in a social sciences humanities unit, students may choose a local social justice issue to research and then develop a written plan for improving their community by addressing that issue.

IV. Demonstrating Cultural Caring and Building a Learning Community

The third specific component of the culturally relevant approach is when teachers are able to create a caring classroom climate that conducive to learning for ethnically diverse students. Gay notes that much more is required in pedagogical actions than simply applying any “best practices” to underachieving students of color. Teachers need to amass their knowledge of and information about culturally diverse groups. Teachers, Gay continued, need to know how to scaffold the culture and experiences of students in a way that expands their intellectual horizons and increase their motivation to achieve academically. This means that teachers have to care so much about ethnically diverse students and their achievement that they accept nothing less than high-level success from them and require that they work diligently to accomplish it. This is a very different conception of caring, observed Gay, than the often-cited notion of “gentle nurturing and altruistic concern,” which can lead to benign neglect under the guise of letting students of color make their own way and move at their own pace. Culturally responsive teachers are those who genuinely believe in the intellectual potential of their students and accept, unequivocally, their responsibility to facilitate academic success without ignoring, demeaning, or neglecting their ethnic and cultural identities.

Building community among diverse learners is another essential element of culturally responsive teaching. Teachers need to understand that there are positive benefits of communities of learners and cooperative efforts on student achievement. These positives have been validated by Escalanté and Dirmann (1990) in high school mathematics for Latinos; by Sheets (1995) in high school Spanish language and literature with low-achieving Latinos; by Fullilove and Treisman (1990) in 1st-year college calculus with African, Latino, and Chinese Americans;. These researchers found that the ethics and styles of working for these groups were quite different from the typical ones used in schools, which give priority to the individual and working independently.¹⁵ Teachers who consider cultural relevancy understand that ethics and styles of working for one group might be quite different from the typical ones used in schools, which often give priority to the individual and working independently. They understand that conflicts between different work styles may interfere with academic efforts and outcomes; so, they need to understand how to design more communal learning environments for various cultural groups.

CFA’s Corroborating Processes: *CFA’s culturally responsive teachers will amass their “knowledge of” and sincere “interest in” our student population and strategically design, or redesign their teaching, to create a community of learners. As such, they will afford students the opportunity to work in groups or individually with the teacher as well as with each other as partners in accordance to what strategy best improves achievement. They will demonstrate the understanding that culturally responsive caring is action oriented, wherein high expectations, flexibility and imaginative strategies are the rule and not the exception. With reference to developing community of learners, our teachers will emphasize holistic or integrated learning. Contrary to the tendency in conventional teaching to make different types of learning (cognitive, physical, emotional) discrete, our teachers will deal with the three learning types in concert. They will simultaneously teach personal, moral, social, political, cultural, and academic knowledge and skills. For example, they will teach students about their cultural heritages and positive ethnic identity development along with math, science, reading, critical thinking, and social activism.*

They will also integrate information about the heritages, cultures, and contributions of other ethnic groups as they are learning their own.

Integrating culturally relevant activities in humanities courses at every opportunity is an excellent way to demonstrate care for the students' heritage and to build learning communities. In these courses, teachers should afford students the opportunity to work in groups or individually with the teacher based on what is determined to be the best strategy to improve achievement. The following provides several suggestions for building learning communities through humanities courses.

Integrated Humanities—Science Courses. In IH science courses, student the instructor could focus on learning to think like scientists. Through activities that teach critical science content, students can learn the skills of developing questions and hypotheses as well as researching, evaluating, and communicating their findings. Science clubs can also be integrated into the curriculum. Sample Integrated Humanities Sciences Unit: Students create and observe living organisms an earth jar using mud, sand, water from Lake Michigan. They can design and conduct experiments to further their understanding of living organisms, ecology, etc.

Integrated Humanities—Math Courses. In IH math courses student can be exposed to multiple methods of math instruction. Using their surrounding community as an integrating context, students can learn number sense, problem-solving, and mathematical thinking as well as specific math skills. Because the CFA curriculum includes multiple instructional formats, including computer-based instruction, problem-solving, direct instruction, and skill practice, the opportunity to integrate math concepts into humanities courses are endless.

V. Cross-cultural Communications

Effective cross-cultural communication is a fourth pivotal element of preparing for culturally responsive teaching. How particular individuals or groups communicate with each other varies in depth, clarity, frequency, purity, purpose, and place. Cazden et al. found that the discourse features of cultural communications are more challenging and problematic in teaching ethnically different students than structural linguistic elements. They noted that the cultural markers and nuances embedded in the communicative behaviors of highly ethnically affiliated Latino, Native, Asian, and African Americans are difficult to recognize, understand, accept, and respond to without corresponding cultural knowledge of these ethnic groups. (Cazden, John, & Hymes, 1985). These researchers label this style of communication as culturally encoded. They maintain that the intellectual thought of students from different ethnic groups is often culturally encoded and teachers need to be able to decipher these codes to teach ethnically diverse students more effectively. For example, that note that in mainstream schooling and culture a passive-receptive style of communication and participation predominates, but many groups of color in the United States use an active-participatory one. Uninformed teachers may consider this communication style rude, distracting, and inappropriate and take actions to squelch them. Gay identified a *communal communication style* among African Americans wherein communicants use active, participatory, dialectic, and multimodal techniques. The roles of speaker and listener are fluid and interchangeable and speakers expect listeners to engage with them as they speak by providing prompts, feedback, and commentary. Students who are encouraged not to use this style may be, in effect, intellectually silenced. Because they are denied use of their natural ways of talking, their thinking, intellectual engagement, and academic efforts may diminish as well.

Gay identified *topic-chaining* communication as a frequently used communication style for African Americans. When communicants use topic chaining, they devote most time to setting a social stage prior to the performance of an academic task. This is accomplished by the speakers' (or writers') providing a lot of background information; being passionately and personally involved with the content of the discourse; using much indirectness (such as innuendo, symbolism, and metaphor) to convey ideas; weaving many different threads or issues into a single story; and embedding talk with feelings of intensity, advocacy, evaluation, and aesthetics. They also tend to make the discourse conversational. The thinking of these speakers appears to be circular, and their communication sounds like storytelling. To one who is unfamiliar with it, this communication style "sounds rambling, disjointed, and as if the speaker never ends a thought before going on to something else" (Gay, 2000, p. 96).

Understanding them is necessary to avoid violating the cultural values of ethnically diverse students in instructional communications; to better decipher their intellectual abilities, needs, and competencies; and to teach them style or code-shifting skills so that they can communicate in different ways with different people in different settings for different purposes. Therefore, multicultural communication competency is an important goal and component of culturally responsive teaching.

CFA's Corroborating Processes: *Multicultural communication competency among faculty and staff will be an important goal for CFA. Our professional development sessions will prepare faculty to recognize the communication styles of our students as well as those of other ethnic groups, determine how they reflect cultural values, shape learning behaviors and strategically modify classroom interactions to better accommodate existing styles. Faculty professional development will include learning the linguistic structures of our student population, their communication styles as well as contextual factors, cultural nuances, discourse features, logic and rhythm, delivery, vocabulary usage, role relationships of speakers and listeners, intonation, gestures, and body movements.*

The following provides a sample U. S. History Project that integrates cross-cultural communication.

Sample Cross Communication Activities for Integrated Humanities—U.S. History Course

1. Assign students a research project with which they will use scientific inquiry and technology to prepare a research report. Provide them with historical resources and ask them to select a character in one of the resources that interests them most. While reading, try to assume the role of this character. Example of resources are:
 - *The Story of Booker Washington* by Patricia and Fred McKissack, Roles: Slave; School Leader
 - *Hispanic Contributions to America's Defense* by John P. Schmal at <http://www.houstonculture.org/hispanic/memorial.html>. Role: Private Serna, recipient of the Distinguished Service Cross, the French Croix de Guerre, the Victory Medal with three bars, and two Purple Hearts.
2. In student journals, record feelings, images and words to help identify perspectives of the character and how the perspectives changed throughout the story.
3. Gather additional information about the characters using the Internet, library and other resources.
4. Explain the steps of historical research, generating research questions, taking notes, distinguishing between primary and secondary sources, establishing the validity and reliability of sources, analyzing print and non-print sources and drawing conclusions.
5. Invite an expert history researcher to class as a guest speaker to provide instruction on how to analyze to analyze historical documents, photographs, artifacts, etc.
6. Assist students through each step of the research, modifying assignments for students who need more support or who need more challenge.
7. Create a research chart to which students can refer to assist them in walking through each step of the research.

8. Create a contract that outlines the procedures for historical investigation and include the following components:

- Determine Your Role
- Generate Questions to Guide Your Research
- Read a Historical Fiction Book
- Record the Data
- Gather Evidence
- Analyze the Results of Your Findings
- Compare Your Finding to Other Finding
- Report Your Findings
- Apply What You have Learned to Your Life
- Assess your Learning and Ability to Conduct Historical Research (via a Self-Assessment Rubric)

When the project is finished, each student should have completed each component of the contract. A rubric can be designed to rate the quality and degree of completion of each completed component.

VI. Cultural Congruity in Classroom Instruction

Cultural congruity in classroom instruction has to do with the actual delivery of instruction to ethnically diverse students.. A useful way to think about operationalizing this idea in the act of teaching is matching instructional techniques to the learning styles of students. Analyses of teaching behaviors reveal that a high percentage of instructional time is devoted to giving examples, scenarios, and vignettes to demonstrate how information, principles, concepts, and skills operate in practice. These make up the *pedagogical bridges* that connect prior knowledge with new knowledge, the known with the unknown, and abstractions with lived realities. Teachers who possess rich repertoires of culturally related instructional examples can habitually use them to teach ethnically diverse students. (Gay, 2000)

CFA's Corroborating Processes: *CFA teachers must realize that integrating cultural relevancy into instruction is not something that happens automatically or simply because they want it to. They should remain cognizant that this is a learned skill that was possibly not taught in their teacher preparation programs. The ability to investigate and consider the various communication styles of African American, Latino and other learners as they design and deliver instruction is critical to ensuring cultural congruity during instruction.*

The following suggests some activities that will help gain and maintain cultural congruity.

1. Use autobiographical case studies and fiction to crystallize ethnic identity and affiliation issues across contextual boundaries (i.e., geographic, generational, temporal).
2. Employ motion and movement, music, frequent variability in tasks and formats, novelty, and dramatic elements in teaching to improve the academic performance.
3. Model understanding and knowledge of the culture and experiences of the CFA student population by harvesting teaching examples from critical sources and integrating multicultural examples in teaching and demonstrations—for instance, using illustrations of ethnic architecture, fabric designs, and recipes in teaching geometric principles, mathematical operations, and propositional thought.
4. Be familiar with ways to integrate samples of ethnic literature in teaching reading skills such as comprehension, inferential thinking, vocabulary building, and translation.

VII. Conclusion

In conclusion, we at CFA firmly believe that cultural connectivity in learning inherently heightens interest among all students, particularly those who may have given up on pursuing education as offered in traditional settings. The guidelines provided herein are a few of many that can be used. We expect CFA faculty to use their imagination and creativity to design curriculum and instructional activities within the context of the student's environment. Keep in mind that the student's environment provides a personal base from which learning takes root and scaffold connections. We urge CFA faculty to use examples in this guide, and add to them, to seamlessly integrate culturally relevancy across our curriculum.

VIII. References

- ¹ Rousseau, J. (1993): *Emile*, P. D. Jimiank, Ed., Brooklyn, NY: J. M. Dent and Sons.
- ² Pestalozzi, J. H (1894) *How Gertrude teaches her children*, London: C. W. Bardeen.
- ³ Dewey, J. (1915). *The school and society* (Rev. ed.). Chicago, IL: The University of Chicago Press.
- ⁴ Piaget, J. (1953). *The origin of intelligence in the child*. New Fetter Lane, New York: Routledge & Kegan Paul.
- ⁵ Ibid.
- ⁶ Ladson-Billings, G. (2012), p. 202.
- ⁷ Baker, P. B. and Digiovanni, L. W. (2005). "Narratives on Culturally Relevant Pedagogy: Personal Responses to the Standardized Curriculum" in *Current Issues in Education*, Vol. 8. No. 22, 14.
- ⁸ See The 12 SEER states included in the roundtable are as follows: California, Colorado, Florida, Iowa, Kentucky, Maryland, Minnesota, New Jersey, Ohio, Pennsylvania, Texas and Washington; Lieberman, G. A. & Hoody, L. (1998). *Closing the achievement gap*, San Diego, CA: State Education and Environment Roundtable. Executive Summary. Accessed Feb. 4, 2014 from www.pewtrusts.com/pdf/edu_closing_gap.exec.pdf; Ernst, J. A. & Monroe, Martha. (2004). *The effect of environment-based education on student's critical thinking skills and disposition toward critical thinking*. *Environmental Education Research*, 10(4): 507-522; State Education and Environment Roundtable (SEER). (2000). *California Student Assessment Project: The Effects of Environment-based Education on Student Achievement*. Accessed Jan. 14, 2007, from www.seer.org/pages/casap.pdf. The EIC Model™ is a system of educational practices, developed, copyrighted and trademarked by the State Education and Environment Roundtable (SEER).
- ⁸ Connexions, *The role of organizational climate and culture in the school improvement process: a review of the knowledge base*, module by: [ronald lindahl](http://cnx.org/content/m13465/latest/), Accessed, January 12, 2009 at <http://cnx.org/content/m13465/latest/>.
- ⁹ Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.
- ¹⁰ Gay, G. (2002) *Preparing for Culturally Responsive Teaching*, *Journal of Teacher Education*, , Volume 53, (106-116). Accessed February 25, 2015 at http://mrc.spps.org/uploads/preparing_for_crt-geneva_gay-2.pdf.
- ¹¹ Ibid.
- ¹² Wade, R. C. (1993). *Content analysis of social studies textbooks: A review of ten years of research*. *Theory and Research in Social Education*, 21(3), 232-256.
- ¹³ Gay, G. (2002).
- ¹⁴ Cortés, C. E. (1991). *Empowerment through media literacy: A multicultural approach*. In C. E. Sleeter (Ed.), *Empowerment through multicultural education* (pp. 143- 157). Albany: State University of New York Press. Cortés, C. E. (1995). *Knowledge construction and popular culture: The media as multicultural educator*. In J. A. Banks & C.A.M. Banks (Eds.), *Handbook of research on multicultural education*(pp.169-183).New York:Macmillan as quoted in Gay, (2002).
- ¹⁵ Escalanté, J., and Dirmann, J. (1990). *The Jaime Escalanté math program*. *Journal of Negro Education*, 59(3), 407- 423. Fullilove, R. E., & Treisman, P. U. (1990). *Mathematics achievement among African American undergraduates at the University of California, Berkeley: An evaluation of the Mathematics Workshop Program*. *Journal of Negro Education*, 59(30), 463-478 as quoted in Gay, 2000.

Attachment 2.5.b_pd_calendar

Professional Development Plan

The CFA plan for professional development (PD) is based partly on the research of Douglas Reeves¹ from the Center for Performance Assessment, on performance in high poverty schools. Reeves studied "90/90/90 Schools," or schools with the following characteristics: 1) More than 90% of the students are eligible for free and reduced lunch, 2) More than 90% of the students are from ethnic minorities, and 3) More than 90% of the students met or achieved high academic standards. Among these highly successful schools, Reeves found five common practices, and the professional development goals at CFA will aim to build and reinforce these techniques.

1. A focus on academic achievement
2. Clear curriculum choices
3. Frequent assessment of student progress
4. Multiple opportunities for improvement
5. An emphasis on nonfiction writing
6. Collaborative scoring of student work (evidence-based argumentation across grade levels and content areas)

CFA will adopt Reeves' five common practices and use them to guide our professional development activities. To this end, we will initiate and follow the PD plan shown in the table below.

Table 2.5.1. Ongoing Structure for Professional Development			
Goals	Frequency & Structure	Description	Responsible Staff/Partner or Party
Focus on academic achievement	Summer Independent Curriculum Planning	<ul style="list-style-type: none">• Conduct sessions to help teachers develop/modify their plans and course materials for our blended learning model and integrated curriculum arrangement.• Meet with new teachers, introduce them to the curriculum and the school culture, and review the emphasis on academic rigor• Give course templates to new teachers and guide them as they complete/adjust them as long they retain rigor, pacing adhere to standards	<ul style="list-style-type: none">• CFA Site Director/Director of Education/ Staff

	Quarterly Rigor and Focus Sessions	<ul style="list-style-type: none"> Conduct sessions to enhance instructors' abilities to tailor learning challenges to the student's developmental level. 	<ul style="list-style-type: none"> Gateway to College Network
An emphasis on nonfiction writing	Summer Collaborative Planning	<ul style="list-style-type: none"> 3 weeks of training for all teachers; part of time used for integrating writing into curriculum via culturally relevant instructional activities and other independent curriculum planning. 	<ul style="list-style-type: none"> CFA Education Director/Staff
	Summer Collaborative Planning Real-world, Integrated Humanities & Culturally Relevant Writing	<ul style="list-style-type: none"> Sessions to familiarize faculty with techniques of integrating and designing instruction around Formal, Societal and Social Curricula, as described CFA's <i>Guidelines for Integrating Cultural Relevancy into Instruction</i>, included herein an Attachment. Sessions will familiarize faculty with techniques of engaging students in culturally relevant writing and other best practices that develop the skills required to achieve an intended college or career goal rather than simply to "cover" a body of information. 	<ul style="list-style-type: none"> CFA Education Director/Site Director/Staff
	PD Day 2 & 4	<ul style="list-style-type: none"> Collaborative assessment of student writing Expert and/or Teacher-Led Seminar based on needs and interests 	<ul style="list-style-type: none"> CFA Education Director/Site Director/Staff or Outside Experts
Frequent assessment of student progress and multiple opportunities for improvement	Weekly Collaborative Review and Planning on "Teacher Data Days"	<ul style="list-style-type: none"> Conduct 2 hour sessions every Friday or Saturday to: <ul style="list-style-type: none"> Review students' weekly progress and discuss any changes or adjustments that may be needed to meet student needs Conduct ongoing review of technology resources and analysis of student perseverance and independence Provide ongoing support for 	<ul style="list-style-type: none"> CFA Education Director/Site Director/Staff

		<p>horizontal and vertical articulation of the curriculum</p> <ul style="list-style-type: none"> ○ Prepare for and discuss how to structure student-led conferences with guidelines for student portfolio reflection and demonstration of mastery ○ Share strong instructional practices ○ Collectively review adherence to standards and use of common rubrics 	
	Periodic Assessment Sessions	<ul style="list-style-type: none"> ● Conduct sessions to develop and refine competencies needed to 1) design projects and other performance tasks that provide evidence of achievement ; 2) develop and use rubrics for a particular skill or project and differentiate between high quality and poor work; 3) become proficient in data-based decision-making to effectively guide the improvement of student and program outcomes; and 4) use the Cycle of Inquiry to analyze aggregate measures of student progress, including course success rates and student success on the comprehensive campus. 	<ul style="list-style-type: none"> ● Gateway to College Network (Partner)
	PD Day 1 & 4	<ul style="list-style-type: none"> ● Data Analysis - Academic, Behavioral, Socio-Emotional student data (results, implications, comparisons, and developing plans for improving student outcomes and increasing autonomy) 	<ul style="list-style-type: none"> ● CFA Staff/Site Director/Education Director
Clear Curriculum Choices	Summer Curriculum Refinement and Alignment	<ul style="list-style-type: none"> ● Curriculum refinement across subjects (Core Subjects, STEM, Integrated Humanities with Culturally Relevant Focus) 	<ul style="list-style-type: none"> ● CFA Staff/Site Director/Education Director

	Beginning of Term and Periodic Blended Learning Competency Training Session	<ul style="list-style-type: none"> Periodically train teachers to utilize a self-paced, self-learned curriculum as a facilitated, blended learning experience for computer-based courses. 	<ul style="list-style-type: none"> Lumity (Partner); CFA Blended Learning Coordinator
	Periodic Technology Competence Sessions	<ul style="list-style-type: none"> Lumity will provide teachers with the tools needed to train students on STEM technologies, ranging from basic knowledge through advanced training. 	<ul style="list-style-type: none"> Lumity (Partner); CFA Blended Learning Coordinator
	Monthly Interdisciplinary Cultural Relevancy Reviews	<ul style="list-style-type: none"> Review ways in which faculty design and deliver instruction around interdisciplinary culturally relevant themes (How they enable students to apply what they learn in one course to their learning in other courses.) 	<ul style="list-style-type: none"> CFA Staff/Site Director/Education Director
	Quarterly Principles of Teaching and Learning Sessions	<ul style="list-style-type: none"> Sessions to help faculty research and readily draw on the student's previous experiences as they design instruction. They will then be able to design instructional activities with enough flexibility to provide students with opportunities to learn in ways that are meaningful to them and learn about culturally relevant topics. 	<ul style="list-style-type: none"> Gateway to College Network (Partner)
Collaborative scoring of student work (evidence-based argumentation across grade levels and content areas)	Weekly collaborative planning (includes SPED teachers)	<ul style="list-style-type: none"> Coordination of weekly schedules and assignments 	<ul style="list-style-type: none"> CFA Staff, Site and Education Director
	Summer Collaborative Planning	<ul style="list-style-type: none"> 3 weeks of training for all teachers; Part of time will be used for independent curriculum planning, and the other part integrating writing into curriculum via culturally-relevant and other instructional activities 	<ul style="list-style-type: none"> CFA Staff/Director of Education/External Consultants

	<p>Semesterly Relationships - Collaborative, Inclusive Learning Communities</p>	<ul style="list-style-type: none"> • Sessions that foster an attitude and environment among faculty and staff that values and respects the individual differences of students. Guide them on ways to involve students in building a supportive communities that live within and outside of the classroom (e.g., in study groups). 	<ul style="list-style-type: none"> • Gateway to College (Partner)
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¹ Reeves, D. B. (2003) "High Performance in High Poverty Schools: 90/90/90 and Beyond." Center for Performance Assessment, 2003. Accessed 15 Feb. 2012 at <http://www.sjboces.org/nisl/high%20performance%2090%2090%2090%20and%20beyond.pdf>

Appendix 2.5.e.

CFA Schools - Documents on Teacher Evaluation, Section 2.5.e

The CFA team is working to adapt the Danielson model to our blended learning environment. The information below appears on pages 99-102 of our proposal. We do not have any additional documents at this time.

To guide our evaluation, we will use the four domains set forth in Charlotte Danielson¹ Framework for Teaching:

Domain 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments	Domain 2: Classroom Environment 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space
Domain 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism	Domain 3: Instruction 3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness

We realize that our model is non-traditional and therefore even Danielson’s domains and rubrics, while proven and used extensively, will need to be tailored to fit our school’s flexible blended learning arrangement. For example tailoring might include:

1. **Planning and Preparation** – This will be a particularly iterative process as school leadership and teachers build and refine the school model and curriculum. Planning and preparing instruction will require a particularly high degree of comfort with technology, as well as the ability to manage students engaged in varied activities simultaneously.
2. **Classroom Environment** – CFA’s classroom environment will be built around a heavy focus on technology and encourage student independence. This inherently creates a different culture of learning, and the classroom space itself will look different than traditional schools. Our teaching staff will need the ability to manage this type of classroom and be able to create space to motivate each student to take ownership of their learning and education.
3. **Instruction** – Instruction at CFA will require teachers to be comfortable engaging and communicating with students via technology. They will need to be able to adapt traditional pedagogical methods to the heavy use of technology within a classroom/laboratory arrangement.

4. **Professional Responsibilities** – CFA’s evaluation model will centered on the idea that teachers are the key drivers of success. As such, our approach to professional responsibilities will be intentionally collective and primarily directed by teaching staff.

CFA’s teachers will also be encouraged and empowered to take ownership of their growth and development, setting individual personal goals and share them with peers and school leaders. Progress towards these goals will be assessed throughout the year – facilitated and tracked by peer coaching

Professional development will primarily be planned, guided, conducted by by both CFA’s internal teaching staff and external firms such as Lumity and Gateway to College. The rationale for using internal teaching staff to conduct professional development sessions is based on our firm belied that teachers possess subject matter knowledge, pedagogical knowledge, and most importantly, pedagogical content knowledge and therefore can serve as an immense source of knowledge for their peers.

Using performance indicators on CPS’ School Quality Rating Policy (SQRP) for Options Schools as our frame of reference, CFA teachers participate in two formal evaluations conducted each year by the school leader with input from the teachers. While this official and formally documented communication only happens twice a year, CFA school leaders are expected be in classrooms observing teaching and culture every day. Given this, any statements made in the formal evaluation document should not be a surprise to CFA teachers and instead should be the culmination of ongoing dialogue throughout the year, both with peers and school leaders.

ⁱ Danielson, C. (2013). A Framework for Teaching, Accessed March 20, 2015 at <https://danielsongroup.org/framework/>.

3.1.c Transportation Plan

Most CFA students will ultimately be responsible for choosing their daily means of transportation to and from CFA campuses. These students will have the option to travel to and from school by means of walking, biking, private transportation, or public transportation, as each campus will be accessible through the use of Chicago public transportation services. Ensuring that we meet the transportation needs of all of our students, staffed Mentors will discuss the transportation options with students at the beginning of each school year to be sure each student's transportation needs are met. CFA will ensure that adequate transportation is provided to students with disabilities, low-income students, and students in temporary living situations:

- *Students with Disabilities:* Students with disabilities that inhibit their ability to travel to and from school will be provided with bus services through CPS. If the need for transportation services is not already indicated in the student's IEP, the determination of needed transportation will be made through IEP development.
- *Low-Income Students:* CFA will make students and families aware of the Parent/Guardian State Pupil Transportation Reimbursement Program (found in the Illinois School Code at 105 ILCS 5/29-5.2). This way, eligible families will be able to apply for transportation cost relief. In cases where reliable transportation is still not available to these students, CFA will provide transportation resources in the form of subsidized public transportation vouchers.
- *Students in Temporary Living Situations (STLS):* CPS offers Educational Support for eligible STLS through the guaranteed right to transportation to go to and from the school as long as she or he is in a temporary living situation or, if the student becomes permanently housed, until the end of the academic year. A CFA staff member will be responsible for the appropriate contact with CPS personnel regarding coordinating this transportation and communicating with eligible students.

CONNECTED FUTURES ACADEMIES

ENROLLMENT FORM - RESIDENCY QUESTIONNAIRE

Name of Student: _____
Last First Middle

Gender: Male Date of Birth: ____/____/____ Grade: ____ ID#: _____
 Female Month Day Year (optional)

Address: _____ Phone: _____

The answer you give below will help the district determine what services you or your child may be able to receive under the McKinney-Vento Act. Students who are protected under the McKinney-Vento Act are entitled to immediate enrollment in school even if they don't have the documents normally needed, such as proof of residency, school records, immunization records, or birth certificate. Students who are protected under the McKinney-Vento Act may also be entitled to free transportation and other services.

Where is the student currently living? (Please check one box.)

- In a shelter
- With another family or other person because of loss of housing or as a result of economic hardship (sometimes referred to as "doubled-up")
- In a hotel/motel
- In a car, park, bus, train, or campsite
- Other temporary living situation (Please describe): _____

- In permanent housing

Print name of Parent, Guardian, or Student (for unaccompanied homeless youth)

Signature of Parent, Guardian, or Student (for unaccompanied homeless youth)

Date

If the student is **NOT** living in permanent housing, **proof of residency** and other documents normally needed for enrollment **are not required** and the student is **to be immediately enrolled**. The district's LEA liaison is required to assist the student in obtaining any necessary documents, including immunization or school records after the student has been enrolled.

Connected Future Academies

Student Application

Date: _____

Please print your responses and answer ALL questions on this application thoroughly.

Name: _____ e-mail: _____
 First Middle Initial Last

Address: _____

City: _____ State: _____ Zip Code: _____

Parent/Guardian Name: _____ e-mail: _____

Home Telephone: _____ Work Telephone: _____

Cellular Number: _____ Other Number: _____

Female: _____ Male: _____ *Racial/Ethnic: _____

Date of birth ___/___/___ Age: _____

U.S. Citizen: Yes _____ No _____ Permanent Resident _____ # _____

Ward of the State (DCFS): Yes _____ No _____ DCFS ID #: _____

FAMILY INFORMATION

Marital Status: _____

Do you have children? Yes _____ No _____ If yes how many? _____

Do you have reliable childcare while you are in school? Yes _____ No _____

What is the name of your childcare provider? _____ Phone: _____

Are you pregnant or do you have a child on the way? Yes _____ No _____

If so, how many months are you? _____

*Connected Futures Academy does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring and firing of staff, selection of volunteers and vendors, and provision of services. We are committed to providing an inclusive and welcoming environment for all of our students, staff, volunteers, subcontractors, vendors, and clients.

List all people that live in your household. Be sure to include your children if you have any.

Name	Age	Relationship

EDUCATION

Schools	Dates Attended	Name of School	City	Grade Level Completed
High School				
High School				

CPS ID#: _____ How many credits do you have? _____

How long have you been out of school? _____

Why did you leave school? (Give at least 2 specific reasons) _____

Which courses did you like? _____ Which courses did you dislike? _____

What clubs or activities did you participate in? _____

Are you interested in going to college? Yes _____ No _____

If yes, Which college(s)? _____

Are you interested in Dual Enrollment? _____

Which of the following career pathway majors are you interested?

____ Allied Health ____ Business Entrepreneurship ____ Information Technology

Which of the following certifications are you interested in receiving?

____ Food Sanitation ____ Building/Maintenance ____ Security

What are your job/career interests? _____

PERSONAL INFORMATION

What have you been doing since high school? _____

How have you supported yourself financially? _____

How will you support yourself during school? _____

Do you have a job? Yes _____ No _____

If yes, Where? _____

How many hours do you work each week? _____

What type of income is received by your family/household? (Check all that apply.)

_____ Wages _____ Public Aid _____ Social Security Benefits _____ Other: _____

Have you ever been convicted? Yes ___ No ___ If yes, when and for what?: _____

Are you interested in getting information related to expunging your record? _____

Are you currently on probation? No _____ Yes _____ If Yes, when did your probation

begin and when it will end? _____

Name of probation officer: _____ Telephone #: _____

Do you have any serious illnesses or disabilities? Yes _____ No _____

If yes, explain: _____

How did you hear about Connected Future Academy? _____

Beginning with the current or most recent job position, list and describe all jobs held. Attach additional sheets as necessary.

Jobs	Employer	Address	Start Date	End Date	Job Title	Wages	Reason for Leaving
1.							
2.							

Why are you considering CFA for your high school program?

Write a full paragraph explaining your reasons: _____

What is your best quality? _____

What is your worst quality? _____

List **three** words that describe yourself: _____

N Northwestern Law
Bluhm Legal Clinic Entrepreneurship Law Center

Esther Barron, *Director*
Stephen F. Reed, *Assistant Director*

April 2, 2015

**BY CERTIFIED MAIL
RETURN RECEIPT REQUESTED**

Internal Revenue Service
P.O. Box 192
Covington, Kentucky 41012-0192

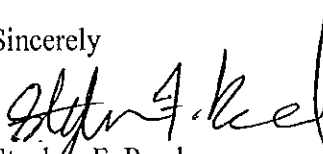
Re: Connected Future Academies (EIN 47-3089945) Application for Recognition of Tax Exemption (Form 1023)

Dear Sir or Madam,

On behalf of Be the Change Charter School, we enclose the following documents:

1. Form 1023 Checklist;
2. Form 2848 Power of Attorney;
3. Form 1023 Application and attachments (including Articles of Incorporation, Bylaws, and Conflict of Interest Policy); and
4. \$850 check for filing fees.

Sincerely



Stephen F. Reed

Form 1023 Checklist

(Revised December 2013)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order:
 - Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- Employer Identification Number (EIN)
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
 - You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

Schedule A	Yes ___ No <input checked="" type="checkbox"/>	Schedule E	Yes ___ No <input checked="" type="checkbox"/>
Schedule B	Yes <input checked="" type="checkbox"/> No ___	Schedule F	Yes ___ No <input checked="" type="checkbox"/>
Schedule C	Yes ___ No <input checked="" type="checkbox"/>	Schedule G	Yes ___ No <input checked="" type="checkbox"/>
Schedule D	Yes ___ No <input checked="" type="checkbox"/>	Schedule H	Yes ___ No <input checked="" type="checkbox"/>

An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.

- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Art. 5, Article 1, p. 3, Art 4, Para 5
- Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law Art. 5, Article 1, p. 3, Art 6, Para 12

Signature of an officer, director, trustee, or other official who is authorized to sign the application.

- Signature at Part XI of Form 1023.

Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

Form 2848

Power of Attorney and Declaration of Representative

Power of Attorney and Declaration of Representative

For IRS Use Only

Received by: _____

Name _____

Telephone _____

Function _____

Date / /

▶ Information about Form 2848 and its instructions is at www.irs.gov/form2848.

Part I **Power of Attorney**

Caution: A separate Form 2848 must be completed for each taxpayer. Form 2848 will not be honored for any purpose other than representation before the IRS.

1 Taxpayer information. Taxpayer must sign and date this form on page 2, line 7.

Taxpayer name and address Connected Future Academies 4124 S Ellis Avenue Chicago, IL 60653-3014	Taxpayer identification number(s) <p style="text-align: center;">47-3089945</p> Daytime telephone number Plan number (if applicable) <p style="text-align: center;">312-572-9751</p>
--	--

hereby appoints the following representative(s) as attorney(s)-in-fact:

2 Representative(s) must sign and date this form on page 2, Part II.

Name and address Stephen Reed 375 East Chicago Avenue Chicago, IL 60611 Check if to be sent copies of notices and communications <input type="checkbox"/>	CAF No. _____ PTIN _____ Telephone No. 312-503-1952 Fax No. 312-503-2798 Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address Check if to be sent copies of notices and communications <input type="checkbox"/>	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____ Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address (Note. IRS sends notices and communications to only two representatives.)	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____ Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address (Note. IRS sends notices and communications to only two representatives.)	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____ Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>

to represent the taxpayer before the Internal Revenue Service and perform the following acts:

3 Acts authorized (you are required to complete this line 3). With the exception of the acts described in line 5b, I authorize my representative(s) to receive and inspect my confidential tax information and to perform acts that I can perform with respect to the tax matters described below. For example, my representative(s) shall have the authority to sign any agreements, consents, or similar documents (see instructions for line 5a for authorizing a representative to sign a return).

Description of Matter (Income, Employment, Payroll, Excise, Estate, Gift, Whistleblower, Practitioner Discipline, PLR, FOIA, Civil Penalty, Sec. 5000A Shared Responsibility Payment, Sec. 4980H Shared Responsibility Payment, etc.) (see instructions)	Tax Form Number (1040, 941, 720, etc.) (if applicable)	Year(s) or Period(s) (if applicable) (see instructions)
Application for Exemption Under Section 501(c)(3)	1023	N/A

4 Specific use not recorded on Centralized Authorization File (CAF). If the power of attorney is for a specific use not recorded on CAF, check this box. See the instructions for Line 4. Specific Use Not Recorded on CAF

5a Additional acts authorized. In addition to the acts listed on line 3 above, I authorize my representative(s) to perform the following acts (see instructions for line 5a for more information):

Authorize disclosure to third parties; Substitute or add representative(s); Sign a return; _____

Other acts authorized: _____

b Specific acts not authorized. My representative(s) is (are) not authorized to endorse or otherwise negotiate any check (including directing or accepting payment by any means, electronic or otherwise, into an account owned or controlled by the representative(s) or any firm or other entity with whom the representative(s) is (are) associated) issued by the government in respect of a federal tax liability.

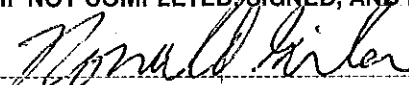
List any specific deletions to the acts otherwise authorized in this power of attorney (see instructions for line 5b): _____

6 Retention/revocation of prior power(s) of attorney. The filing of this power of attorney automatically revokes all earlier power(s) of attorney on file with the Internal Revenue Service for the same matters and years or periods covered by this document. If you do not want to revoke a prior power of attorney, check here

YOU MUST ATTACH A COPY OF ANY POWER OF ATTORNEY YOU WANT TO REMAIN IN EFFECT.

7 Signature of taxpayer. If a tax matter concerns a year in which a joint return was filed, each spouse must file a separate power of attorney even if they are appointing the same representative(s). If signed by a corporate officer, partner, guardian, tax matters partner, executor, receiver, administrator, or trustee on behalf of the taxpayer, I certify that I have the authority to execute this form on behalf of the taxpayer.

▶ IF NOT COMPLETED, SIGNED, AND DATED, THE IRS WILL RETURN THIS POWER OF ATTORNEY TO THE TAXPAYER.

 Signature	4/2/15 Date	Managing Director Title (if applicable)
Ronald Griles Print Name	Connected Future Academies Print name of taxpayer from line 1 if other than individual	

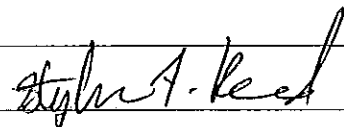
Part II Declaration of Representative

Under penalties of perjury, by my signature below I declare that:

- I am not currently suspended or disbarred from practice before the Internal Revenue Service;
- I am subject to regulations contained in Circular 230 (31 CFR, Subtitle A, Part 10), as amended, governing practice before the Internal Revenue Service;
- I am authorized to represent the taxpayer identified in Part I for the matter(s) specified there; and
- I am one of the following:
 - a Attorney—a member in good standing of the bar of the highest court of the jurisdiction shown below.
 - b Certified Public Accountant—duly qualified to practice as a certified public accountant in the jurisdiction shown below.
 - c Enrolled Agent—enrolled as an agent by the Internal Revenue Service per the requirements of Circular 230.
 - d Officer—a bona fide officer of the taxpayer organization.
 - e Full-Time Employee—a full-time employee of the taxpayer.
 - f Family Member—a member of the taxpayer's immediate family (for example, spouse, parent, child, grandparent, grandchild, step-parent, step-child, brother, or sister).
 - g Enrolled Actuary—enrolled as an actuary by the Joint Board for the Enrollment of Actuaries under 29 U.S.C. 1242 (the authority to practice before the Internal Revenue Service is limited by section 10.3(d) of Circular 230).
 - h Unenrolled Return Preparer—Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have prepared and signed the return. See Notice 2011-6 and *Special rules for registered tax return preparers and unenrolled return preparers* in the instructions (PTIN required for designation h).
 - i Registered Tax Return Preparer—registered as a tax return preparer under the requirements of section 10.4 of Circular 230. Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have prepared and signed the return. See Notice 2011-6 and *Special rules for registered tax return preparers and unenrolled return preparers* in the instructions (PTIN required for designation i).
 - k Student Attorney or CPA—receives permission to represent taxpayers before the IRS by virtue of his/her status as a law, business, or accounting student working in an LITC or STCP. See instructions for Part II for additional information and requirements.
 - r Enrolled Retirement Plan Agent—enrolled as a retirement plan agent under the requirements of Circular 230 (the authority to practice before the Internal Revenue Service is limited by section 10.3(e)).

▶ IF THIS DECLARATION OF REPRESENTATIVE IS NOT COMPLETED, SIGNED, AND DATED, THE IRS WILL RETURN THE POWER OF ATTORNEY. REPRESENTATIVES MUST SIGN IN THE ORDER LISTED IN PART I, LINE 2. See the instructions for Part II.

Note. For designations d-f, enter your title, position, or relationship to the taxpayer in the "Licensing jurisdiction" column. See the instructions for Part II for more information.

Designation— Insert above letter (a-r)	Licensing jurisdiction (state) or other licensing authority (if applicable)	Bar, license, certification, registration, or enrollment number (if applicable). See instructions for Part II for more information.	Signature	Date
a	IL, CA	CA: 203066; IL: 6290536		4/2/15

Form 1023

*Application for Recognition of Exemption
Pursuant to Section 501(c)(3) of the Internal Revenue Code*

Application for Recognition of Exemption

(00) OMB No. 1545-0056

Under Section 501(c)(3) of the Internal Revenue Code

Note: If exempt status is approved, this application will be open for public inspection.

▶ (Use with the June 2006 revision of the Instructions for Form 1023 and the current Notice 1382)

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document) Connected Future Academies		2 c/o Name (if applicable)
3 Mailing address (Number and street) (see instructions) 4124 S Ellis Avenue	Room/Suite	4 Employer Identification Number (EIN) 47-3089945
City or town, state or country, and ZIP + 4 Chicago, IL 60653-3014		5 Month the annual accounting period ends (01 - 12) 6
6 Primary contact (officer, director, trustee, or authorized representative) a Name: Ronald Giles		b Phone: 312-572-9751 c Fax: (optional)
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
9a Organization's website: www.cfaschools.org		
b Organization's email: (optional)		
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 09 / 27 / 2013		
12 Were you formed under the laws of a foreign country? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," state the country.		

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a corporation? If "Yes," attach a copy of your articles of incorporation showing certification of filing with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. Yes No
- 2 Are you a limited liability company (LLC)? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. Yes No
- 3 Are you an unincorporated association? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. Yes No
- 4a Are you a trust? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. Yes No
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. Yes No
- 5 Have you adopted bylaws? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. Yes No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Art. of Amend. p.3 Art.4 Para.1
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Art. of Amend. p.3 Art.6 Para.6.02
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past*, *present*, and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual compensation, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Ronald Giles	Director; Managing Director	4124 S Ellis Avenue Chicago, IL 60653-3014	100,000
Dr. Sylvia Gist	Director; Director of Education	4124 S Ellis Avenue Chicago, IL 60653-3014	90,000
James Alexander	Director; President	4124 S Ellis Avenue Chicago, IL 60653-3014	0
Dr. Bonita Carr	Director; Vice President	4124 S Ellis Avenue Chicago, IL 60653-3014	0
Bart Kocha	Director; Treasurer	4124 S Ellis Avenue Chicago, IL 60653-3014	0

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
N/A			

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
N/A			

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. Yes No

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

4. In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No

b Do you or will you approve compensation arrangements in advance of paying compensation? Yes No

c Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? Yes No
- e** Do you or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source? Yes No
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is reasonable for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
-
- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
-
- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
-
- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. Yes No
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. Yes No
-
- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
-
- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a successor to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a Do you or will you operate bingo or **gaming activities**? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

- 4a** Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) **Yes** **No**
- mail solicitations
 - email solicitations
 - personal solicitations
 - vehicle, boat, plane, or similar donations
 - foundation grant solicitations
 - phone solicitations
 - accept donations on your website
 - receive donations from another organization's website
 - government grant solicitations
 - Other

Attach a description of each fundraising program.

- b** Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**
- c** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**
- d** List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.
- e** Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**

5 Are you **affiliated** with a governmental unit? If "Yes," explain. **Yes** **No**

6a Do you or will you engage in **economic development**? If "Yes," describe your program. **Yes** **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. Yes No
-
- 12a** Do you or will you operate in a foreign country or countries? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. Yes No
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. Yes No
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. Yes No
- d** Identify each recipient organization and any relationship between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. Yes No
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. Yes No
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. Yes No
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. Yes No
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. Yes No
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. Yes No
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. Yes No

Part VIII Your Specific Activities (Continued)

- 15** Do you have a close connection with any organizations? If "Yes," explain. Yes No
- 16** Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. Yes No
- 17** Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. Yes No
- 18** Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. Yes No
- 19** Do you or will you operate a school? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. Yes No
- 20** Is your main function to provide hospital or medical care? If "Yes," complete Schedule C. Yes No
- 21** Do you or will you provide low-income housing or housing for the elderly or handicapped? If "Yes," complete Schedule F. Yes No
- 22** Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. Yes No

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

Type of revenue or expense	3 prior tax years or 2 succeeding tax years				(e) Provide Total for (a) through (d)	
	Current tax year	(a) From 7/1/14 To 6/30/15	(b) From 7/1/13 To 6/30/14	(c) From 7/1/15 To 6/30/16		(d) From 7/1/16 To 6/30/17
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	0	0	470,000	4,309,467	4,779,467
	2 Membership fees received	0	0	0	0	0
	3 Gross investment income	0	0	0	0	0
	4 Net unrelated business income	0	0	0	0	0
	5 Taxes levied for your benefit	0	0	0	0	0
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0	0	0	0	0
	7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)	0	0	0	0	0
	8 Total of lines 1 through 7	0	0	470,000	4,309,467	4,779,467
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0	0	0	0	0
	10 Total of lines 8 and 9	0	0	470,000	4,309,467	4,779,467
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0	0	0	0	0
	12 Unusual grants	0	0	0	0	0
	13 Total Revenue Add lines 10 through 12	0	0	470,000	4,309,467	4,779,467
Expenses	14 Fundraising expenses	0	0	0	0	
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0	0	0	0	
	16 Disbursements to or for the benefit of members (attach an itemized list)	0	0	0	0	
	17 Compensation of officers, directors, and trustees	0	0	0	0	
	18 Other salaries and wages	0	0	176,854	1,546,626	
	19 Interest expense	0	0	0	38,586	
	20 Occupancy (rent, utilities, etc.)	0	0	0	757,236	
	21 Depreciation and depletion	0	0	0	0	
	22 Professional fees	0	0	0	0	
	23 Any expense not otherwise classified, such as program services (attach itemized list)	0	0	166,530	1,354,395	
	24 Total Expenses Add lines 14 through 23	0	0	343,384	3,696,843	

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Year End:

		(Whole dollars)	
Assets			
1	Cash	1	0
2	Accounts receivable, net	2	0
3	Inventories	3	0
4	Bonds and notes receivable (attach an itemized list)	4	0
5	Corporate stocks (attach an itemized list)	5	0
6	Loans receivable (attach an itemized list)	6	0
7	Other investments (attach an itemized list)	7	0
8	Depreciable and depletable assets (attach an itemized list)	8	0
9	Land	9	0
10	Other assets (attach an itemized list)	10	0
11	Total Assets (add lines 1 through 10)	11	0
Liabilities			
12	Accounts payable	12	0
13	Contributions, gifts, grants, etc. payable	13	0
14	Mortgages and notes payable (attach an itemized list)	14	0
15	Other liabilities (attach an itemized list)	15	0
16	Total Liabilities (add lines 12 through 15)	16	0
Fund Balances or Net Assets			
17	Total fund balances or net assets	17	0
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	0
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. Yes No
If you are unsure, see the instructions.
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
- The organization is not a private foundation because it is:
- a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.
 - c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a Request for Advance Ruling: By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

.....
 (Signature of Officer, Director, Trustee, or other authorized official)

.....
 (Type or print name of signer)

.....
 (Date)

.....
 (Type or print title or authority of signer)

For IRS Use Only

.....
 IRS Director, Exempt Organizations

.....
 (Date)

b Request for Definitive Ruling: Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).

(i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each disqualified person. If the answer is "None," check this box.

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. Yes No


Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here


 (Signature of Officer, Director, Trustee, or other authorized official)

Ronald Giles
 (Type or print name of signer)

4/2/15
 (Date)

Managing Director
 (Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. Yes No
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. Yes No
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. Yes No
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. Yes No
- 3** In what public school district, county, and state are you located?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? Yes No
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. Yes No
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. Yes No
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. Yes No
- Note.** Make sure your answer is consistent with the information provided in Part VIII, line 7a.
- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Yes No
- Note.** Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by Revenue Procedure 75-50.

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. Yes No
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? Yes No
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. Yes No
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. Yes No

Schedule B. Schools, Colleges, and Universities (Continued)

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. Yes No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) Yes No

Attachment to Form 1023,
Application for Recognition of Exemption
Pursuant to Section 501(c)(3) of the Internal Revenue Code

**Connected Future Academies
Form 1023 Attachments and Descriptions**

PART I. Identification of Applicant

Item 7. Name and Address of Authorized Representative.

Stephen Reed
Entrepreneurship Law Center
Bluhm Legal Clinic
Northwestern University School of Law
375 East Chicago Avenue
Chicago, IL 60611
(312) 503-0119

PART II. Organizational Structure

Item 1. Incorporation. See attached “Articles of Incorporation & Articles of Amendment.”

Item 5. Bylaws. See attached “Bylaws.”

PART IV. Narrative Description of the Organization’s Activities

Generally:

Connected Future Academies (CFA) is a three year multiple career pathways alternative options high school for students’ ages 16-21. CFA will implement a rigorous common core aligned curriculum and blended educational approach that will effectively incorporate the use of technology. All activities will be integrated into the framework of CFA’s focus on maintaining a positive school culture, strong and thorough character development program, a unique family engagement program and comprehensive transition from high school to postsecondary education/vocational careers pathways. Preparation and focus will build CFA students’ tenacity, confidence and leadership skills that come alongside rigorous educational preparation to ensure student achievement. The culture of CFA will stress a personalized approach to education, with targeted and data-driven instruction that builds competencies in core subjects, as well as the 21st century skills that young people need to move forward and thrive in the world beyond secondary school.

The CFA approach is specifically crafted around research-based restorative practices specifically targeting low achieving, at-risk and former drop-out students, acknowledging it takes a “collective and concerted effort” to turn around low performing and returning drop-out students. The CFA team that is assigned to students at their point of entry will be their support/management team from point of entry until graduation. Students will leave CFA confident and well prepared to transition into postsecondary education/vocation-career employment.

Over the course of five years CFA will expand to five campuses with a total number of 165 students enrolled at each campus. CFA will begin with two campuses enrolling 165 at each start-up campus. The academic goals that we have set is that our students will graduate prepared to meet the challenges of postsecondary education and pursue vocational/career pathways.

- 75% of CFA Graduates will be prepared to enter City Colleges without need of remediation.
- 80% of CFA Graduates will have earned 20 or more college credits by completion of their high school diploma.
- 65% of CFA Graduates will have earned an industry recognized training certificate by completion of their high school diploma.

CFA based its location selection process on multiple factors and determined that a need for new options for educating off-track and out of school youth in high need areas and communities: Community proximity to a City College of Chicago campus and with a concentration of need of low-medium skill employees and in need of development support. For example, CFA students will be trained right in the center of the Health Industry in Chicago, with potential access to needed sites for job shadowing and mentoring opportunities.

The CFA leadership team is multitalented and with leadership that has over twenty years of experience in the field of education, youth development and working in low-income communities. The Managing Director is an accomplished nonprofit executive with over 25 years experience and has held executive management positions in two charter schools where he developed structures and programs to support the development of students.

Having been part of establishing new schools in the past, the CFA team is fully prepared for the challenging and important task of successfully opening a new school, and in CFA's case, two campuses in the first year. Success will be driven by team engagement of students, parents and community support.

Connected Future Academies recognizes the importance of having community support for its programs. As a new potential alternative multi-site charter, CFA will work closely with CPS to address community needs and concerns. Additionally CFA has elicited the support of leaders from the faith-based community.

Our Mission and Vision:

Connected Future Academies will provide education for off track (at risk) and high school dropouts in a blended learning environment, preparing them to have a quality life in the 21st century, be critical thinkers, evaluate belief systems, challenge misconceptions and make adequate choices in the context of a global society while earning a high school diploma and simultaneously having the opportunity to progress toward post secondary educational opportunities.

Our Framework for Success and Educational Philosophy:

- CFA will equip its students for success in high school and beyond. Its students will demonstrate high standards for academic scholarship, personal integrity, positive leadership,

and responsible citizenship, as measured by continued quantitative and qualitative assessments over the students’ three years at CFA.

- Rigorous common core aligned curriculum and blended learning approach that will effectively incorporate the use of technology will allow for differentiated instruction to meet the needs of all students.
- A positive school culture, strong and thorough character development program, a unique family engagement program and comprehensive transition from high school to postsecondary education/vocational careers pathways preparation focus will build CFA students’ tenacity, confidence and leadership skills that come alongside rigorous academic preparation to ensure student achievement.
- The culture of CFA will stress a personalized approach to education, with targeted and data-driven instruction that builds competencies in core subjects, as well as the 21st century skills that young people need to move forward and thrive in the world beyond secondary school.
- CFA is being carefully crafted around research based restorative practices specifically targeting low achieving, at-risk and former drop out students.

Expected date of operations: September 2016

Anticipated student enrollment: Each campus will start with 125 students in the first year of operation and will grow to a max enrollment of 165 students by year three.

Operations Details: CFA will staff a centralized team that will plan, implement, and oversee non-academic services such that CFA campus staff can focus squarely on academic services. CFA’s non-academic services that will be provided for all campuses will include budget, accounting, procurement, facility operations (custodial, repair, and maintenance), food service, information technology, human resources, payroll, and risk management.

The day-to-day management of all non-academic services is the responsibility of the Director of Finance & Operations (DFO), who will report to the Managing Director/CEO. The DFO, with the approval of the Board of Directors, will establish internal controls and financial and operational policies and procedures. Processes for non-academic services will be developed by the DFO and accomplished with a combination of in-house services and external contractors, overseen by the DFO:

In-House Services	Contracted Services
Budget and Financial Planning	Audit
Bookkeeping and Bank Reconciliations	Legal
Procurement and Payables	Payroll Processing
Human Resources	Insurance
Information Technology	Food Service
Security	Custodial & Maintenance
Printing and Office Operations	Waste Removal & Grounds

Initially, the DFO will be supported by a Payroll & A/P Clerk to provide for and oversee these services. As CFA expands and grows its campuses, the centralized staff to support non-

academic services will grow to include an Accounting Manager, Budget Manager, HR Manager and Operations Manager, all overseen by the DFO. In order to ensure that non-academic services are properly supporting the campuses and their mission, CFA will track operational goals and metrics, with the primary goals and metrics outlined below. CFA leadership will provide the board and respective board committees with periodic reporting on these goals and metrics. By leveraging the board committee structure to affirm these goals and monitor performance outcomes compared to these goals, the board will be able to hold CFA management accountable for expected quality of operational services and drive improvements, if necessary.

Goal	Metric	Area	Owner	Year 1	Year 2	Year 3	Year 4	Year 5
Strong Financial Condition	Balanced Budget	Financial Services	DFO	Yes	Yes	Yes	Yes	Yes
Strong Financial Condition	Change in Net Assets	Financial Services	DFO	> \$0	> \$0	> \$0	> \$0	> \$0
Strong Financial Condition	Average Days of Cash	Financial Services	DFO	30	60	90	120	120
Strong Financial Practices	Compliance with Debt Obligations	Financial Services	DFO	Yes	Yes	Yes	Yes	Yes
Strong Financial Practices	Audit Findings	Financial Services	DFO	None	None	None	None	None
Strong Financial Practices	Financial Statement Reporting	Financial Services	DFO	Monthly	Monthly	Monthly	Monthly	Monthly
Strong Teacher Retention	% of High Performing Teachers Returning	Academic Services & HR	Campus Leadership	80%	85%	90%	90%	90%
High Student Demand	# of Applicants Per Seat	Academic Services & Community Outreach	Executive Director & Campus Leadership	1.5	2.0	3.0	3.0	3.0
Consistent Network Availability	Network Uptime	Operations	Ops Manager	100%	100%	100%	100%	100%
Supportive Facility Condition	Staff Survey on Maintenance & Cleaning	Operations	DFO	90% positive	90% positive	90% positive	90% positive	90% positive

Description of Curriculum: Through the curricula, CFA will challenge students to think critically, challenge the status quo, and create solutions through inquiry based, project based activities. The selected curricula will use an integrated educational strategy that accelerates acquisition of necessary skills and allows students to work at their own pace through computer activities and will also offer the opportunities to learn cooperation through small group work. Instructional content will be relevant to the students' interests as identified through entrance interviews and surveys. Instruction will address students' family context, community contexts, origins and knowledge, skills and how skills are related to social structures. Teachers will use project based activities, small group work, student presentation, inquiry based projects and lecture as part of their instructional strategies. While instructional strategies will vary, depending on the content, situation and level of the

academic achievement of students, the teachers will be trained in using Marzano’s nine instructional strategies extensively in the selected curricula:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

CFA Course Scope and Sequence by Subject for Each Grade Level				
SUBJECT AREAS	ISBE GRADE LEVES	CFA GRADE LEVELS	CFA COURSE (CURRICULUM)	CREDIT SPER COURSE
LANGUAGE ARTS 4 Credits	MIDDLE/ JUNIOR HIGH SCHOOL	LEVEL 1	English I (Culturally-Relevant Writing)	1
	EARLY HIGH SCHOOL	LEVEL 1	English II w/Writing	1
	EARLY/LATE HIGH SCHOOL	LEVEL 2	English III	1
	LATE HIGH SCHOOL	LEVEL 3	College English 1 (CCC Course)	1
MATHMATICS 4 Credits	EARLY HIGH SCHOOL	LEVEL 1	Real-World Math (Carnegie Math Curriculum – Bridge to Algebra)	1
	EARLY HIGH SCHOOL	LEVEL 1	Integrated Mathematics I(Carnegie Math Curriculum)	1
	EARLY/LATE HIGH SCHOOL	LEVEL 2	Integrated Mathematics II (Carnegie Math Curriculum)	1
	LATE HIGH SCHOOL	LEVEL 3	COLLEGE MATHEMATICS 1 (CCC Course)	1
SCIENCE 3 Credits	EARLY HIGH SCHOOL	LEVEL 1	Conceptual Integrated Science I) with lab	1
	EARLY/LATE HIGH SCHOOL	LEVEL 2	—Conceptual Integrated Science II with lab	1
	LATE HIGH SCHOOL	LEVEL 3	College level Biology (CCC Course)	1
SOCIAL SCIENCE 2 Credits	EARLY HIGH SCHOOL	LEVEL 1	Culturally-Relevant World History	1
	EARLY HIGH SCHOOL	LEVEL 1	Culturally-Relevant U.S. History	1

CFA Course Scope and Sequence by Subject for Each Grade Level				
SUBJECT AREAS	ISBE GRADE LEVES	CFA GRADE LEVELS	CFA COURSE (CURRICULUM)	CREDIT SPER COURSE
	EARLY/LATE HIGH SCHOOL	LEVEL 2	American Government	1
PHYSICAL EDUCATION 1 Credit	EARLY HIGH SCHOOL	LEVEL 1	Physical Education w/Health Education	1
ELECTIVES 4 Credits	EARLY/LATE HIGH SCHOOL	LEVEL 2	Intro to Education or Computer Networking I (CISCO Networking Curriculum)	1
	LATE HIGH SCHOOL	LEVEL 2	Intro to Education II or Computer Networking II	1
TOTAL for High School Diploma				18

YEAR 1

- Int. Humanities (100 min)*
- Int. Mathematics (100 min)*
- Int. Science (100 min)*
- Int. Computer Usage (50 min)*
- Int. Advisory (50 min)*

YEAR 2

- Int. Humanities (100 min)*
- Int. Mathematics (100 min)*
- Int. Science (100 min)*
- Pathway Courses*
- Dual Enrollment Courses*

YEAR 3

- College English*
- College Math*
- College Writing*
- College Science*

Humanities:

The humanities curriculum is an Integrated Curriculum between Language Arts and Social Studies, which uses the 4MAT system for instructional design and is based on brain research and sound learning styles theories. Each unit explores a significant universal concept, and connects the concept to the students’ experience; it has students reflect on that experience, bridges the concept to content knowledge in a non-verbal image, informs the student of that content, practices content, applies the content, personalizes and revises the content into the student’s own life and ends in student performance. This curriculum uses intuition and right brain activities throughout each unit.

To address those with low reading skills, YCCS has adapted this skills-based curriculum to explicitly teach reading, writing and data usage in content areas. The use of writing and reading in the content areas is supported by both Marzano’s work (2001) and that of Carnegie Corporation in both *Reading next* and *Writing next*.

The humanities curriculum also addresses differentiation. The long term goal is for multiple strategies to be available for each lesson according to the assessed needs of each student. For example, in Day 26 of instruction about migration, a reading passage is assigned. Perhaps ten students work on inference skills with the reading passage, five students use a visual strategy and a written worksheet, and meanwhile five other students who are already proficient with inference might work on main idea and supporting detail recognition. Having such activities and strategies accessible for the teacher would go a long way to making differentiation happen in a meaningful

way. A skills-based interim assessment system (Global Scholars) supplements the differentiation to provide feedback for re-teaching and dove-tails into Response to Intervention (RtI) tiers one and two.

Carnegie Math:

This Math Curriculum offers Inquiry based and computer based instruction. The curriculum provides instruction at the remedial level through its Bridge to Algebra component. Carnegie Integrated Math provides instruction at the early and late high school level. Carnegie Math uses Project based instruction at the group and individual level to allow for differentiation.

Reading 180:

This curriculum offers extensive reading and writing opportunities through group and individual work time as well as through computer activities. It is designed to increase the reading level for students who come into OLS reading below 6th grade. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skill.

Conceptual Integrated Science:

Conceptual Integrated Science (CIS) provides an introduction to physics, chemistry, biology, earth science, and astronomy – the full gamut of the natural sciences. CIS uses the conceptual approach, which makes integrated science accessible. The conceptual approach:

- relates science to everyday life.
- is personal and direct.
- de-emphasizes jargon and vocabulary.
- emphasizes central ideas rather than the details, to avoid information overload.
- puts concepts ahead of computation. Equations are used to clarify concepts rather than as a chance to practice mathematical problem solving.

The conceptual approach was defined over 30 years ago by Paul Hewitt. CIS is written around unifying concepts – the relatively small number of essential concepts that underlie various branches of science and tie them together. For example, The Second Law of Thermodynamics, a unifying concept, pops up repeatedly across the disciplines: it underlies the direction of heat flow (physics) and the loss of energy between levels (biology), just to name a few instances.

Information Regarding Lottery Process If More Applicants than Available Space

In the event that there are more applicants than available space at a campus, and the applicant meets the campus admissions criteria, the applicant's name will be placed on a Waiting/Lottery List (see below).

Lottery Process

All waiting/lottery lists and applicant referrals are forwarded to the CFA office. During the course of the school year, CFA maintains a "Waiting/Lottery List" of eligible applicants. If at any time there are more eligible applicants for enrollment than available space, eligible applicants are selected by lottery. CFA conducts one lottery per year, prior to the beginning of the new school

year. The CFA central office draws from that lottery to enroll students for the new school year, and then conducts lotteries as needed to fill available seats when students withdraw or graduate. The applicant remains in the lottery pool until he/she is removed due to enrollment or the student has moved with no forwarding address and/or has no working phone number, is no longer interested in attending CFA, or is no longer eligible for enrollment.

If by June 1 of each year there are more eligible applicants than space available for the upcoming year, eligible applicants shall be selected by lottery. The Waiting/Lottery List is a list of eligible students who have made application to CFA but were not accepted due to lack of available space. The Board of Directors or its appointees at the CFA administrative office between June 1 and August 1 of each year conduct the CFA annual lottery. All lotteries are witnessed by a third party or videotaped.

Information Regarding Failure to Obtain Charter School Approval

If Connected Future Academies is unable to obtain its charter, it will shut down.

Charter School Illinois State Statute

The Illinois state statute that pertains to the organization and operation of charter schools is 105 ILCS 5/Art. 27A-1 et. seq.

Part V

Item 1a. Names, Titles, Mailing Addresses, Compensation of Officers, Directors, Trustees

Name	Title	Mailing Address	Compensation
Marilyn H. Johnson	Director; Secretary	4124 S Ellis Avenue Chicago, IL 60653-3014	0
Dr. Pamela Randall	Director	4124 S Ellis Avenue Chicago, IL 60653-3014	0
Lauren McCadney	Director	4124 S Ellis Avenue Chicago, IL 60653-3014	0

Item 3a. Name, Qualifications, Average Hours, Worked and Duties

Please note that there is no management company involved in the organization or operation of CFA. The Executive Team will be responsible for the day-to-day management of the school.

Ronald Giles:

- a) **Qualifications:** An accomplished nonprofit executive for over 25 years. Mr. Giles has held executive management positions in 2 charter schools where he develop structures and programs to support the develop students who attended. Mr. Giles previously was the Managing Director of YCCS’s Youth Connection Leadership Academy where he led the effort to transform the campus into career pathway school. Under his leadership YCLA students show significant progress by gaining two years in English language arts and 1.5 years in mathematics in one year of academic instruction (as measured by the Test of Adult Basic Education). Mr. Giles is a founding board member of the Illinois

Network of Charters where for many years he acted as the organizations Board Treasurer. He was the founding Managing Director of the Choir Academy Charter School of Chicago where effectively managed operations that led to the Choir Academy being recognized by the Illinois State Board of Education for academic improvement, additionally the Choir Academy in 2007 was recognized by the Civic Federation as a financially viable charter school. Mr. Giles held positions with the YMCA of Milwaukee, Wisconsin and OIC of Greater Milwaukee. Mr. Giles served as the founding Executive Director of the Youth Leadership Academy, an organization that served African American young boys and teens. During his tenure the Youth Leadership Academy grew from a small programming serving 30 boys on Saturdays to an organization serving over 400 boys and teens annually. The Youth Leadership Academy subsequently became part of the YMCA of Milwaukee where it evolved into the Young Leaders Academy Charter School.

- b) **Average Hours Worked:** 40 hours per week
- c) **Duties:** Managing Director. As Managing Director, Mr. Giles has complete responsibility for carrying out assigned policies and regulations. He also has the authority to direct the implementation of the organization's programs and services, and is responsible for the management of all staff members and volunteers. In this role, Mr. Giles will direct the day-to-day operations, implement policies, hire, train, supervise, evaluate, and train staff, attend all board meetings, and act as a consultant to the board and its committees.

Dr. Sylvia Gist:

- a) **Qualifications:** Bonita Carr, Ph.D. is the executive director of the Lighthouse Youth Center in Chicago's South Side neighborhood of Bronzeville. The Lighthouse Youth Center works with at-risk youth and provides them with mentorship in the form of academic and spiritual development. Before going to work for the Lighthouse Youth Center, Bonita was the executive and national director of PUSH Excel, a program aimed at keeping inner city youth in school and assisting them with job placement as part of Jesse Jackson's Rainbow/PUSH Coalition. Dr. Carr resides in and has extensive personal and community ties to the Bronzeville community.
- b) **Average Hours Worked:** 40 hours per week
- c) **Duties:** Director of Education. As the Director of Education, Dr. Gist will serve as the Chief Education Officer of CFA, overseeing all program development activities. The Director of Education will be responsible for training new staff on CFA philosophy, expectations, and curriculum.

Bart Kocha:

- a) **Qualifications:** Bart has been an active board member for the IL Network of Charter Schools (INCS) for nearly ten years. He currently serves as the Chair of the Finance Committee and member of the Executive Committee. In addition to working closely with the Chicago based charters he was instrumental in helping establish new schools in Rockford and Peoria. He has also worked with the Walton Family Foundation to bring start-up funding to IL based charter schools. Bart was a senior partner and practice leader for A.T. Kearney out of Chicago for over twenty years. He primarily worked in the Health Care and Financial Services industries before establishing a new service practice concentrating on

Organization & Transformation engagements. In this capacity Bart was responsible for building the firms related skills and intellectual property. His practice established new offerings in Governance, Talent Management, Shared Services and Offshoring. His client work was primarily focused on strategy, large scale transformation and operations improvement programs. Bart resides in SE Wisconsin but spends extensive time in the Chicago community with INCS and the VIVA project. VIVA is based out of Chicago and is focused on dramatically increasing teachers' participation in important policy decisions about public education. Bart is leading the Innovation and New Product Development efforts for VIVA.

- b) **Average Hours Worked:** 40 hours per week
- c) **Duties:** Director of Education.* As the Director of Education, Dr. Gist will serve as the Chief Education Officer of CFA, overseeing all program development activities. The Director of Education will be responsible for training new staff on CFA philosophy, expectations, and curriculum. The Board of Directors will meet at least six times per year.

James A. Alexander

- a) **Qualifications:** Mr. Alexander has more than two decades of broad and diverse management experience as a senior executive in higher education and nonprofit organizations in Illinois. In his role as V.P. for Strategic Planning and Execution, Mr. Alexander is responsible for bringing to life a key, major initiative in Illinois Action for Children's growth and evolution. In this work, he oversees and develops multiple strategic development processes and initiatives, and works with managers and departments across the organization. Previously, Mr. Alexander served for six years as Executive Director of the Inner City Teaching Corps (ICTC), a nonprofit education organization that helps empower children in the most under-served areas of Chicago. Mr. Alexander grew the organization's programs, including the Volunteer Teaching Corps, the Alain Locke Charter Academy, the Family Resource and Learning Center, Books n' Hoops, Execution in Entrepreneurial School Leadership, UNITE, the Inquiry Series on education topics, and an alternative certification program with Northwestern University School of Education and Social Policy.
- b) **Average Hours Worked:** 5 hours per month
- d) **Duties:** A major role of the Connected Future Academies Board of Directors is to serve as a thought partner to executive management and staff as they strive to operationalize CFA's vision and mission. CFA's Board of Directors is ultimately responsible for all aspects of the operations of all CFA Campuses. The Board of Directors will meet monthly, but no less than 8 times per calendar year. The Board of Directors will meet at least six times per year.

Dr. Bonita Carr

- a) **Qualifications:** Ms. Carr, Ph.D. is the executive director of the Lighthouse Youth Center in Chicago's South Side neighborhood of Bronzeville. The Lighthouse Youth Center works with at-risk youth and provides them with mentorship in the form of academic and spiritual development. Before going to work for the Lighthouse Youth Center, Ms. Carr was the executive and national director of PUSH Excel, a program aimed at keeping inner city youth in school and assisting them with job placement as part of Jesse Jackson's Rainbow/PUSH Coalition.
- b) **Average Hours Worked:** 5 hours per month

- e) **Duties:** A major role of the Connected Future Academies Board of Directors is to serve as a thought partner to executive management and staff as they strive to operationalize CFA's vision and mission. CFA's Board of Directors is ultimately responsible for all aspects of the operations of all CFA Campuses. The Board of Directors will meet at least six times per year.

Lauren McCadney

- a) **Qualifications:** Lauren McCadney is an accomplished marketing professional with corporate and academic experience. Currently she is the architect of CDW's social media strategy. She assumed this position in June 2011 after successfully leading the company's small business marketing efforts for several years. While in small business marketing her reputation as an innovative marketer that delivers impactful results continued to flourish. She received an Honorable Mention on the 2011 Top Small Business Influencers list from SmallBizTechnology.com. And in 2010 she was recognized as the "Small Business Marketer of the Year," by the Enterprise Council of Small Business — a division of the Corporate Executive Board. Most recently she was named one of the "2012 Top 25 Digital Marketers" by B to B Magazine.
- b) **Average Hours Worked:** 5 hours per month
- f) **Duties:** A major role of the Connected Future Academies Board of Directors is to serve as a thought partner to executive management and staff as they strive to operationalize CFA's vision and mission. CFA's Board of Directors is ultimately responsible for all aspects of the operations of all CFA Campuses. The Board of Directors will meet at least six times per year.

Marilyn H. Johnson

- a) **Qualifications:** Ms. Johnson is a seasoned business professional with a consistent track record of developing and implementing strategic plans that have met and often exceeded budgetary expectations. With over 15 years of marketing and management experience, she brings a unique approach to classic business applications. A proven leader with a history of motivating multiple levels of management, Ms. Johnson has had the opportunity to hone her skills in niche markets such as African American purchase patterns. She has also developed noted experience in business development, product and program management, direct marketing, procurement, and program facilitation. Ms. Johnson has broadened her portfolio to include creating brand recognition strategies, merchandising, developing short and long term marketing plans, business cases, fostering strategic alliances between large and small businesses, program and curriculum development.
- b) **Average Hours Worked:** 5 hours per month
- g) **Duties:** A major role of the Connected Future Academies Board of Directors is to serve as a thought partner to executive management and staff as they strive to operationalize CFA's vision and mission. CFA's Board of Directors is ultimately responsible for all aspects of the operations of all CFA Campuses. The Board of Directors will meet at least six times per year.

Pamela R. Randall

- a) **Qualifications:** Pamela Randall joined the CASEL staff in September 2011 and currently works closely with the Collaborating Districts Initiative —specifically serving as consultant

to Chicago Public School and Metropolitan Nashville Public Schools. Formerly she was a school-improvement officer for high schools in the Houston Independent School District. There she was responsible for supervising and coaching principals to create high-quality teams and programs focused on student academic growth, achieving bold and measurable goals, and working with their communities. Pamela has also served as an area instruction officer and deputy chief officer in the Office of High School Programs of the Chicago Public Schools, where she had broad responsibilities for the city's high schools. Previously she was the interim superintendent for the St. Louis Public Schools, where she also served as deputy superintendent and executive director of secondary education. While she was principal of Metro Academic and Classical High School in St. Louis, the school had the highest academic ranking in the state. She was also a member of the contract negotiation team for St. Louis public school teachers and was elected president of the American Federation of School Administrators local association in St. Louis. A graduate of the Broad Academy for Urban Superintendents, Pamela began her career in education as a high school dance teacher in University City, Mo. She holds a doctorate in education administration from St. Louis University and a master's degree in education administration from Southern Illinois University of Edwardsville. She completed her bachelor's degree in fine arts at the University of Illinois, Champaign-Urbana, where she was an honors graduate.

- b) **Average Hours Worked:** 5 hours per month
- h) **Duties:** A major role of the Connected Future Academies Board of Directors is to serve as a thought partner to executive management and staff as they strive to operationalize CFA's vision and mission. CFA's Board of Directors is ultimately responsible for all aspects of the operations of all CFA Campuses. The Board of Directors will meet at least six times per year.

Resumes of Officers: see attached documents.

Resumes of Board of Directors: see attached documents.

Item 5a. Conflict of Interest Policy

The Conflict of Interest Policy was adopted by a resolution of the board of directors on March 31, 2015. See "Conflict of Interest Policy" attached.

Part VI

Item 1a. Goods, Services, or Funds to Individuals

Connected Future Academies is a public, open-enrollment, and non-selective school that provides an educational program designed to engage students that have dropped out or are on track to dropping out of high school. The primary service to be provided is teaching high school subjects.

Item 2. Limiting Provision of Goods, Services, or Funds to Specific Individuals

CFA will primarily serve high school students aged 16-21 that have dropped out or are on track to dropping out of high school in several Chicago communities where there exists the greatest need for schools to serve this unique population of students. Enrollment is limited by the districting policies of Chicago Public Schools (CPS). Notwithstanding admission and program requirements, CFA 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 education services. All campus program entrance criteria must include the following non-discrimination/ Equal Employment Opportunity & Fair hiring language: “Campus does not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or need for special education services.” CFA will recruit citywide and will make special effort to ensure all student are welcome regardless of any special circumstances.

Part VIII

Item 4a. Fundraising Program

Contributions from individual donors will be solicited using standard fundraising techniques, including mail solicitations, email solicitations, personal solicitations, foundation grant solicitations, government grant solicitations, and accepting donations on CFA’s website. In addition, CFA plans to pursue grants and loans from various sources. CFA’s fundraising plan includes pursuing multiple sources of additional revenue to enhance the CMO and campus-level programming. The Board of Directors will have a Development Committee devoted entirely to working alongside the Executive Director and DFO to build these relationships and funding opportunities. Connected Future Academies is not authorized to levy taxes or collect funds directly from taxpayers.

Organization	Funds Pursued	Assumption
Workforce Investment Act (WIA) Grants	\$75,000 Annually, per campus	Per campus beginning in Year 2 of each campus’ operation
The Walton Family Foundation	\$250,000 One time, per campus	Per campus, one time, in Year 1
Next Generation Learning Challenges (NGLC)	\$150,000 One time	One time grant in Year 0 for Campus 2 only
CFA Board of Directors	\$50,000 Annually	Minimum of \$50,000 raised annually by Board

Workforce Investment Act (WIA) Grants

WIA grants are provided through the Illinois Department of Commerce & Economic Opportunity. CFA Leadership has experience in acquiring these grants and understands the organization’s willingness to support alternative models like CFA. These grants are provided on an

annual basis at an assumed average rate of \$75,000 per campus and will fund general program support. Funding is assumed to begin in year 2 at each campus, after a demonstrated successful first year of campus operation.

The Walton Family Foundation

The Walton Family Foundation funds alternative charter schools that meet the organization's academic standards. CFA will pursue the \$250,000 base grant award from the Startup Grant Program after receiving the charter authorization. The funds are assumed to be received in year 1 at each campus. To remain conservative, CFA budget templates reflect keeping the entire award from Walton in contingency. This will add flexibility to spending at the campus level in the event that the award is received.

Next Generation Learning Challenges (NGLC)

CFA is applying to NGLC's Wave IV Grant for breakthrough school models for college readiness. NGLC funds "bold" breakthrough school models in the blended learning space, and CFA's blended learning model is particularly bold in serving the target alternative student population. CFA was discouraged from applying to the NGLC Chicago regional pilot because the cohort program stated that they do not have the expertise to support design for the most at-risk kids. Therefore, CFA will apply directly to NGLC for the national \$150,000 launch grant for a single school model, due on December 2, 2013. Grantees will receive the proceeds in the 2014 incubation year. These funds will be used primarily to support Campus 2's year 0 blended learning purchases and to build a cash balance for year 1.

CFA Board of Directors

The Development Committee on the Board of Directors will be responsible for overseeing the fundraising of \$50,000 annually. The minimum requirement of \$50,000 will be incremental to the funds raised from the organizations above, and will be raised primarily through connections with individuals, corporations and foundations, as well as through fundraising events. The funds raised by the Board of Directors will benefit all campuses.

Item 4d. List of All States and Jurisdictions for Fundraising

CFA will raise funds solely for its own purposes and not for other organizations. CFA plans to raise funds primarily in Illinois.

Item 7a. Facility Development

CFA campus 1 will be located in the Illinois Medical District. Illinois Medical District (IMD) is a special-use zoning district just west of the central business district of Chicago, Illinois. It consists of 560 acres of medical research facilities, labs, a biotechnology business incubator, a raw development area, universities, and more than 40 health care related facilities. IMD supports locating Connected Future Academy's Allied Health Campus in the district because of the potential opportunities for exposing CFA students to employment opportunities in the district. IMD has committed to assist in the development of partnerships with the corporate residents of the district that will facilitate the training and exposure of students to real world opportunities in the Medical field.

CFA Campus 2 location is anticipated to be in the Englewood community, where CPS has identified as a high need community for option schools. CFA Campus 2 in partnership with the Sweetwater Foundation in Englewood will provide an opportunity for CFA students to be exposed to issues of the Green Economy. Campus 2 will support students understanding of urban agriculture, aquaponics, and green construction. By partnering with the Sweetwater Foundation, CFA hopes to catalyze the continued development of the Englewood community through education. It is anticipated that in partnership with the Sweetwater Foundation and Liberation Christian Center, CFA will be part of the planned redevelopment of old Firehouse in Englewood. This campus will be close proximity to CCC's Kennedy King Campus.

CFA Campus 3 location is anticipated to be housed in New Covenant Missionary Baptist Church in the Greater Grand Crossing community. CPS has determined this area as moderate need area for an option school. This location is a backup to the Englewood development, but may quickly emerge as a long-term campus due to its proximity to public transportation with easy access to city colleges, Kennedy King and Olive Harvey, as well as Chicago State University.

Schedule B

Section 1, 1b.

CFA will primarily serve high school students aged 16-21 that have dropped out or are on track to dropping out of high school in several Chicago communities where there exists the greatest need for schools to serve this unique population of students.

Section 1, 2b.

CFA will be a charter school operating in Chicago, Illinois with funding and support from Chicago Public Schools (the primary body administering public school education in the city of Chicago). At the time of this application, CFA's charter application with Chicago Public Schools has not been submitted.

Articles of Incorporation & Articles of Amendment

FORM NFP 102.10

ARTICLES OF INCORPORATION

General Not For Profit Corporation Act

File # 69257631

Filing Fee: \$50

Approved By: JXR

FILED

SEP 27 2013

Jesse White

Secretary of State

Article 1.

Corporate Name: CONNECTED FUTURE ACADEMIES

Article 2.

Registered Agent: RON GILES

Registered Office: 4124 S ELLIS AVE

CHICAGO

IL 60653-3014

COOK COUNTY

Article 3.

The first Board of Directors shall be 5 in number, their Names and Addresses being as follows

LAUREN MCCADNEY, 4124 SOUTH ELLIS, CHICAGO, ILLINOIS 60653

JAMES ALEXANDER, 4124 SOUTH ELLIS, CHICAGO, ILLINOIS 60653

MARILYN JOHNSON, 4124 SOUTH ELLIS, CHICAGO, ILLINOIS 60653

DR. BONITA CARR, 4124 SOUTH ELLIS, CHICAGO, ILLINOIS 60653

KEVIN SLAUGHTER, 4124 SOUTH ELLIS, CHICAGO, ILLINOIS 60653

Article 4. Purpose(s) for which the Corporation is organized:

Educational.

Is this Corporation a Condominium Association as established under the Condominium Property Act? Yes No

Is this a Cooperative Housing Corporation as defined in Section 216 of the Internal Revenue Code of 1954? Yes No

Is this Corporation a Homeowner's Association, which administers a common-interest community as defined in subsection (c) of Section 9-102 of the code of Civil Procedure? Yes No

Article 5. Name & Address of Incorporator

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

KEVIN SLAUGHTER

Name

22631 NATURE CREEK CIRCLE

Street

Dated SEPTEMBER 27, 2013

Month & Day

Year

FRANKFORT, IL 60423

City, State, ZIP



OFFICE OF THE SECRETARY OF STATE

JESSE WHITE • Secretary of State

MARCH 24, 2015

6925-763-1

RON GILES
4124 S ELLIS AVE
CHICAGO, IL 60653-3014

RE CONNECTED FUTURE ACADEMIES

DEAR SIR OR MADAM:

ENCLOSED YOU WILL FIND THE ARTICLES OF AMENDMENT FOR THE ABOVE NAMED CORPORATION.

FEES IN THIS CONNECTION HAVE BEEN RECEIVED AND CREDITED.

SINCERELY,

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

FORM NFP 110.30 (rev. Dec. 2003)
ARTICLES OF AMENDMENT
General Not For Profit Corporation Act

Secretary of State
Department of Business Services
501 S. Second St., Rm. 350
Springfield, IL 62756
217-782-1832
www.cyberdriveillinois.com

Filed: 3/24/2015 Jesse White Secretary of State MJE



CD0260429

File # 69257 631 Filing Fee: \$25 Approved: _____

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

1. Corporate Name (See Note 1 on back.): CONNECTED FUTURE ACADEMIES

2. Manner of Adoption of Amendment:
The following amendment to the Articles of Incorporation was adopted on 03/20/2015 in the manner indicated below (check one only):
Month Day, Year

- By affirmative vote of a majority of the directors in office, at a meeting of the board of directors, in accordance with Section 110.15. (See Note 2 on back.)
- By written consent, signed by all the directors in office, in compliance with Sections 110.15 and 108.45. (See Note 3 on back.)
- By members at a meeting of members entitled to vote by the affirmative vote of the members having not less than the minimum number of votes necessary to adopt such amendment, as provided by this Act, the Articles of Incorporation or the bylaws, in accordance with Section 110.20. (See Note 4 on back.)
- By written consent signed by members entitled to vote having not less than the minimum number of votes necessary to adopt such amendment, as provided by this Act, the Articles of Incorporation, or the bylaws, in compliance with Sections 107.10 and 110.20. (See Note 5 on back.)

3. Text of Amendment:
(a.) When an amendment affects a name change, insert the new corporate name below. Use 3(b.) below for all other amendments. *Article 1: The Name of the Corporation is:

New Name


(b.) All amendments other than name change.
If the amendment affects the corporate purpose, the amended purpose is required to be set forth in its entirety. If there is not sufficient space to add the full text of the amendment, attach additional sheets of this size.
See attachment.

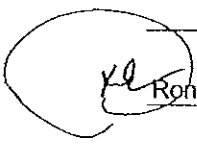
1
2
3

4. The undersigned Corporation has caused these Articles to be signed by a duly authorized officer who affirms, under penalties of perjury, that the facts stated herein are true and correct.

All signatures must be in BLACK INK.

Dated 03/20 2015 CONNECTED FUTURE ACADEMIES
Month Day Year Exact Name of Corporation


Any Authorized Officer's Signature

 Ron Giles, President
Name and Title (type or print)

5. If there are no duly authorized officers, the persons designated under Section 101.10(b)(2) must sign below and print name and title.

The undersigned affirms, under penalties of perjury, that the facts stated herein are true.

Dated _____
Month Day Year

_____ Signature	_____ Name and Title (print)
_____ Signature	_____ Name and Title (print)
_____ Signature	_____ Name and Title (print)
_____ Signature	_____ Name and Title (print)

NOTES

1. State the true and exact corporate name as it appears on the records of the Secretary of State BEFORE any amendment herein is reported.
2. Directors may adopt amendments without member approval only when the corporation has no members, or no members entitled to vote pursuant to §110.15.
3. Director approval may be:
 - a. by vote at a director's meeting (either annual or special), or
 - b. by consent, in writing, without a meeting.
4. All amendments not adopted under Sec. 110.15 require that:
 - a. the board of directors adopt a resolution setting forth the proposed amendment, and
 - b. the members approve the amendment.

Member approval may be:

- a. by vote at a members meeting (either annual or special), or
- b. by consent, in writing, without a meeting.

To be adopted, the amendment must receive the affirmative vote or consent of the holders of at least two-thirds of the outstanding members entitled to vote on the amendment (but if class voting applies, also at least a two-thirds vote within each class is required).

The Articles of Incorporation may supersede the two-thirds vote requirement by specifying any smaller or larger vote requirement not less than a majority of the outstanding votes of such members entitled to vote, and not less than a majority within each class when class voting applies. (Sec. 110.20)

5. When member approval is by written consent, all members must be given notice of the proposed amendment at least five days before the consent is signed. If the amendment is adopted, members who have not signed the consent must be promptly notified of the passage of the amendment. (Sec. 107.10 & 110.20)

CONNECTED FUTURE ACADEMIES 02-15
4124 S ELLIS AVE
CHICAGO, IL 60653-3014

EIN: 47-3089945 99

DATE 3-31-2015

\$ 850.00

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Ronald Miller

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Connected Future Academies

EIN: 47-3089945



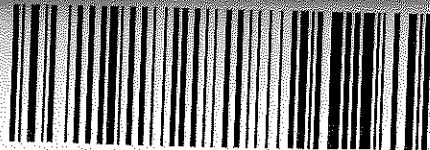
Northwestern University School of Law
 375 East Chicago Avenue
 Chicago, Illinois 60611-3069

TO:

Internal Revenue Service
 P.O. Box 192
 Covington, Kentucky 41012-0192

RETURN POSTAGE GUARANTEED

7002 2410 0004 0935 5491



SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Internal Revenue Service
 P.O. Box 192
 Covington, Kentucky 41012

2. Article Number

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Addressee

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 1? Yes
 if YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

048975



MAIL SERVICES

NORTHWESTERN UNIVERSITY REQUEST FOR MAIL SERVICES

MAIL SERVICES USE ONLY

No. of Pieces 1

Total Cost \$ _____

Evanston Campus

2020 Ridge 1-7227

Tech Inst. 1-5424

Rebecca Crown 7-2279

Chicago Campus

310 E. Superior St.

3-8131

DATE

048975

4/2/2015

Check Appropriate Box(es)

DOMESTIC MAIL

- First Class
- Priority Mail
- Express Mail
- Certified-Return Receipt
- Registered-Return Receipt Value _____
- Insured Value _____
- Media Mail
- Bound Printed Matter

FOREIGN MAIL

- First Class Air Mail
- Global Express Mail
- Priority Mail International
- Insured Value _____
- Registered-Return Receipt
- Surface Parcel Post

White Copy: Mail Service
Canary Copy: Mail Service
Pink Copy: Requestor

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Place barcode label here or fill in Chart String number

Fund	Dept ID	Project	Activity	Program	ChartField 1	Account
320	556	1800	3000	854401		

CONTACT PERSON Stephanie Camba TELEPHONE 3-1497

SCHOOL/DIVISION Law DEPARTMENT _____

ROOM/BUILDING _____ CAMPUS MAILING CODE _____ CAMPUS _____

PERMIT MAIL ONLY

First Class Permit Mail
 Standard or Non-Profit Permit Mail

Subject or Description of Material to be mailed: _____

No. of Pieces _____

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 City, State, ZIP+4: Cannonsville, Kentucky 41012-0192

PS Form 3800, June 2002 See Reverse for Instructions

**Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Form**

Role of a Board Member

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:

Yes

No

If yes, please list and describe:

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

ustainability of the mission, values and operations of the school, as well as a trusted advisor

3. Why are you interested in serving as a member of a public charter, contract, or alternative school?

of talented young people from every end of the socioeconomic and educational spectrum.

4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

ilited on as well as worked with the professionals who interact with that student population.

4. What is your understanding of the school's mission, vision, educational philosophy and program?

To attract and support at-risk students/dropouts in a blended learning environment that

5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

By having clear goals, metrics, and standards that are reviewed on a regular basis.

6. Describe the role that the Board will play (or currently does play) in the school's operation.

The Board's role is oversight of the schools academic, fiscal, and operational processes.

7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

d all of on the information gathered. Transparency is essential.

**Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Form**

Role of a Board Member

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:
Yes
If yes, please list and describe:
INCS and the Joffrey Ballet
2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?
Oversight including academic, financial and legal accountability.
3. Why are you interested in serving as a member of a public charter, contract, or alternative school?
After several years of service with INCS I would like to be more involved with school operations and student outcomes.
4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?
My knowledge from INCS and business expertise will allow me provide appropriate strategic and financial guidance as CFA launches a new school.
4. What is your understanding of the school's mission, vision, educational philosophy and program?
To attract and support at risk kids in a blended learning environment.
5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?
We will have agreed standards, goals and metrics. We will assess agreed upon outcomes covering academic, administrative and financial metrics.
6. Describe the role that the Board will play (or currently does play) in the school's operation.
Our role will be to provide oversight. Areas covered will include academic, financial, operational, policy management and staff performance.
7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would first raise the issue with our Chairman and if necessary escalate the issue to CPS.

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:

Yes

No

If yes, please list and describe:

Alain Locke Charter and several non-profits, legal, social service and education oriented

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

Oversight—of the mission, values and operations, including academic, financial and legal

3. Why are you interested in serving as a member of a public charter, contract, or alternative school?

The mission of this school makes it worthy of time and effort to support growth

4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

I have served in similar capacity; I believe my experience allows me to provide support

4. What is your understanding of the school's mission, vision, educational philosophy and program?

To attract and support at risk students/dropouts in a blended learning environment that

5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

By having agreed standards, goals and metrics and assessing agreed upon outcomes. Th

6. Describe the role that the Board will play (or currently does play) in the school's operation.

Board's role is oversight— in broad terms academic, fiscal and operational, policy man

7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would follow Board's Ethic's process; including disclosure requirements, investigation :

**Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Form**

Role of a Board Member

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:

Yes

No

If yes, please list and describe:

Chicago Children's Advocacy Center, 1999-2001

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

Oversight—of the mission, values and operations, including academic, financial and legal accountability.

3. Why are you interested in serving as a member of a public charter, contract, or alternative school?

I have a strong and long-standing commitment to urban education especially as it pertains to assisting underserved segments of the population. I believe that a child's success in life should not be dictated or limited by their zip code. I also believe that potential exists in equal proportion across all genders, races and economic classes. My commitment to ensuring children can achieve this potential has manifested itself in many ways including but not limited to serving as a: Girl Scout Leader, San Antonio Children's Advocacy Center volunteer, Youth Connection Charter School volunteer, Primo Center for Women and Children volunteer, King College Prep High School fundraiser

4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

In addition to having a commitment to ensuring the potential of youth is realized, I also have significant business management and leadership experience. I have an MBA from the J. L. Kellogg Business School at Northwestern University. I'm currently a Director at CDW where I pioneered the use of social media ultimately expanding it into a new practice area within ecommerce now known as Digital Engagement. Prior to joining CDW, I was an Assistant Vice President at AT&T holding leadership positions in both Sales and Marketing. I wrote the business case for the public Wifi business which went on to become a profitable growth engine for the company. I am known for being a visionary with strong execution skills who motivates teams to accomplish high goals.

4. What is your understanding of the school's mission, vision, educational philosophy and program?

To attract and support at risk students/dropouts in a blended learning environment that offers individualized instruction in a dual enrolled and highly supported structure. We aim to bring support and discipline to students who can succeed in the promise of a better life in the 21st century.

5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

By having agreed standards, goals and metrics and assessing agreed upon outcomes. These metrics and measures must span academic, administrative and financial operations.

6. Describe the role that the Board will play (or currently does play) in the school's operation.

Board's role is oversight-- in broad terms academic, fiscal and operational, policy management and hiring and evaluating administrative leadership

7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Behavior that violates the Code of Conduct would be brought to the attention of the Board President.

Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Form

Role of a Board Member

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:

Yes

No

If yes, please list and describe:

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

Oversight of the vision, mission, operations, including academic programming, financial, legal, and organizational accountability.

3. Why are you interested in serving as a member of a public charter, contract, or alternative school?

I am and have been committed to supporting at-risk students, including those who have dropped out of the traditional K-12 educational institutions; by providing a blended learning environment that offers personalized instruction in a dually enrolled and highly supported instructional program.

4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

I have been in public education for more than 30 years, as a teacher, principal, and central office administrator. My vast experience in successfully educating thousands of students in three urban school districts, (St. Louis Public Schools, Chicago Public Schools and Houston Independent School District), including supervision of Alternative Schools in all three districts, provides me with a unique perspective and skill set to provide guidance and much needed support for an organization like CFA.

4. What is your understanding of the school's mission, vision, educational philosophy and program?

To attract and support at-risk students and dropouts to complete their high school education in a blended learning environment that offers personalized instruction in a dually enrolled and highly supported instructional program.

5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

By constantly monitoring and assessing school metrics including, academic, financial, and operational borne from specific and measurable goals outlined by the collective Board.

6. Describe the role that the Board will play (or currently does play) in the school's operation.

The Board will serve as the governing body to oversee the academic, financial, and operational programs and structures of the school. The Board will also create school policy, and approve the hiring and evaluation of school leadership.

7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would immediately raise my concern with the Managing Director and Chairperson of the Board-- and possibly the full board in general terms. I would also seek legal counsel to verify if my concern is valid. As a Board member, I am obligated to protect the integrity and legal standing of the Board and the school.

Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Statement of Economic Interests Form

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

- A. Board:** means the Board of your proposed charter or contract school
- B. Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

1. When did/will your term as a Board member start?

August 2014

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

Central Administration

What is/was your job title?

Contractor

What are/were your dates of service?

January-July 2003

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes
No

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

An item or service valued at more than \$50?

Yes

No

Several items or services from one source valued at over \$100?

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm

2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: James A Alexander _____ Date: ___ 3/25/15

Signature: James A. Alexander School: Connected Future Academy

Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Statement of Economic Interests Form

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1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
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- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

1. When did/will your term as a Board member start?

I was invited to be a board member in the fall of 2013.

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes

No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes

No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes

No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes
No

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes
No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

An item or service valued at more than \$50?

Yes

No

Several items or services from one source valued at over \$100?

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm

2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Lauren McCadney Date: April 3, 2015

Signature: Lauren McCadney School: Connected Futures Academics

Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Statement of Economic Interests Form

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1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; form; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

1. When did/will your term as a Board member start?

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes

No

If yes, where have you worked?

_____ **Department of Post-Secondary Education**

What is/was your job title?

_____ **Consultant**

What are/were your dates of service?

_____ **January 2001 - April 2011**

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes

No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes

No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes
No

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No X

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No X

An item or service valued at more than \$50?

Yes

No X

Several items or services from one source valued at over \$100?

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No X

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm X

2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: MARILYN H. JOHNSON _____ Date: MARCH 30, 2015 _____

Signature:  _____ School: CONNECTED FUTURES
ACADEMY

General

1. When did/will your term as a Board member start?

September 1, 2014

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes

No

If yes, where have you worked?

Office High School Programs

What is/was your job title?

Deputy Chief of High Schools and Area Instruction Officer

What are/were your dates of service?

Deputy Chief of High Schools 2005-2006; Area Instruction Officer 2006-2009

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes

No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes

No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes
No

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes
No

If yes, please describe:

-
2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

An item or service valued at more than \$50?

Yes

No

Several items or services from one source valued at over \$100?

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm

2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

March 29, 2015

Print Name Pamela Randall-Garner, Ed.D Date: _____

Signature: *Pamela Randall-Garner* School: N/A

Connected Futures Academies

Board Calendar

2015	2016
May 6	January 6
June 3	February 3
July 1	March 2
August 4	April 6
September 2	May 4
October 7	June 1
November 4	July 6
December 2	August 3
	September 7
	October 5
	November 2
	December 7

JAMES A. ALEXANDER

6818 South Euclid Avenue
Chicago, Illinois 60649
Office (773) 769-8021 Home: (773) 363-8883
alexanderj@actforchildren.org

SUMMARY

Senior-level Executive possessing strong strategic, operations, finance and legal background with experience in highly-matrixed academic environments and non-profit leadership. Highly oriented to mission, people and results. Effectively balances people, resources, revenues and expense control to achieve objectives and maximize effectiveness. Ability to recruit top quality talent and develop high performance teams.

EXPERIENCE

ILLINOIS ACTION FOR CHILDREN, Chicago, IL

Vice President, Strategic Planning & Execution, 2009 – present

Executive officer of a non-profit committed to children's well-being, with work centering on high-need communities and hard-to-reach families. Develop and oversee multiple strategic development processes and initiatives, working with managers and departments to implement changes.

- Provide process development and oversight, developing and monitoring the planning, implementation, and evaluation for each strategic initiative.
- Work with managers to motivate and communicate, train and coach, and direct and mobilize resources.
- Establish and facilitate project teams, assisting cross-departmental oversight for strategic themes.
- Analyze and report progress to the Executive and Senior Management teams.
- Manage the organization's portfolio of projects and resource allocation.
- Facilitate organizational planning by the Executive and Senior Management Team in developing dashboards of implementation and results measures.

INNER-CITY TEACHING CORPS, Chicago, IL

Executive Director, 2003 – 2009

Chief executive of education non-profit committed to providing educational leadership in inner city education. Provide overall strategic direction and oversight for multiple program agency engaged in teacher preparation, alternative certification programming, charter school and family literacy administration and young adult mentoring.

- Grew program scope and impact to include teacher placement in public, parochial and charter communities
- Grew fundraising and friend-raising initiatives threefold; including sustaining student scholarships
- Developed new program in principal leadership for entrepreneurial environments; recruited talent
- Led facility enhancements, including new family center to meet community needs
- Developed and grew professional development contract work with public school from nascent to largest fund source

NATIONAL LOUIS UNIVERSITY, Chicago, IL

Executive Vice President, 2001-2002

Senior Vice President for Administration, 1999-2001

Chief Operating and Financial Officer of the University with multi-site campus operation. Provide overall operational direction to university and responsible for all line functions including finance, human resources, physical facilities, business services, student recruitment, institutional advancement, academic affairs, audit and legal. Manage 10 direct reports.

- Restructured 13-site campus to maximize value and use of physical facilities. Renegotiated leases establishing new performance metrics. Upgraded facilities, resized campus to appropriate use, and changed locations to optimal access.
- Built a balanced scorecard system designed to focus the organization's efforts on a manageable number of measures that drive productivity and profitability.
- Implemented a new ERP system that built totally new technology infrastructure over six states and included a VPN (Virtual Private Network). The new system simplified account billing, operations analysis, and payroll functions, replaced telephone systems and installed innovative solutions to transfer major system data needs.
- Generated \$3 million in cost savings for reallocation through renegotiation of service provider vendor contracts in food service, audit, insurance (risk management), and health benefits. Staff positions were reduced by 25 headcount.
- Hired in-house legal counsel and cut legal expenses per year by 50%.
- Invested in staff development. Provided frontline, supervisory and management training programs. Also provided online self-managed training for faculty, staff and students.
- Overall, put systems in place to reverse 10-year history of budget losses and achieve breakeven budgets.

GOVERNORS STATE UNIVERSITY, University Park, IL

1993 – 1999

Vice President, Administration and Planning

Recruited by new President to provide leadership and oversight to finance, business operations, information technology services, human resources, physical plant operations, public safety and legal counsel. Manage six direct reports.

- Led capital projects for finance and new construction of Center for Performing Arts and Secondary Education Buildings that positioned the institution for growth.
- Successfully lobbied for legislation that enabled senior educational institutions to utilize energy savings to finance new construction. This resulted in multimillion dollar upgrades to facility.
- Partnered with municipal economic development leadership that resulted in a Fortune 500 company locating a regional facility adjacent to campus. This benefited the University and the community.
- Implemented new ERP system.
- Created in-house legal counsel and reduced legal expenses.

ILLINOIS STATE UNIVERSITY, Normal, IL

1989 – 1993

Vice President for Business and Finance

Recruited by new President to lead 3 new strategic initiatives: execute capital improvement strategy; build a proactive service organization; establish a leadership presence for the business and finance function on the University Leadership team. Provided leadership and oversight to finance, physical planning and operations. business services, human resources and budget. Manage five direct reports and \$180 million budget.

- Led \$100 million capital program that included new building construction, major rehabilitation of physical plant and introduction of new parking decks. Secured critical elements of the underlying capital finance structure.
- Instituted cultural change that provided vision, defined processes and established performance metrics for proactive service organization. Transformed operations from silos and reactive bureaucratic mode to proactive, efficient service operation delivering service performance to customers utilizing strategic planning and performance metric tools.
- Restructured operations upon elimination of separate Vice President for Administration. Built new team of Business and Finance operating staff and core business processes to deliver an efficient and creative support system in alignment with mission. Eliminated \$500,000 in cost.
- Built close working relationship with municipal leadership that enabled both to achieve real estate development objectives. This included campus redesign, creation of public park and enhancement of local school district.
- Achieved \$1 million in aggregate cost savings through implementing TQM programs.
- Redesigned budgeting system and cost allocation systems with focus on budget transparency.

CHICAGO STATE UNIVERSITY, Chicago, IL

1986 – 1989

Vice President, Administrative Affairs, 1986-1989

Provided leadership and oversight to finance, information technology, budgets, institutional research, human resources, physical plant, and student center. Manage six direct reports.

Executive Assistant to President, 1985-1986

Served as Presidential assistant and University Counsel for legal matters.

LORD, BISSEL & BROOK, Chicago, IL

1978 – 1984

Corporate/Tax Attorney

Served legal needs of small, mid-sized and large (including Fortune 500) corporations on local, state, national and international tax and corporate matters; corporate finance and business reorganization and restructuring; audit negotiation; tax and federal court representation; and state securities counsel. Background in corporate, estate, trust and individual tax planning.

EDUCATION

Juris Doctor, Yale Law School, 1978

Bachelor of Arts, Political Science, Yale University, 1975

CIVIL AND PROFESSIONAL ACTIVITIES AND HONORS

Member, Board of Directors, The Harvard School, private elementary and middle school (2001-2005)

Member, Board of Directors, Center for Conflict Resolution, Legal Mediation Association (2004 – 2011)

Fellow, Board Member, Alumni Board Member, Leadership Greater Chicago. (Leader development program for civic leaders in Chicago Metropolitan area). (1984-1987), (1998-2006)

Past President, Member, Board of Directors, Legal Assistance Foundation of Chicago. (1983-1995)

Member, Board of Director, Hull House Association. (1988-1990)

Member, Task Force, Plan of Action for Children, Colman Fund for Well Being of Children. (Blue Ribbon Task Force aimed at exploring problems related to children's' rights advocacy in the State of Illinois).

UNIVERSITY SERVICE

Member, University Strategic Planning Committee, National-Louis University, 1999-2002

Member, Co-Chair, University Technology Council, National-Louis University, 2001

Member, Strategic Planning Committee, Governors State University, 1994-1997

Member, Administrative Efficiency Committee, ISU, 1991

Member, Strategic Planning Task Force, Illinois State University, 1989

PROFESSIONAL AFFILIATIONS

National Association of College and University Business Officers

Chicago Bar Association

Cook County Bar Association

Analytics driven award-winning marketer with proven experience in advertising, brand management, social media, CRM and B2B sales. A leader with large team and change management experience; I thrive on tackling new challenges and driving profitable revenue growth through innovative programs.

EXPERIENCE

CDW Corporation
Chicago

2005-Present

Sr. Manager, Social Media
Sr. Manager, Small Business

CDW is a multi-billion dollar, leading provider of technology solutions.

- Consistently drove profitable revenue growth which exceeded the market rate for the \$900M Small Business segment .
- Transformed marketing by aggressively pursuing analytics based programs and championing the use of multi-channel online and social media programs to drive acquisition and increase revenue from existing customers.
- Delivered over \$266M in incremental revenue from social media programs in 2012-2013 while demonstrating the measurable impact on brand awareness and consideration.
- Named 2009 “Small Business Marketer of the Year” by the Corporate Executive Board.
- Named “Top 25 Digital Marketer” by BtoB Magazine in 2012 and 2013

SBC (Currently AT&T)
San Antonio, TX

2000-2005

Assistant Vice President, WiFi Venue Sales and Activation

SBC, currently known as AT&T, was a \$60 billion Regional Bell Operating Company providing telecommunication services to 27 million residential customers and over 2 million business customers.

- Launched FreedomLink hotspots which became a category leader in less than 12 months. Created the business case and launched the product within 4 months of approval.
- Staffed and hired a sales team in less than 6 months. Achieved over 300% of plan for year 1 contracts. Sales management responsibilities included managing a team of 15 sales professionals to secure national WiFi hotspot contracts, account planning, funnel management, coaching and the financial evaluation of proposed deals.
- Marketing responsibilities included developing strategic alliances with industry partners such as Intel and developing tie-in programs with venue owners including Barnes & Noble, McDonald’s and The UPS Store.

Assistant Vice President, Customer Analytics and Research

- Reported to the Chief Marketing Officer and implemented SBC’s first wave of customer relationship marketing (CRM) which included database marketing, customer segmentation, customer profitability, enhanced targeting and system enhancements.
- Led an organization of 123 marketing professionals responsible for Business and Consumer Modeling, Marketing Research, Competitive Intelligence, Customer Satisfaction Tracking, Database Marketing and MIS.
- Delivered over \$5M in savings by decreasing the size of direct mail and telemarketing campaigns while increasing the response rates through modeling.
- Launched an automated Winback Campaign Management System that exceeded first quarter expense avoidance goals by 25% delivering over \$1M in savings.

Executive Director, Targeted Marketing

- Managed a team of 82 marketing professionals responsible for data acquisition, modeling, campaign list generation, campaign reporting, enterprise and systems support.
- Re-engineered the database marketing processes which resulted in a 99% error-free rate on all campaign lists; increased model inventory by 100% and introduced a campaign planning tool that resulted in \$2M in expense savings.

Motorola

1999-2000

Chicago, IL

Group Product Marketing Manager, Iridium

Motorola Cellular Services was the largest Iridium Service Provider in the world. Iridium is a global satellite communication system for individuals in remote places.

- Responsible for product management, pricing, promotions and an indirect sales force of 208 agents. Streamlined the process for pricing analysis and shortened cycle time on pricing changes by 50%.
- Launched an agent promotional program that resulted in a 50% increase in actively selling agents and a 65% increase in sales.

Pear Holdings

1997-1999

Chicago, IL

Vice President, Marketing

Partner in an entrepreneurial venture that introduced InfoFacil, the first branded Spanish language directory assistance service in the US. The venture leveraged changing US demographics, excess call center capacity and new legislation that made the national directory assistance database available to all carriers. The company was sold to a Regional Bell Operating Company.

OTHER POSITIONS

1989-1996

Ameritech (Currently AT&T), Product Marketing Manager
Quaker Oats Company, Assistant Brand Manager
Burrell Advertising, Account Executive, McDonald's

ACTIVITIES

University of Illinois: Lecturer 2010-2013
George Washington University: Lecturer 2012, 2013
American Marketing Association Foundation, 2013
Word of Mouth Marketing Association, Member Ethics Advisory Board 2013-2013
Social Media Week Chicago, Advisory Board 2010-2013
University of Texas at Austin: Adjunct Professor 2010, 2011
2003 Kellogg Alumni of the Year: Kellogg Black Management Association
Chicago Children's Advocacy Center: Board of Directors 1999-2000
I Have A Dream Foundation (San Antonio): Board of Directors 2003-2005
Fuqua School of Business, Duke University: Adjunct Professor 2000.
Girl Scouts of Chicago: Leader 1995-2000
Professional Women of SBC: Mentoring Circle Leader 2003-2005

EDUCATION

J.L. Kellogg Graduate School of Management

Northwestern University
Masters of Management

Howard University

Bachelors of Business Administration

Pamela R. Randall, Ed.D.

2 E. Erie St., Apt. 1405
Chicago, IL 60611
pamran717@me.com

(312) 545-4001 Mobile

SUMMARY

Experienced educational leader with success in effective management of urban school districts. Strengths include:

- Interpersonal and communication skills
- Strategic problem solving skills
- Negotiation skills
- Parent and community engagement
- Staff and leadership development to improve student achievement
- Collaborative leadership
- Leadership focused on results

EDUCATION

Fellow, Broad Urban Superintendents Academy, 2004

Doctor of Education, Education Administration, St. Louis University, St. Louis, MO, 1998

Fellow, St. Louis Educational Leadership Institute, 1994-1997

Master's of Science, Education Administration, Southern Illinois University, Edwardsville, IL, 1993

Bachelor of Arts, University of Illinois, Urbana-Champaign, IL, 1982

CERTIFICATIONS

Missouri Superintendent Certification

Principal Certifications – Texas, Missouri

Type 75 Illinois Administrative Certification

Teacher Certifications – Texas, Illinois and Missouri

Gifted Education Certificate -- Missouri

PROFESSIONAL EXPERIENCE

Senior Staff Advisor 2013 - Present

Director for Practice 2011 - 2013

Collaborative for Academic, Social, and Emotional Learning

To oversee multiple key practice initiatives that are strategically designed to support the social and emotional learning (SEL) work with school districts, program providers, and higher education programs. Responsibilities include the following:

- Providing leadership and consulting services to school districts in a systemic approach
- Facilitating and supporting the SEL program providers network
- Managing and supervising current and additional new practice projects
- Providing leadership and participating in the development of SEL tools and products
- Securing funding to support additional practice priorities
- Supervising staff and consultants

**School Improvement Officer
Houston Independent School District**

2010 – 2011

Ensured school success by supervising and mentoring principals to create and maintain high-quality instructional teams, programs and other student support services. Duties included:

- Established bold, measurable and achievable goals for principals focused on student academic growth; evaluated principals accurately based on their ability to attain their goals; effectively developed principals through formative and summative feedback and guidance on strategies to achieve goals; evaluated and developed principals on creating and maintaining strong instructional teams through effective hiring practices; development of instructional staff, retention of highly effective performers and improvement or removal of ineffective performers
- Provided leadership planning, developing, implementing, and supervising quality, evidence-based instructional programs including virtual schools (e.g. Connections Academy) and alternative education
- Exhibited a knowledgeable, passionate, and enthusiastic commitment to continuous student improvement with a focus on district's instructional initiatives and priorities
- Worked with schools to develop and execute comprehensive strategic plans that met the affective, cognitive and physical needs of the students
- Assisted principals with resource allocations that allowed schools to excel instructionally and execute district initiatives
- Collaborated with and counseled principals on working with their surrounding communities and other publics
- Ensured compliance of assigned schools with all pertinent federal and state regulations and requirements related to various data and operational regulations

Reorganized Alternative Schools structure to improve school choice options and ensure fiscal responsibility and efficiency resulting in a 1.2 million dollars savings to the district.

Served as project leader for developing the DeVry Advantage Academy, a partnership high school between Houston ISD and DeVry University where students earn a high school diploma and Associate Degree in Web Graphic Design upon high school graduation.

**District Director
Houston Independent School District**

2009 - 2010

Assisted South Region Principals in developing credit recovery programs, tutorials and flexible scheduling options for at-risk students to increase completion rates and college admission. Provided strategies to increase Advanced Placement enrollment and exam success rates. Provided leadership for principals in developing data-driven decision making practices and professional learning communities within their school.

Area Instruction Officer
Chicago Public Schools
Chicago, IL

2006 - 2009
Area 21 2007 - 2009
Area 24 2006 - 2007

Served as instructional leader for 14 high school principals and 13,488 students. Provided instructional and operational support to schools, as well as leadership development and supervision of principals.

- Created a structure and quarterly cadence for review of school metrics with Area 21 Principals and their Instructional Leadership Team members resulting in an increase in school accountability
- Collaborated with high school Area Instruction Officers to establish an annual comprehensive review with each principal of school goals and metrics which resulted in an increase in school accountability (EDSTAT)
- Established a targeted and integrated approach to instruction in Area 21 schools which resulted in greater coherence and clarity of purpose across disciplines (TIA)
- Established an Area Instruction Officer Student Advisory Council that met monthly with the AIO which resulted in improvements in the day-to-day operations and instructional practices in Area 21 schools (model replicated in other high school areas)
- Seventy percent of Area 21 schools increased their college admissions
- Sixty-six percent of Area 21 schools increased their attendance rate
- Area 21 had five Gates Millennium Scholars
- Area 21 completion rate for Free Application for Federal Student Aid (FAFSA) was 72.4%

Deputy Chief Officer
Office of High Schools and High School Programs
Chicago Public Schools
Chicago, IL

2005 – 2006

Supervised the district's Virtual High Schools, Global Classrooms, Close-up Washington, Citywide Academic Competitions, Smaller Learning Communities, Suave Awards, Mayor's Book Club and special initiatives. Reported to the Chief Officer of High Schools and High School Programs.

- Served as the central office liaison to meet with CPS students, resulting in a board policy change to implement a comprehensive sex education curriculum for all Chicago Public School students

Interim Superintendent
St. Louis Public Schools
St. Louis, MO

2004 – 2005

Led large urban district with 36,954 students in 91 schools with 6,000 full time staff members. 82% of students were eligible for free-reduced lunch and 84% members of minority groups. Appointed as Interim during a period of leadership crisis in the district.

- Participated in final hour negotiations with the AFT Local 420 Teachers/ Employees Union, which resulted in averting an imminent teachers/employees strike
- Reorganized central office organizational chart; adjusted salaries of cabinet level administrators resulting in a \$145,000 savings; appointed a new chief operations officer
- Conducted an intensive community engagement campaign to gain district support from business leaders, community members, school district staff, parents and students (e.g. numerous media interviews, school and church visits, public forums, business breakfasts/lunches, private meetings, etc.); resulted in improved community relations and an increase in community donations to the district

Deputy Superintendent
St. Louis Public Schools, St. Louis, MO

2004

Served as Deputy Superintendent for four months prior to being appointed Interim Superintendent. Developed and planned program for benchmark testing throughout the district.

Executive Director of Secondary Education
St. Louis Public Schools
St. Louis, MO

2003 – 2004

Instructional leader for 13 high school principals and 9,000 students.

- Refocused principal meetings from housekeeping issues into strong professional development sessions, including monthly roundtable discussions of current relevant educational topics
 - Implemented ACT coaching sessions for high school juniors and seniors, resulting in increase in scores and in the number of students taking the exam
 - Established a student advisory council in response to student protests to the Board of Education; refocused negative energy of students to increase communication between students and administration, built leadership skills among students and developed constructive input skills in student leaders
 - Initiated affiliation with College Summit to increase the number of first generation college attendees among the high school students
-

Principal – Metro Academic and Classical High School
St. Louis Public Schools
St. Louis, MO

1997 – 2003

Served as instructional leader for a 250-student college preparatory, magnet high school. Instructional planning, programming, staffing, curriculum development, professional development, and overall operation of the school.

- School ranked first in state of Missouri based on state assessment scores for all years beginning in 1999
- Gained acceptance into International Baccalaureate Organization in 2001, one of only seven schools in Missouri
- Established site based parent advisory council to discuss both academic and co-curricular issues; resulted in a 50% increase in the number of parents involved with the school on a regular basis
- Elected President of the American Federation of School Administrators Local 44 St. Louis Public Schools Administrators Association

Instructional Coordinator 1997
Sherman Elementary Community Educational Center
St. Louis Public Schools
St. Louis, MO

Coordinated curriculum and instructional programming for elementary students. Assisted the principal in daily operational requirements of the school. Provided professional development for school staff.

Dance Department Head 1989–1997
Central Visual and Performing Arts High School
St. Louis Public Schools
St. Louis, MO

Developed and coordinated dance curriculum for high school students. Conducted classes in Modern, Ballet, Jazz and Ethnic dance. Served as member of eight-person negotiation team for St. Louis Teachers Association. Negotiated successful 3-year contract, including economic and non-economic clauses, for all certified and non-certified teachers.

Lead Travel Director 1987- 1989
Maritz Travel Director
St. Louis, MO

Implemented incentive and business programs for Fortune 500 companies. Worked with companies and travel entities interacting with airlines, hotels, and cruise ships.

Dance Department Head - University City High School 1982–1987
School District of University City
University City, MO

Produced and directed semi-annual dance productions; choreographed spring musicals. Developed and coordinated dance curriculum for high school students. Conducted classes in Modern, Ballet, Jazz and Ethnic dance.

OTHER PROFESSIONAL EXPERIENCE

Adjunct Professor 2003
St. Louis University
St. Louis, MO

Co-Teacher of a graduate level course, The Principalship, to cohort members of the St. Louis Public Schools Educational Leadership Program.

Education Contributor 2003 – 2004
KSDK News Channel 5
St. Louis, MO

Weekly contributor to the early morning education segment at KSDK News Channel 5. Responsible for addressing relevant education topics and responding to viewer email.

PROFESSIONAL PROFILE

- Over 25 years of comprehensive experience in all facets of B2C Marketing for products and services, including full profit/loss responsibility for new product design and launch, new customer acquisition, customer retention, database marketing, product positioning, sales promotions, competitive analysis, product pricing and distribution.
- Proven abilities as a Change Agent with the capability to transcend many industries, and lead cross-functional teams in the development of integrated strategic plans that has met, and often exceeds budgetary goals.
- Skilled in building alliances and motivating multiple levels of management through public speaking, training, and workshop facilitation.

EMPLOYMENT HISTORY

MHJOHNSON & ASSOCIATES, INC., Chicago, Illinois

2001 - Present

Principal

Provide consulting services in Marketing, Business Development, Program Design and Development, and Organizational Development.

- *Strategic Development* – Develop short and long-term organizational planning based on internal and external client research and forecasted market changes.
- *Program Re-engineering* - Direct and redesigned procedures and processes for new and/or existing programs and workshops.
- *Target Marketing* – Research and identify target customer needs that align with company capabilities.
- *Organizational Development* – Identifying and creating team-building and conflict resolution strategies.
- *Business Development* – Develop and execute strategic plans that increase exposure within the business community, as well as new expansion opportunities.

AMERITECH, Hoffman Estates, Illinois

1998 - 2000

Executive on Loan – Civic Committee of The Commercial Club of Chicago (2000)

Selected by the President of Ameritech to represent Ameritech in developing and implementing an economic development pilot program that would help strengthen the competitiveness of Chicago's inner-city businesses.

- *Alliance Development* - Liaison between 22 Civic Committee companies, 15 inner-city businesses, 10 pro-bono consultants, and 5 program evaluators.
- *Program Development* - Developed evaluation tools that assessed the business practices of program participants, which were used by consultants from KPMG, Arthur Andersen, and CMC.
- *Business Analysis* - Evaluated business needs of inner-city businesses, and reviewed and approved all consultant evaluation write-ups of program participants.
- *Business Development* - Developed and implemented a quarterly assistance business development curriculum program to increase the competitiveness of inner-city business participants.

Marketing Manager – Premise Equipment (1999 - 2000)

Lead the development and execution of all marketing programs to achieve \$336 million in revenue.

- *P & L* – Responsible for driving revenue for over 1.5 million residential customers.
- *Leadership* - Lead 15 person cross-functional team that resulted in \$283 million revenue retention.
- *Strategic Planning* - Researched and developed tactical plans to support the success of multiple programs.
- *New Product Launch* - Developed and planned a new product launch estimated to deliver over \$26 million in revenues within 2 years of launch.
- *Policy Development* - Implemented and managed a service policy that positively impacted multiple business units, and contributed over \$220,000 in incremental revenue to the Consumer Business unit.
- *Product Positioning* - Created strategies to increase exposure of all Premise products to customers and the sales channel through direct mail, promotional campaigns, and internal job aides.

Strategic Sourcing Manager (1998-1999)

Developed a diversified vendor strategy for Consumer Premise Equipment, negotiated contracts, and managed all internal and external vendor/client relationships.

- *Inventory Management* – Awarded for developing a liquidation process that reduced inventory by 65%.
- *Business Process Re-engineering* - Created inventory process flows reducing cost by 15%.
- *Process Improvements* - Created billing improvement process valued at \$125,000 in savings.
- *Contract Negotiations and RFQ/P Development*– Re-negotiated terms in evergreen contracts to achieve \$6 million annual savings.

THE BRADFORD EXCHANGE - HAWTHORNE, Niles, Illinois**1995 - 1998*****Product Manager***

Managed all marketing programs for the largest direct response porcelain collectible cottage business in the United States, including budgeting, promotional planning, developing corporate alliances, analyzing product performance and client segmentation models.

- *Cost Containment* - Produced media cost savings of 28%.
- *Profit Growth* - Raised annual sales by 15% with special promotional packaging offers.
- *Market Penetration* - Increased new client acquisitions by 20% through the creation and development of aggressive marketing programs, utilizing direct mail and print media.

MERRILL CORPORATION, Chicago, Illinois**1993 - 1995*****Project Manager***

Oversaw multiple time sensitive financial print projects for Fortune 500 companies.

- *Relationship Management* - Coordinated client needs and company resources with vendors.
- *Process Re-engineering* – Spearheaded a project flow process that decreased in-house turn-around by 15%.

SEARS ROEBUCK & COMPANY, Skokie, Illinois**1988 - 1993*****Associate Buyer (1991-1993)***

Coordinated the development, selection, and placement of multiple product lines including men and boys licensed sports apparel, boy's apparel, and men's apparel. Managed a vendor portfolio of over 40 vendors.

- *P & L* - Maximized annual sales and gross profits by 5% over budget.
- *Strategic Planning* - Developed strategic plans for merchandise valued in excess of \$35 million.
- *Sales Promotions* - Organized promotional direct mail campaigns with internal and external vendors.
- *Product Design/Development* - Negotiated cost, designed packaging and revised product specifications for selected merchandise lines resulting in increased sales.

Specialty Business Associate Merchandise Manager (1990-1991)

Planned, implemented and analyzed all product selections for Direct Response service programs.

Merchandise Replenishment Specialist (1988-1990)

Coordinated the fulfillment and distribution of over \$12 million in merchandise, including toys, sporting goods, and children's apparel, throughout the United States.

EDUCATION

University of Chicago, Graduate School of Business, MBA

Concentration: Marketing, Strategy and Organizational Behavior

Iowa State University, Bachelor of Business Administration

Major: Marketing with emphasis in Communications and Sociology

PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS

Chicago State University Adjunct Professor

Roosevelt University Graduate level Guest Speaker – Strategic Direct Marketing

University of Chicago, Graduate School of Business Prospective Applicant Interviewer

Bart Kocho

2420 Partridge Woods Court
Burlington, WI 53105
262-210-7035
bkocho@wi.rr.com

EXPERIENCE

VIVA, Innovation and New Product Development 2013 - present
VIVA works to dramatically increase classroom teachers' participation in important policy decisions about public education.

Associated Consultant 2009 - present
A.T. Kearney and Management Alignment Partners
Supported sales and engagement delivery in Europe, South Africa and North America.
Participated in quality review panels for the Department of Home Affairs turnaround program in the Republic of South Africa.

AT Kearney, Inc., Vice President and Partner 1987 - 2009
Over twenty years of consulting experience emphasizing strategy, large-scale restructuring and operations improvement programs for manufacturing, distribution, healthcare and financial services companies. Promoted to Vice President and Partner in 1996.

Founded A.T. Kearney's fourth global service practice, Enterprise Services Transformation, in 2001 and grew it to over \$100 million in annual revenue in less than three years. Led the entry into several new market areas including Talent Management, Shared Services, Governance and Offshoring. Directly responsible for the performance of 40 senior consultants and an extended team of over 100.

Areas of Expertise

- Business Strategy and Organizational Restructuring
- Large-Scale Change/Program Management
- Shared Services/Offshoring Strategy and Implementation

Amoco Chemicals Company, Financial Analyst 1985 – 1987

The Wharton Small Business Development Center 1983 – 1985

3MCompany, Advanced Internal Auditor 1980 – 1983

Bart Kocho

EDUCATION

The Wharton Business School, University of Pennsylvania

Masters of Business Administration, Finance Major, 1985

University of Wisconsin - Madison

Bachelor of Business Administration, Accounting and Information Technology Majors, 1980

Certified Public Accountant, Minnesota, 1982

PUBLICATIONS

- Attacking Supply Chain Cost Reduction in a Declining Economy, 2010
- Global Services Location Index, 2004 - 2007
- Success Through Shared Services, 2004
- The Real Offshoring Question, Executive Agenda, 2004
- Competitive Analysis of Manufacturing Plants, 1999
- Competitive Analysis of Food Processing Plants, 1996

CIVIC AFFILIATIONS

- Illinois Network of Charter Schools – Board Executive Committee, Finance Chair
Worked closely with executive staff to open new Charter schools in Rockford and Peoria.
- The Joffrey Ballet – Board of Directors and Chair of the Governance Committee
- University Club of Chicago
- Executive Club of Chicago
- Kiwanis Club of Burlington

Bart Kocha

REPRESENTATIVE CONSULTING ENGAGEMENTS

- Completed the **large-scale restructuring** of a Fortune 50 healthcare distribution company. The scope of work included go-to-market strategy, shared services, strategic sourcing and logistics excellence. Initial assessment reviews identified over \$300 million in annual savings. In the **shared services** area, we achieved functional excellence through the implementation of new organizational models, business partner positions and centers of expertise. **Strategic sourcing** efforts included indirect material cost reduction of over \$100 million and implementation of category and knowledge management disciplines.
- Led the **change management** work for a program that redefined the Rx distribution process for a leading pharmacy company. Ongoing implementation efforts in order intake, processing, fulfillment and distribution are on target to reduce cost by \$2 per script.
- Created a comprehensive **“cost reduction strategy”** for a major property casualty insurance provider. This strategy focused on cost drivers, executive accountability and governance mechanisms. Implementation addressed behavioral change and complexity reduction in addition to more traditional cost take out approaches.
- Led the development of a comprehensive **talent management** strategy for a \$25 billion consumer products company. The effort enabled leadership identification and development across the global organization. The work ensured a viable future leadership bench through the integration of succession planning and improved human resource processes.
- Established a **supply chain strategy** for a consumer products manufacturer. Determined plant and distribution locations, product line sourcing and storage locations, and reengineered shop floor and warehouse operations. Reduced manufacturing and inventory costs while significantly improving on-time delivery performance.
- Led a **comprehensive restructuring** of a \$12 billion healthcare company. Areas covered included migrating over 50 processing locations into four national services centers and implementation of customer-centric, team-based processes within sales, operations, medical management, and financial services. The program had a 5-year value of over \$1 billion and improved all targeted customer satisfaction measures.

BONITA M. HARVEY-CARR

4824 S. Evans
Chicago, IL 60615

312-361-7135 drbonitacarr@gmail.com

A self-motivated, high-energy, and results-oriented individual with a solid record of success in advocacy, fundraising, program implementation, labor relations, management and sales within diversified environments of education, non-profit, consulting and pharmaceutical sales.

Areas of Expertise

Personnel recruitment, training and development
Development Issues-Theory & Practice
Fundraising, Development & Marketing
Program development and implementation
Negotiation, persuasion, and closing skills
Project management and execution

Budget Oversight
Strategic Planning
Multi-Site Management
Public-speaking-Advocacy
Curriculum development
Board Relations

Education

University of Massachusetts at Amherst, Teacher Education and School Improvement

Doctorate of Education, May 1999

University of Massachusetts at Amherst, Industrial and Labor Relations

Masters of Science, May 1995

University of Illinois at Urbana-Champaign, Speech Communication

Bachelor of Arts, May 1993

Professional Experience

Lighthouse Youth Center

2011 to Present

Executive Director

Provide leadership to a nonprofit youth organization including managing staff, developing programs and overseeing all financial, administrative and programmatic functions.

- Oversee day to day operations of the program for afterschool, Saturday University, Winter Camp and Summer Academic Camp.
- Manage the program and contract staff to deliver day to day programming and track measurement/evaluation chart.
- Fundraise through grants from the local, national and regional community.
- Maintain and build strategic partnerships with colleges and universities, foundations and corporations.

Rainbow PUSH Coalition-PUSH Excel, Chicago, Illinois

2004 to 2011

Executive Director and National Director of Education for PUSH Excel

Provide leadership to a nonprofit civil rights organization including managing staff, reporting to the board of directors, and overseeing all financial, administrative, and programmatic functions.

- Actively participate and serve on numerous committees, and task forces to enhance the quality of life and education for students across the nation.

- Advocate for the community at large regarding a wide spectrum of educational issues from zero tolerance, school reform, early childhood education, school funding, school resources, student loans and other outstanding education issues.
- Manage multiple large fundraising projects simultaneously and effectively.
- Serve as leader, coach and mentor for staff and provide ongoing opportunities for staff development. Set clear goals and expectations for staff by providing timely and helpful feedback on progress toward meeting those goals and expectations.
- Create and support innovations and partnerships that improve program quality, expand program impact, and encourage program growth and sustainability.
- Engage, grow and manage an active advisory board that champions the program in the community, raises money, supports affiliation, and advises program strategy and achievement.
- Assess current programs and their effectiveness and report on organizational activities.
- Serve as a spokesperson of the organization regarding education issues and reform.
- Outstanding public relations skills displayed within a wide spectrum of groups ranging from educational administrators, political activists, unions and the community at large.
- Provide leadership for all program development, delivery, and evaluation of multi-faceted projects that include the Historically Black Colleges and Universities Tours, Annual Martin L. King Scholarship Breakfast, Mass Marches, Back to School Rallies, Annual Rainbow PUSH Conference, Scholarship Gala, Annual Wall Street Conference, Collegiate Chapters, and School Improvement projects.
- Provide advice, counsel, and information to the board with regard to creating programs, policies, and strategy. Inform the board of organizational and financial activity and work to develop an annual plan and strategy.
- Convene with state legislators, educators, policy makers, and advocacy groups to strategize on ways to improve urban education.
- Develop and maintain an in-depth knowledge and expertise in the field of education policy, education reform and early childhood education.
- Build a broad coalition that bring together key constituents (education advocates, government, business and community leaders) throughout the area to work together to transform policies, structures, and practices in the service of increasing student achievement and parental involvement.
- Serve as a strategist and consultant directly to education leaders within school districts across the nation, and support superintendents in developing policies and practices which directly impact the success of schools and school leaders.
- Oversee and manage multi-million dollar budget.
- Preside over scholarship process which disseminates over \$500,000 annually to deserving students nationwide.
- Develop fund raising goals and strategies; grant writing, prospect research, and cultivate relationships with donors and organizations.
- Provide leadership which includes working to meet the needs of the community; by promoting the organization internally and to the community; educating the public about the organization's current goals and accomplishments; establishing relationships with the media, corporations, and other local/national organizations; additional public relations and marketing duties.
- Provide written commentary for various newspaper articles and education papers on numerous education issues.
- Designed and created PUSH Excel website (www.pushexcel.org) that details the history, mission, and upcoming events of the organization and scholarship opportunities.
- Selected to be a member of the White House Initiative on "Strategic School Reform."
- Increased funding for scholarship program from \$60,000 to over \$400,000.
- Created a national campaign to reclaim our youth that fosters both motivation and mobilization for parents, students, educators, businesses, unions, media and the community.
- Developed PUSH Excels first annual youth conference in 2008 in conjunction with annual conference that attracted over 1,500 youth to inspire, inform and get them involved.
- Increased revenue for Martin L. King Scholarship breakfast by 50% for the past four years. Attendance was increased by 30%.

- Mobilized an equal high quality education march in Chicago that attracted 1,700 demonstrators in the fall of 2006. Additionally, mobilized a march in Washington D.C. in support of affirmative action and voluntary integration that attracted over 5,000 demonstrators.
- Established PUSH Excels first academic basketball team that features 22 teams in partnership with the Chicago Bulls.
- Contributing team member in writing about the public education crisis in New Orleans schools that has contributed to a town hall meeting and subsequent lawsuit with NAACP, AFT, and LFT.
- Successfully negotiated the return of over 100 students to be placed back in school.
- Organized “A Tale of Two Schools” tour designed to highlight the inequities in school funding which resulted in working with the producers of the Oprah Winfrey show for an eye-opening segment on the disparities in education. Additionally, the University of Illinois is conducting a case study that examines the effects of resource deficits and low-achievement expectations within urban schools.
- Mobilized and monitored the development of a structural school improvement plan for a severely disenfranchised high school that resulted in the opening of a swimming pool after 10 years, updated textbooks, computers, lights in the gymnasium, carpeting, basketball uniforms, etc.
- Created a national platform for the discussion of critical educational issues and corresponding solutions through partnerships with distinguished individuals such as Dr. Bill Cosby and former President William Jefferson Clinton.
- Facilitated a highly-engaging educational discussion which received the honor of a Chicago Emmy nomination in the category of Outstanding Achievement for Informational Programs-Conversation/Interview Single Program or Program Series-“Bill Cosby on Parenting.”
- Partnered with the United Auto Workers and successfully incorporated the history of civil rights and the labor movement into multiple schools across the city of Detroit.

City Colleges of Chicago-Olive Harvey College, Chicago, Illinois

2002 to 2004

Adult Education Manager

Recruited, trained and supervised a teaching staff of 50+ teaching professionals and paraprofessionals. Designed and implemented numerous staff developmental, training, and motivational tool programs building cohesive teams.

- Supervised, observed and evaluated the instructional process.
- Counseled students on vocational training and career paths after their GED completion.
- Conducted performance evaluations of Adult Educators, Adult Education Coordinators and clerical staff on an annual basis.
- Developed remediation plans for Adult Educators with performance deficiencies.
- Participated in pre-disciplinary meetings as the management representative for clerical and technical staff, Adult Educators and Adult Education Coordinators.
- Participated in policy and strategy development with respect to collective bargaining for clerical and technical employees, Adult Educators, and Adult Education Coordinators.
- Managed budget allocation of 2 million dollars.
- Contributing team member in developing the first district wide evaluation tool for teachers.
- Oversaw/advised a student body of 300.
- Evaluated teachers on their instructional process.
- Conducted professional development training in the areas of “classroom management, multiple intelligence, curriculum, etc.
- Taught classes as needed.
- Designed retention strategies for students that resulted in an increase of approximately 20%.
- Developed programs/workshops to increase GED graduation completions.
- Advised the Dean on appropriate courses of action for staff, students and the department.

Inner Vision International, Chicago, Illinois

2001 to 2004

Educational Consultant

Served as primary operations and applications trainer for all new consultants. Developed standardized curriculum to ensure consistent delivery of material to students.

- Developed a student curriculum for character education that has received recognition by the United States Congress as a “*Best Practices*” program for the nation.
- Designed a 20-week curriculum on character education that addressed current issues such as “The Code of Silence” (kids bringing guns to school), “The Value of Life” (violence), “The Power of Words” (Speaking your destiny into existence), “Self Concept/Self Worth” (Fostering a healthy sense of self -esteem), “Hope” and many more.
- Executed and created a comprehensive after -school reading program, which increased reading scores.
- Facilitated a youth character education and leadership development program at Samuel D. Proctor that contributed to an 80% graduation rate.
- Delivered presentations for distinguished clients as the United States Department of Labor, Chicago Public Schools, University of Illinois Champaign Urbana, YMCA, churches and civic organizations.

Merck Pharmaceutical Company, Westchester, Illinois

1999 to 2002

Pharmaceutical Sales Representative

Developed and maintained large physician accounts through strategic/targeted marketing efforts and high-impact relationship building skills. Managed district projects, implemented and assessed sales-action plans, and managed formulary approvals.

- Achieved a 105% quota with successful launch of Vioxx.
- Attained a 110% increase in sales of Fosamax.
- Strategically implemented action plans that resulted in above plan performance of 10.5 million dollars
- Successfully and professionally exceeded all established sales objectives.
 - Awarded: Award of Excellence for greatest Cox-II share (September RCQ, 1999)
 - Awarded: Award of Excellence for soaring past Serevent (December RCQ, 1999)
 - Awarded: Award of Excellence for greatest share change(December RCQ, 2000)
 - Awarded: Award of Excellence for exceeding market share of 55% for new product (October NRX, 2000)
 - Awarded: Award of Excellence for greatest share change for Singulair (December RCQ, 2001)

United Auto Workers Local 2322, AFL-CIO

1995-1999

Union Organizer

Demonstrated competence by effectively organizing union members around contract campaigns.

- Negotiated first health care benefits package for graduate student employees.
- Successfully negotiated a 3% wage increase for graduate student employees.
- Conducted grievance training for fellow co-workers.
- Represented employees in grievance hearings.
- Served as technical expert and primary point of contact for school administration and management officials on collective bargaining agreement interpretation and administration, and employee relations issues.

BYLAWS OF
CONNECTED FUTURES ACADEMIES

ARTICLE I. NAME

The name of this corporation shall be Connected Future Academies (the “Corporation”).

ARTICLE II. PURPOSES

Section 1. Not for Profit. The Corporation is organized under and shall operate as an Illinois Not For Profit Corporation, and shall have such powers as are now or as may hereafter be granted by the Illinois General Not For Profit Corporation Act of 1986.

Section 2. Purposes. The purposes of the Corporation are educational and charitable within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including but not limited to the establishment of a Charter School pursuant to the Illinois Charter Schools Law, 105 ILCS 5/27A-1 et seq. Consistent with the foregoing purposes and subject to all other limitations, restrictions, and prohibitions set forth in its Articles of Incorporation, the Corporation shall have the powers in furtherance of its corporate purpose specified in the Illinois Charter Schools Law, to do all and everything necessary, suitable and proper for the accomplishment of the purposes of attainment of the objects hereinabove set forth either alone or in association with other individuals, corporations or partnerships, including federal, state county and municipal bodies and authorities, and, in general, to do and perform such acts and transact such business in connection with the foregoing objects not inconsistent with the law.

Section 3. Rules. The following rules shall conclusively bind the Corporation and all persons acting for or on behalf of it:

a. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign

on behalf of any candidate for public office. Notwithstanding any other provision of these bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

b. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any assets not so disposed of shall be disposed of by the Circuit Court of Cook County, Illinois exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

c. The Corporation shall not adopt any practice, policy or procedure or take any action which would result in discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or need for special educational services.

d. The Corporation shall not delegate **its responsibility and ultimate accountability for the Corporation's** operations to any external management companies should the services of such companies become required.

ARTICLE III. REGISTERED OFFICE AND AGENT

The Corporation shall have and continuously maintain in the State of Illinois a registered office and a registered agent whose office shall be identical with such registered office, and may have such other offices within or without the State of Illinois and such other registered agents as the Board of Directors may from time to time determine.

ARTICLE IV. MEMBERS

The Corporation shall have no members.

ARTICLE V. BOARD OF DIRECTORS

Section 1. General Powers. The affairs of the Corporation shall be managed by or under the direction of its Board of Directors.

Section 2. Number, Tenure and Qualifications. The number of directors shall be an odd number of no less than seven (7) and no more than fifteen (15). Each individual who becomes a director after the adoption of these Bylaws shall serve a term of two or three years. Each director shall hold office until the end of his or her respective term, resignation, removal, or until his or her successor shall have been elected and qualified. The Board of Directors may also elect ex-officio directors from time to time, such directors being allowed to attend and participate in all open sessions of board meetings but not being allowed to vote. Directors shall be selected on the basis of their expertise, experience and willingness and ability to contribute to the success of the Corporation, and directors shall be composed of parents, community leaders, or other such persons dedicated to the well-being of the students.

Section 3. Selection. Directors shall be nominated by the Executive/ Governance Committee and approved by the Board of Directors. In accordance with any relevant restrictions contained in Section 2, any vacancy occurring in a directorship, shall be filled by a Director nominated by the Governance Committee and approved by the Board of Directors of the Corporation. A Director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

Section 4. Regular Meetings. Regular meetings of the Board of Directors shall be held monthly on dates to be determined by the Board, for no less than six (6) regular meetings each year. The meeting agenda will be posted at least 48 hours in advance according to the Illinois Open Meetings Act. The annual meeting of the Board of Directors shall be held on the date corresponding to the date that the regular meeting scheduled for October would otherwise be held.

Section 5. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the Chairman or any two directors. The person or persons authorized to call special meetings of the Board of Directors may fix any place as the place for holding any special meeting of the Board of Directors called by them, subject to the Illinois open meetings law.

Section 6. Notice. Notice of any special meeting of the Board of Directors shall be given at least 48 hours in advance according to the Illinois Open Meetings Act 5 ILCS 120/1.01 et seq. specifying the purpose of the

meeting to each director at his or her address or by email as shown by the records of the Corporation. The meeting agenda will be posted at least 48 hours in advance according to the Illinois Open Meetings Act. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. No special meeting may remove a director unless written notice of the proposed removal is delivered to all directors at least twenty days prior to such meeting.

Section 7. Quorum. A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors provided that, if less than a majority of the directors is present at said meeting, a majority of the directors present may adjourn the meeting to another time without further notice.

Section 8. Manner of Acting. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by statute, these bylaws, or the Articles of Incorporation.

Section 9. Participation by Electronic Or Other Means. To the extent permitted by law, members of the Board of Directors may participate in and act at any meeting of the Board of Directors through the use of a conference telephone, computer or other communications equipment by means of which all persons participating in the meeting can communicate with each other. Participation in such a meeting shall constitute attendance and presence in person at the meeting of the person or persons so participating.

Section 10. Informal Action. Any action required to be taken at a meeting of the Board of Directors or any action which may be taken at a meeting of the Board of Directors may be taken without a meeting if a consent in writing, setting forth the action so taken, is signed by all of the members entitled to vote with respect to the subject matter thereof.

Section 11. Compensation. Board of Directors members as such shall not receive any salaries for their services; provided, that nothing herein contained shall be construed to preclude any director serving the Corporation in any other capacity and receiving compensation therefore.

Section 12. Conflicts of Interest. The Board of Directors shall adhere to and enforce the policies contained in the Corporation's Conflict of Interest Policy.

Section 13. Open Meetings All regular and special meetings of the Board of Directors shall be open to the public in conformity with the requirements of the Illinois Open Meetings Act, 5 ILCS 120/1 et seq. Exceptions to this requirement shall be limited to those matters set out in the Illinois Open Meetings Act.

Section 14. Oversight The Board of Directors shall be responsible and accountable for meeting the terms of its charter, and should a need arise to contract the services of any external management companies, the Board of Directors shall maintain complete control and oversight of the activities of such management companies. The Board of Directors, and no other entity, shall set and approve broad school policies including but not limited to policies such as the budget, curriculum, admissions procedures, student conduct, school calendars, and dispute resolution procedures in accordance with all applicable law.

Section 15. The Board of Directors shall, to the best of its ability, ensure the fiscal health of the Corporation.

ARTICLE VI. OFFICERS

Section 1. Officers. The officers of the Corporation shall be a Managing Director, a Chairman, a Vice Chairman, a Treasurer, a Secretary, and such other officers as may be elected in accordance with the provisions of this article. The Board of Directors may elect or appoint such other officers, including one or more Vice Chairmen, one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board of Directors.

Section 2. Election and Term of Office. The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as is practicable.

Section 3. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Section 4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. Chairman. The Chairman shall preside at all meetings of the Board of Directors. He or she may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors have authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these By-Laws or by statute to some other officer or agent of the Corporation. In general, the Chairman shall perform all duties incident to the office of chairman and such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. Vice Chairman. In the absence of the Chairman or in the event of his or her inability or refusal to act, the Vice Chairman shall perform the duties of the Chairman, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chairman. The Vice Chairman shall perform such other duties as from time to time may be assigned to him or her by the Chairman, or by the Board of Directors.

Section 7. Managing Director. The Managing Director is the chief executive officer of CFA and exercises complete executive authority over all component parts of the school, subject to the direction and control of the Board of Directors. The Managing Director has ultimate responsibility for leading the school academically, administratively, and financially. The Managing Director is the principal spokesperson for CFA.

Section 8. Treasurer. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine. He or she shall have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article VIII of these By-Laws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Chairman or by the Board of Directors.

Section 9. Secretary. The Secretary shall be custodian of the corporate records and all documents, the execution of which is duly authorized in accordance with the provisions of these By-Laws; and shall in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Chairman, or by the Board of Directors.

Section 10. Assistant Treasurers and Assistant Secretaries. If required by the Board of Directors, the assistant treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine. The assistant treasurers and assistant secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the Chairman or by the Board of Directors.

ARTICLE VII. COMMITTEES

Section 1. Executive/Governance Committee. There shall be an Executive/Governance Committee, which shall at all times be comprised of the Chairman (who shall also be the Chairman of the Executive Governance Committee), Vice-Chairman, Secretary, Treasurer, and the School Director(s) and such other members of the Board of Directors as the Board of Directors may, by resolution, appoint. Except as prohibited by the Illinois General Not for Profit Corporation Act of 1986, or any other applicable law, as is from time to time applicable and except for such matters as are herein reserved for the full Board of Directors, the Executive Governance Committee shall have the power to transact all regular business of the Corporation during the period between the meetings of the Board of Directors, subject to any prior limitation imposed by the Board of Directors. The Executive Governance Committee shall report any action taken by it to the Board of Directors at its succeeding meeting. Except for directors elected by the parent body of the Corporation, the Executive Governance Committee will also serve as the Nominating Committee and will develop a slate for election to the Board of Directors to fill any vacancies that may result from expiration of terms of office, resignations or removals, or from any newly created directorships created by amendment of these Bylaws. The slate will be presented at the annual meeting or any regular meeting of the Board of Directors in an effort to keep director positions filled.

Section 2. Standing Committees of the Board of Directors.

a. Finance Committee The Finance Committee shall at all times be comprised of the Treasurer and such other members of the Board of Directors as the Board of Directors may, by resolution, appoint. Except as prohibited by the Illinois General Not for Profit Corporation Act of 1986, or any other applicable law, the Finance Committee shall be authorized to act on behalf of the Board of Directors on all matters delegated, respectively, to it, including review and monitoring of internal accounting and controls of the Corporation; **oversight of the Corporation's banking relationships; review and receipt of reports from the independent auditors and review of the audit procedures employed by the independent auditors; review and recommendation to the Board of Directors of the Corporation's budgets; and review of the Corporation's internal financial reports.** The Finance Committee shall each report any action taken by it to the Board of Directors and Executive Committee.

b. Education Committee The Education Committee will include at a minimum two Board of Director Members, in addition to the Curriculum & Instruction Advisor, Professional Development Advisor, three teaching staff, and two other individuals who can contribute to the role of the committee, for a total of nine committee members. The Education Committee will primarily ensure the high-fidelity implementation of the CFA mission and vision through our commitment to academic rigor, the whole curriculum, and teacher

professionalism. In addition, the Education Committee is commissioned by and responsible to the Board of Directors to assume the primary responsibility of working with the Curriculum & Instruction Advisor and Professional Development Advisor in an advisory role to define indicators of student achievement (in such areas as environmental stewardship, global citizenship, and standardized achievement tests). The committee will ensure that all board members know the charter promises made to the community and ISBE regarding student achievements and to devise clear and consistent measures to monitor these goals.

c. **Development Committee** The Relations and Development Committee shall include at a minimum two Board of Director Members appointed by the Chairman, and other individuals recommended by the Board in sufficient number as to assure adequate manpower to carry out the work scope of the committee. The Relations and Development Committee will address issues germane to internal communication and corporate branding, issues germane to corporation public relations, and issues germane to fundraising activities sufficient to sustain the corporation including policies and procedures governing the management of fundraising activities carried out by the staff of the corporation.

Section 3. Other Committees of the Board of Directors. The Board of Directors, by resolution adopted by a majority of the members in office, may designate one or more other committees, each of which shall consist of two or more members of the Board of Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in management of the Corporation; but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual member of the Board of Directors, of any responsibility imposed upon them by law.

Section 4. Term of Office. Each member of a committee shall continue as such until the next annual meeting of the Board of Directors of the Corporation and until his successor is appointed, unless the Committee shall be sooner terminated, or unless such member shall cease to qualify as a member thereof.

Section 5. Chairman and members of committees. One member of the Board of Directors shall serve on each committee and shall be appointed chairperson by the Chairman of the Corporation. Other committee members may be members of the Board of Directors or such other persons as the Board of Directors may determine provide the expertise necessary for the committee.

Section 6. Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 7. Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 8. Rules. Each committee may adopt rules for its own government not inconsistent with these by-laws or with rules adopted by the Board of Directors.

Section 9. Open Meetings All meetings of the Standing Committees and other committees authorized to exercise the authority of the Board of Directors in management of the Corporation shall be open to the public in conformity with the requirements of the Illinois Open Meetings Act, 5 ILCS 120/1 et seq. Exceptions to this requirement shall be limited to those matters set out in the Illinois Open Meetings Act.

ARTICLE VIII. CONTRACTS, CHECKS, DEPOSITS, AND FUNDS

Section 1. Contracts. The Board of Directors may authorize any agent or agents of the Corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, Notes, etc. One officer shall sign all checks, drafts, notes, bills, receipts, acceptances, and endorsements of the Corporation in an amount up to, and including, \$10,000.00. Two officers shall cosign all bills, notes, receipts, acceptances, endorsements and checks of the Corporation in an amount over \$10,000.00

Section 3. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 4. Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purpose or for any special purpose of the Corporation.

ARTICLE IX. BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors, and committees having any of the authority of the Board of Directors.

ARTICLE X. FISCAL YEAR

The fiscal year of the Corporation shall be fixed by resolution of the Board of Directors.

ARTICLE XI. NO CORPORATE SEAL

The Corporation shall not have nor use a corporate seal.

ARTICLE XII. WAIVER OF NOTICE

Whenever any notice whatsoever is required to be given under the provisions of the Illinois General Not For Profit Corporation Act of 1986 or under the provisions of the Articles of Incorporation or the bylaws of the Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time started therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XIII. INDEMNIFICATION

Section 1. Indemnification of Directors, Officers, etc. The Corporation shall have the power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact that such person is or was a director, officer, employee or agent of the Corporation, or was serving at the request of the Corporation, as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust or other enterprise, against **expenses (including attorneys' fees) judgments, fines and amounts paid in settlement actually and reasonably** incurred by such person in connection with such action, suit or proceeding if such person acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit or proceeding by judgment or settlement, conviction or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he or she reasonably believed to be in or not opposed to the best

interest of the Corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe that his or her conduct was unlawful.

Section 2. Indemnification in the Case of Derivative Actions. The Corporation shall have the power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that such person is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, **partnership, joint venture, trust or other enterprise against expenses (including attorneys' fees) actually and** reasonably incurred by such person in connection with the defense or settlement of such action or suit if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation and except that no indemnification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his or her duty to the Corporation unless and only to the extent that the court in which such action or suit was brought shall determine upon application that despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnify for such expenses which the court shall deem proper.

Section 3. Indemnification Against Expenses. To the extent that a Director, officer, employee or agent of the Corporation has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Sections 1 and 2, or in defense of any claim, issue or matter therein, such person shall be indemnified against expenses **(including attorneys' fees) actually and reasonably incurred by him or her in** connection therewith.

Section 4. Determination by Board of Directors. Any indemnification under Sections 1 and 2 (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification of the Director, officer, employee or agent is proper in the circumstances because he or she has met the applicable standard of conduct set forth in Sections 1 and 2. Such determination shall be made (a) by the Board of Directors by a majority vote of a quorum consisting of directors who were not parties to such action, suit or proceeding, or (b) if such a quorum is not obtainable, or, even if obtainable, a quorum of disinterested Directors so directs, by independent legal counsel in a written opinion, or (c) by the Voting Members.

Section 5. No Waiver of Other Rights. The indemnification provided by this article shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any contract, agreement, vote of disinterested Directors or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Director,

officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

Section 6. Insurance. The Corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against such person and incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this article.

ARTICLE XIV. AMENDMENTS

The power to alter, amend, or repeal the bylaws or adopt new bylaws shall be vested in the Board of Directors unless otherwise provided in the Articles of Incorporation or the bylaws. Such action must be adopted by no less than two-thirds of the members of the Board of Directors at a regular meeting for which written notice of **the purpose shall be given; provided that at least two days' notice is given of the intention to alter, amend or repeal** or to adopt new By-Laws at such meeting. The bylaws may contain any provisions for the regulations and management of the affairs of the Corporation not inconsistent with the law or the Articles of Incorporation.

Adopted by the Board of Directors
on March 31, 2015

DRAFT CODE OF ETHICS OF CONNECTED FUTURES ACADEMIES

A. Introduction

Connected Future Academies (“CFA”) is an alternative options high school which educates students between the ages of sixteen to twenty-one. We specifically target students who are low achieving, at-risk, or former high school drop-outs. Our mission is to prepare and transition graduates into postsecondary education as well as vocational careers. We endorse and incorporate this code of ethics (the “Code”) into our daily lives.

B. Purpose

Directors and officers of CFA will maintain the highest ethical standards in the conduct of CFA’s affairs. As an institution responsible for educating and training the future leaders of the state and nation, it is imperative that all our member adhere to the highest ethical standards and principles. It is for this reason that these standards of conduct, ethical principles, and the accompanying guidelines are promulgated by the Board of Directors of CFA. In the event of a conflict between the terms of this policy and any existing policy, this policy will control. If a topic has also been addressed in other policy statements or manuals of CFA, the procedures and statements contained therein are hereby affirmed and made a part hereof for all purposes. Intent of this policy is that all CFA directors and officers will conduct CFA’s business with integrity and comply with all applicable laws in a manner that excludes considerations of personal advantage or gain.

C. Standard of Conduct

The Board of Directors of CFA hereby adopts these standards of conduct for its directors and officers. Directors and officers shall:

1. Perform their duties properly, diligently, and in an appropriately courteous manner.
2. Provide full, fair, accurate, timely, and understandable disclosure in all reports.
3. Act honestly and ethically.
4. Comply with all employee conduct and behavior policies, including those prohibiting sexual or other unlawful harassment (e.g., workplace bullying).
5. Be bound by appropriate professional duties and code of conduct if they are a member of a professional group, such as attorneys, medical clinicians, and certified public accountants.
6. Comply with all state, federal and local laws, statutes and ordinances.

7. Comply with all policies on confidentiality and privacy of information including in the area of social media. Directors and officers shall not use confidential or proprietary information for personal financial gain.

Directors and officers shall not:

1. Accept or solicit any gift, favor, or service that might reasonably tend to influence the director or officer in the discharge of official duties or that the director or officer knows or should know is being offered with the intent to influence the director or officer's official conduct.
2. Accept employment or engage in a business or professional activity that the Director might reasonably expect would require or induce him or her to disclose confidential information acquired by reason of his or her official position.
3. Accept other appointments or any employment or compensation that could reasonably be expected to impair the Director's independence of judgment in the performance of official duties.
4. Make personal investments that could reasonably be expected to create a substantial conflict between the Director's private interest and the public interest.
5. Intentionally or knowingly solicit, accept, or agree to accept any benefit for having exercised his or her official powers or performed official duties in favor of another.
6. Falsify, destroy, mutilate, conceal, or fail to make required entries on any record within his or her control, including the destruction of documents that are the subject of an investigation or a civil or criminal action to which CFA is a party, unless it is consistent with the provisions of any applicable document retention policy.
7. Discriminate on the basis of race, color, religious creed, gender, national origin, age, physical ability, sexual orientation, marital status, or veteran status in the conduct of services for CFA.

D. Avoiding Abuses of Position

CFA is a nonprofit, tax-exempt organization. Maintenance of its tax-exempt status is critical both for its continued financial stability and for public support. CFA is subject to scrutiny by, and is held accountable to, governmental and regulatory authorities as well as the public. Consequently, there exists between CFA and its directors and officers a fiduciary duty which carries with it a duty of loyalty and care. Directors and officers have the responsibility of administering the affairs of CFA honestly and prudently and of exercising their best care, skill, and judgment for the sole benefit of CFA. Moreover, because of CFA's status as a public charity, every director and officer has an affirmative duty to act as a steward of the funds entrusted to CFA by its contributors. The Board of Directors of CFA adopts the following policies.

Directors and officers shall:

1. Use the resources, property, and funds under their control judiciously and in the best interest of CFA.

2. Exercise good faith in all transactions
3. Always make vendor selections and purchasing decisions, and other business decisions based on merit: by comparing and evaluating price, quality, performance, and suitability. Decisions must not be influenced by any other factor, such as personal relationships, gifts or hospitality.
4. Disclose such fact and other relevant information of any potential conflict of interest as soon as possible to the appropriate committee of the Board when the director or officer becomes aware.
5. Disclose any legal or equitable interest in property that is to be acquired with public funds.

Directors and officers shall not:

1. Use their positions with CFA or knowledge gained therein for their personal benefit or for the private pecuniary benefit of any other person or organization. The interests of CFA must be the first priority in all decisions and actions they undertake in connection with CFA.
2. Accept, solicit, or agree to accept any gift, favor, complimentary service, or other thing of value under circumstances from which it might be reasonably inferred that such gift, service, or other thing of value was given or offered for the purpose of influencing him or her in the discharge of his or her duties.
3. Disclose any interest in a measure, proposal, or decision pending before the Board of Directors in which he or she has a personal or private interest. He or she shall disclose such interest in a public meeting of the Board of Directors, and such disclosure shall be entered in the minutes of the Board. The Board may consider such measure, proposal or decision, but any member having such an interest shall not vote or otherwise participate in such deliberation or action of the Board. This procedure may not be utilized for contracts in which a member has a pecuniary interest.
4. Use information to which he or she has access in his or her official capacity and which has not been made public, and:
 - a. Acquires or aids another to acquire a pecuniary interest in any property, transaction or enterprise that may be affected by the information; or
 - b. Speculates or aids another to speculate on the basis of the information.

E. Benefits and Gifts

A "benefit" is anything reasonably regarded as pecuniary gain or pecuniary advantage, including benefit to any other person in whose welfare the Director or Officer has a direct or substantial interest. Members of the Board shall disclose to the Board or the appropriate committee of the Board any gift received in the course of official business having a value of more than \$50.

A director or officer shall not:

1. Solicit, offer, or accept any benefit in exchange for his or her decision, opinion, recommendation, vote, or other exercise of official power or discretion.
2. Solicit, accept, or agree to accept any benefit from any person the director or officer knows is interested in or is likely to become interested in any contract, purchase, payment, claim, or transaction involving the Regent's discretion.

A director or officer may accept gifts under the following conditions:

1. Gifts or other benefits conferred on account of kinship or a personal, professional, or business relationship independent of a director or officer's status in CFA;
2. A fee prescribed by law to be received by a director or officer or any other benefit to which he or she is lawfully entitled or for which he or she gives legitimate consideration in a capacity other than as a member of the Board or officer of CFA;
3. Items having a value of less than \$50, not including cash or negotiable instruments.
4. The gift is from personal friends, relatives, or business associates with whom they have a relationships independent of their official status under CFA, so long as the benefit is not offered in exchange for official action or decision.

A director or officer who receives an unsolicited benefit that he or she is prohibited from accepting by law may donate the benefit to a governmental entity that has the authority to accept the gift or may donate the benefit to a recognized tax-exempt charitable organization formed for educational, religious, or scientific purposes.

F. Political Activities

1. No member of the Board or officer of CFA shall expend or authorize the expenditure of any CFA funds for the purpose of influencing the outcome of any election, or the passage or defeat of any legislative measure.
2. No member of the Board or officer of CFA shall expend or authorize the expenditure of any CFA funds for the purpose of influencing the outcome of any election, or the passage or defeat of any legislative measure.

G. Sexual Harassment

Directors and officers shall not use their positions of authority to sexually harass employees of the school nor any firm or individual who conducts business with the CFA. Directors and officers will not condone sexual harassment by staff, faculty or administration of the school.

H. Outside Influences

It shall be the duty of the Board of Directors to assure that outside influences or pressures from political or religious organizations or other external sources do not affect CFA's administration in the execution of their duties and decisions as an Illinois Charter School.

**CONFLICT OF INTEREST POLICY OF
CONNECTED FUTURE ACADEMIES**

ARTICLE I. PURPOSE

The purpose of the conflict of interest policy is to protect the interests of Connected Future Academies, a tax-exempt organization, (the “Corporation”) when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

ARTICLE II. DEFINITIONS

Section 2.1 Interested Person. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Section 2.2 Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,
- b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement,
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement, or
- d. A senior management position in an entity with which the Corporation has a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

ARTICLE III. PROCEDURES

Section 3.1 Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

Section 3.2 Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Section 3.3 Procedures for Addressing the Conflict of Interest.

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. If a more advantageous transaction or arrangement is not reasonably possible under circumstances

not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

ARTICLE IV. VIOLATIONS OF THE CONFLICT OF INTEREST POLICY

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the interested person's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the interested person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE V. RECORDS OF PROCEEDINGS

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE VI. COMPENSATION

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VII. ANNUAL STATEMENTS

Each director, principal officer and member of a committee with governing board-delegated powers shall annually sign a statement that affirms such person:

- a. Has received a copy of the conflict of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

ARTICLE VIII. PERIODIC REVIEWS

To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE IX. USE OF OUTSIDE EXPERTS

When conducting the periodic reviews as provided for in Article VIII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Adopted by the Board of Directors
on March 31, 2015

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS


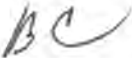

Submit these forms with the school proposal application.

(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)

Charter Public School Name: Connected Future Academy

Each design team member and identified school board member (current, intended, potential, etc.) must sign a separate Assurances Statement.

By initialing each of the boxes below, you accept responsibility for ensuring that the school will meet this requirement.

Assurances	<i>Initial below</i>
<p>Admission Process for Students</p> <p>I assure that the admissions process for the proposed charter school will not discriminate against anyone on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services (105 ILCS 5/27A-4(a))</p> <p>I assure that enrollment in the proposed charter school shall be open to any pupil residing within District 299, unless an attendance boundary is assigned to the school, in which case students residing within an attendance boundary may be given priority for enrollment, but must not be required to attend the charter school. (105 ILCS 5/27A-4(d))</p> <p>I assure that if there are more eligible applicants for enrollment in the proposed charter school than there are spaces available, successful applicants shall be selected by lottery, with preference only given to siblings of (105 ILCS 5/27/A-4(h))</p>	
<p>Annual Report</p> <p>I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school's finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))</p>	
<p>Board Governance</p> <p>I assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b))</p> <p>I assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))</p>	

<p>Ethics</p> <p>I personally state that I am not a current employee of the Chicago Board of Education who is involved in evaluating charter applications or approving charter applications in any way. (Section XI of the Chicago Public Schools Code of Ethics).</p> <p>I personally state that if I am a member of the proposed school's Design Team and am also a current employee of the Chicago Board of Education, (1) I have not used Board time or resources to complete any activities related to planning or development for the proposed school and (2) if I am being paid to complete activities related to planning or development for the proposed school, I have submitted Secondary Employment Approval Form for activities related to planning or development for the proposed school (Section XIII of the Chicago Public Schools Code of Ethics).</p> <p>I personally state that if I am proposed as a member of the charter school's Board of Directors that I am not an employee (Section XI of the Chicago Public Schools Code of Ethics).</p>	<p>BC</p>
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By placing my initials next to each of the preceding statements and by signing my name here, I acknowledge that:

- I have reviewed the preceding assurances and agree to be responsible for fulfilling all the expectations contained in these assurances even if that means actively researching current state and/or federal rules, laws and other requirements referenced herein.
- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.

Bonita Carr
Signature

3/15/15
Date

Home Address:
Phone Number(s):
Email Address:

**Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Form**

Role of a Board Member

1. Please indicate whether you are currently or have previously served on the Board of a school or any non-profit organization:

Yes

No

If yes, please list and describe:

Several non profit social service, education oriented boards

2. What is your understanding of the role of a Board member of a public charter, contract, or alternative school?

Oversite of mission, vision, operations, including finance, legal, and academic

3. Why are you interested in serving as a member of a public charter, contract, or alternative school?

Inspired by the mission and vision of CFA

4. Why do you believe that you are qualified to serve as a Board member of a public charter, contract, or alternative school? What previous experience, skills, or background do you have that is relevant to serving on the Board of the proposed charter, contract, or alternative school?

I have served in similar capacity for several organizations

4. What is your understanding of the school's mission, vision, educational philosophy and program?

ment preparing them for post secondary educational opportunities and the world of work

5. As a Board member, how do you assess whether a school is (or is not) achieving its mission?

By developing and accessing progress toward our metrics and standards.

6. Describe the role that the Board will play (or currently does play) in the school's operation.

The Boards role is oversight of the schools academic, fiscal, and operational processes.

7. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

n based on all the information gathered. Transparency and ethical behavior is essential.

Bonita Carr

Chicago Public Schools (CPS)
Office of Innovation and Incubation
2014 New Schools' Request for Proposal (RFP)
Board Member Statement of Economic Interests Form

Instructions

All proposed or existing Board members who have been identified by the time of submission of Tier 1 or 2 materials must complete this statement in its entirety. If you need extra space to complete your answers, please submit additional pages with this form. Should your charter, contract, or alternative school be approved to open by the Chicago Board of Education, all Board members will be required to complete this form as a Readiness to Open Standard prior to school opening.

Definitions

- A. Board:** means the Board of your proposed charter or contract school
- B. Economic Interest:** means that a proposed or existing Board member or his or her spouse, domestic partner, partner to a civil union, relative, or a member of his or her household:
1. is the proprietor of a sole proprietorship;
 2. owns a five percent or greater interest of any class of stock of a corporation by vote or value; partnership; firm; enterprise; franchise; organization; holding company; joint stock company receivership; trust (or beneficial interest in a trust); or any Legal Entity organized for profit;
 3. is an officer or director of a for-profit corporation, general or managing partner of a partnership, or the trustee of a trust;
 4. owns any interest as a result of which the owner currently receives or is entitled to receive in the future more than \$2,500.00 per year; or
 5. owns any interest with a cost of present value of \$5,000.00 or more.
- C. Employee:** an "employee" includes principals and all other employees of the proposed charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
- D. Entity:** means any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

1. When did/will your term as a Board member start?

Fall 2013

2. Are you or have you been an employee, vendor, contractor or consultant to the Chicago Board of Education, including any school or Department/unit?

Yes
No

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

1. Are or will any of your Relatives be employed at the proposed school?

Yes
No

If yes, when were they hired or will be hired?

Please list their name(s), relationship(s) to you, date(s) of employment and job title(s):

2. Have you ever requested or advocated for the hiring of your Relative at the proposed charter or contract school?

Yes
No

If yes, describe the circumstance:

3. Are any of your Relatives working or planning to work at the proposed charter or contract school individually (i.e. as a consultant) or through an outside Entity?

Yes
No

If yes, list the name(s) of the Relative, their relationship(s) to you and the name(s) of their employer:

Economic Interests/Conflicts of Interest

1. Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?

Yes
No

If yes, and you have an Economic Interest outside of your duties as a proposed or existing Board member, please list the name of the entity in which you have such interest, describe the type of business, and identify the ownership interest(s):

If yes, and your Relative has the Economic Interest in any contract, work or business of the school, please list the Relative's name(s), your relationship(s), the name of the entity, describe the type of business, and identify the ownership interest(s):

2. Do you or any of your Relatives have any Economic Interest in any sale, purchase or lease of any item paid for by the school or with school funds?

Yes
No

If yes, and you have the Economic Interest, please identify the Economic Interest and list the item(s):

If yes, and your Relative has the Economic Interest, list the Relative's name(s) and relationship(s) to you, Economic Interest and the item(s):

3. Are you or any of your Relatives acting as a paid officer, director, associate, partner, employee, proprietor or advisor to an Entity deriving income from your school?

Yes
No

If yes, and you are acting in such capacity, list the Entity name, address and type of Entity:

If yes, and your Relative is acting in such a capacity, list the Relative's name(s) and relationship(s) to you, the Entity name, address, and type of Entity:

4. Have you or any of your relatives provided or do you plan to provide goods or services to your proposed school, including professional services for fees?

Yes
No

If yes, and you have provided such goods or services, please describe the nature of the good or service provided:

If yes, and a Relative has provided such goods or services, provide the name of the Relative(s) providing the good or service, their relationship to you, and the nature of the good or service provided:

5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board of a Not-for-Profit entity which donates funds or services to any school at which you serve?

Yes
No

If yes, please describe:

Gifts

1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), loan, favor or promise of future employment in return for any official action on your part as a proposed Board member?

Yes

No

If yes, please describe:

2. Have you or any of your Relatives received any of the following gifts from someone with an Economic Interest in your proposed school's business:

Cash of any amount?

Yes

No

An item or service valued at more than \$50?

Yes

No

Several items or services from one source valued at over \$100?

Yes

No

If yes, please list the gift, amount and source:

3. Have you accepted any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any entity soliciting work or business from your proposed school or from an entity that has done or plans to do work with your proposed school?

Yes

No

If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):

Additional Considerations

1. Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).

I affirm

2. Please list any other disclosures you wish to make.

If yes, please explain:

Verification

I declare that this Statement of Economic Interests, including any accompanying pages, is a true, correct and complete statement of my interests, to the best of my knowledge and belief.

Print Name: Bonita Carr Date: 3/15/2015

Signature: Bonita Carr School: Connected Future Academy

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS

Submit these forms with the school proposal application.
(A separate copy must be initialed and signed by each individual on the school’s design team or who intends to serve as a charter school board member.)

Charter Public School Name: Connected Future Academy

Each design team member and identified school board member (current, intended, potential, etc.) must sign a separate Assurances Statement.

By initialing each of the boxes below, you accept responsibility for ensuring that the school will meet this requirement.

Assurances	<i>Initial below</i>
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<p>Annual Report</p> <p>I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school’s finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))</p>	<p align="center">BJK</p>
<p>Board Governance</p> <p>I assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b))</p> <p>I assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))</p>	<p align="center">BJK</p>

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But J Rocha
Signature

4/3/2015
Date

Home Address:
Phone Number(s):
Email Address:

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS




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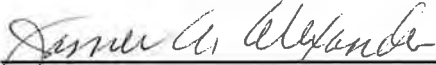
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Signature

3/29/15
Date

Home Address: 6818 South Euclid Avenue, Chicago, IL 60649
Phone Number(s): 773-363-8883
Email Address: jal Alexander822@yahoo.com

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS




Submit these forms with the school proposal application.







(A separate copy must be initialed and signed by each individual on the school’s design team or who intends to serve as a charter school board member.)



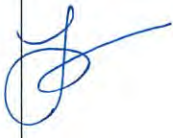
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 Signature

4/3/15
 Date

Home Address: 4450 S. DREXEL BLVD, CHICAGO IL
 Phone Number(s): 312.961.7740
 Email Address: laurenmccadney@sbcglobal.net

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

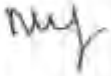
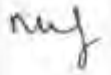
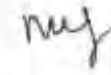
2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS

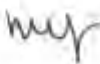





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(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)

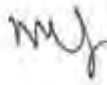
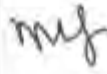
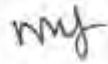
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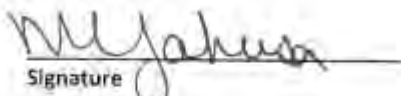
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3-30-15
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Home Address:
Phone Number(s):
Email Address:

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS




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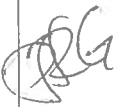


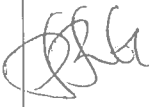

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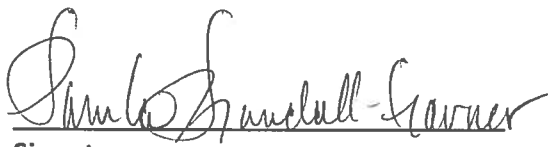
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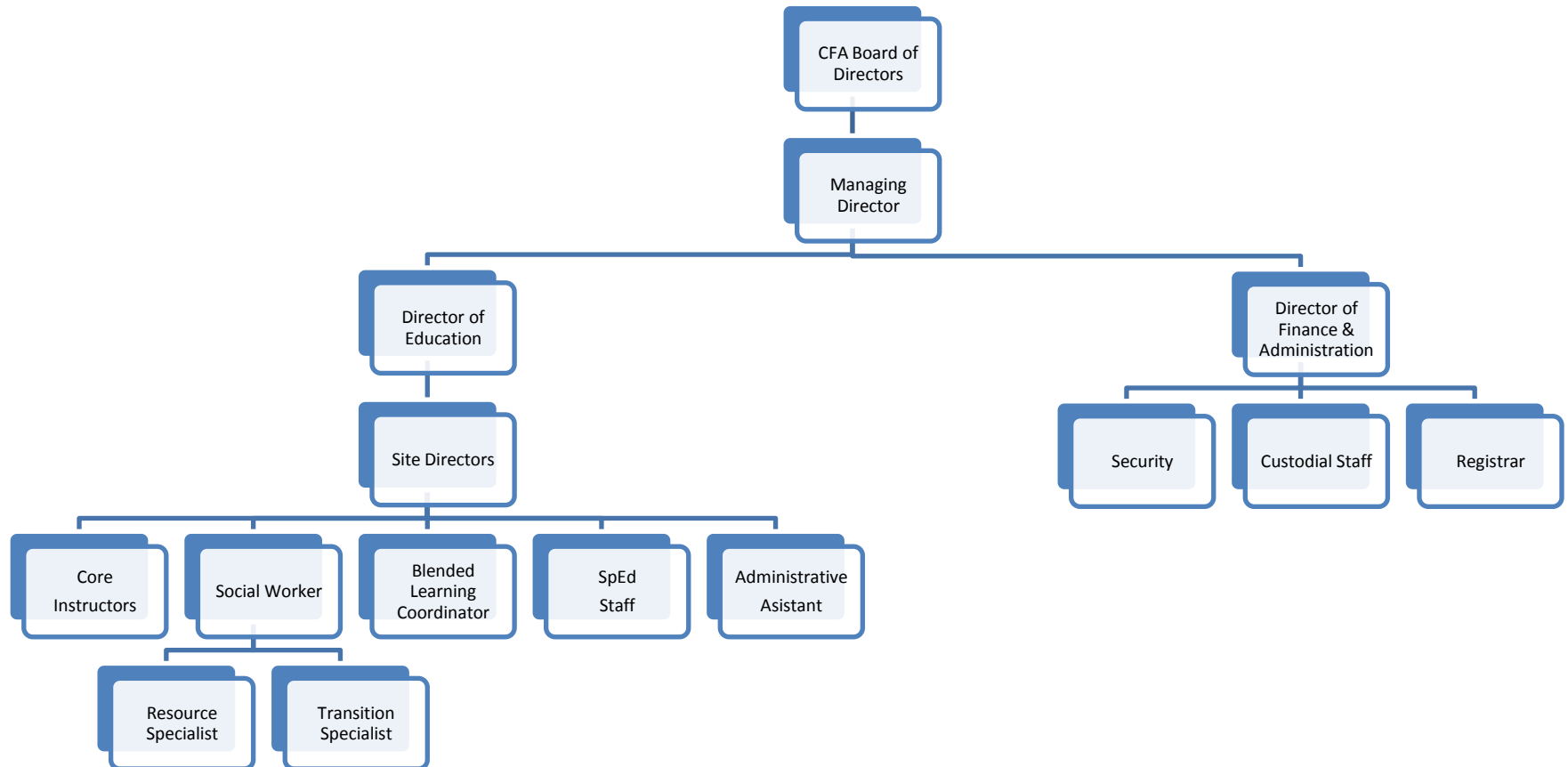
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Signature

4/3/2015
Date

Home Address: 2 E. Erie St. Apt. 1405, Chicago, IL 60611
Phone Number(s): (312) 545-4001
Email Address: pamoran717@me.com

CFA Comprehensive Organizational Chart



Appendix 4.2.a

Connected Futures Academy—Outline of Financial Policies to be Defined

The following is an outline for a financial policy handbook to be developed upon approval. We have gathered source materials from charter schools in Chicago, both single schools and networks, and are also working with additional financial and audit advisors to ensure that our processes are sound, secure, and transparent.

DRAFT

The Business Office is the center for all financial aspects, including the following functions:

CONTENTS

CASH RECEIPTS 4

- Development / Donations 4
- Fund-raising events 4
- Fee Collection 4
- Student activities/classroom collections 4
- Fees Procedures..... 4

CASH DISBURSEMENTS 5

- Check requests (Purchase request form) 5
- Corporate Credit Card 5
- Accounts payable 5
- Petty cash requests 5
- Purchasing, Purchase Orders 6

PAYROLL PROCESSING 7

- Payroll processing 7
- Pension, 403(b) 7
- Medical/dental insurance, medical reimbursement, life insurance, LTD, STD 7

ACCOUNTING 8

- Monthly Closing Cycle and Journal Entries 8
- General Ledger 8
- Governance reports 9
- Budgeting 9
- Audit, Audit Workpapers and Year-End Preparation 9
- Monitoring of restricted gifts 10

Fixed Assets	10
CASH MANAGEMENT & INVESTMENT ACCOUNT TRANSFERS	11
OTHER	12
General Insurance	12
Leases and contracts	12
Advanced Funds	12
Financial MIS Procedure	12

DRAFT

CASH RECEIPTS

DEVELOPMENT / DONATIONS

Define who will be responsible for receiving funds.
Describe process for receiving donations including

- Donations received by mail
- Credit card donations
- Specify process related to use restrictions

Define who has responsibility for recording entries and making bank deposits. Define timing of accounting entries and who has responsibility for reconciliation creation and review.
Define month end process including

- Creating a detailed listing of all donations
- Who has responsibility for reviewing and reconciling list to G/L (by program or restriction, as applicable)
- Reconciliation of donations to bank statement
- Investigation of any discrepancies
- Review by Board of Directors

FUND-RAISING EVENTS

Define who has responsibility for processing credit card donations and check deposits during events.
Define timing of the deposits.

FEE COLLECTION

Define fee structure.
Define who will collect school fees and how they should be forwarded to business office for processing.

STUDENT ACTIVITIES/C LASSROOM COLLECTIONS

Define policies around cash. See sample policy to be considered.
All faculty and staff are instructed that no monies are to be left in classrooms or any other unsecured area. All monies are to be turned into the Principal's Office on a daily basis, either for safekeeping or processing. Staff is instructed to seal the funds in envelopes with the staff member's name, classroom number, purpose of collection, and dollar amount written on the envelope. Either the secretaries or the Principals forward these funds to the Business Office.

FEES PROCEDURES

Define detailed description of process to receive payments (front office)

Define detailed description of process to record payments (back office)

CASH DISBURSEMENTS

CHECK REQUESTS (PURCHASE REQUEST FORM)

Define how check requests should be made, including paper work required. Define amount which requires use of a check request vs. use of petty cash.

Define requirements for paper work including:

- Who may make a request
- Who must approve check requests
- Original receipt requirements
- Expense reimbursement rules.
- Criteria to be reviewed by business office.

Define requirements from 1099 vendors.

CORPORATE CREDIT CARD

Define who is authorized to have a corporate credit card. Define who has authority to add individuals to the list, and who has responsibility for maintaining the list including the specified limit. Define rules for receipt submission including rules about original receipts.

ACCOUNTS PAYABLE

Define how invoices should be processed. See proposed language:

All invoices are processed through the General Ledger accounting software (no exceptions). Invoices are delivered to the department heads/Principals, which review, approve and code the invoices. The invoices are then forwarded to the Business Office.

On a weekly basis, the Business Office processes all accounts payable (Check Requests, and invoices) All invoices are marked to prevent reuse. Payables will be entered into the general ledger in batches. The invoices are paid via check, which requires two signatures, or via electronic check/transfer (for recurring monthly payments), which requires the approval of two check signatories. Original vendor invoices will be maintained in the accounting department and only copies will be distributed. All voided checks should be retained and filed in a separate file for year-end audit.

PETTY CASH REQUESTS

Define petty cash use. See proposed language:

The purpose of the petty cash fund is to provide departments with ready cash for the payment of various small expenditures (less than \$50), such as classroom supplies, postage, parking fees, refreshments, etc. The fund CANNOT be used to pay for personnel services, for amounts in excess of \$50, for loans or advances, or for a check cashing fund.

Define location of petty cash fund and process and timing to replenishing petty cash.

PURCHASING, PURCHASE ORDERS

Define process for purchase orders including:

- Which vendors require PO's
- Who must approve PO's
- Competitive bid process as applicable

DRAFT

PAYROLL PROCESSING

PAYROLL PROCESSING

Define Payroll process. Determine if payroll will be processed in-house or outsourced. Define the following:

- Timing (twice-monthly)
- Changes to payroll use approved and documented
- Direct deposit or checks as appropriate

Define time sheet requirements for hourly employees as appropriate including:

- How to submit, timing
- Approval process

Define accounting process for payroll including:

- Timing of journal entries
- Payroll reporting requirements including tax requirements

PENSION, 403(B)

Define pension plan

MEDICAL/DENTAL INSURANCE, MEDICAL REIMBURSEMENT, LIFE INSURANCE, LTD, STD

Define as applicable

ACCOUNTING

MONTHLY CLOSING CYCLE AND JOURNAL ENTRIES

The Business Office closes the books each month as on the last day of the month. All appropriate accruals and deferrals are recorded to accurately reflect the financial performance of the organization as a whole. Business Office prepares, inputs, and reviews all the journal entries for the month. The approximate closing cycle is as follows:

Define date – *Completion of all bank reconciliations and input of employee benefit charges for the prior month's activity.*

Define date - *Expense ledgers and budget v actual expense statements to the department heads for their review.*

Define date – *reports from the department heads as to coding corrections, errors, etc.*

Define date – *all errors investigated and resolved by the Business Office; Business Office records all revenue and assets released from restrictions.*

Define date– *Reports issued to the Finance Committees, Boards (quarterly), and department heads*

Monthly Leadership Team Meeting – *Leadership team review of the YTD financial results.*

GENERAL LEDGER

Define application to be used.

Define reconciliations to be produced and reviewed.

Define process for old items. Defined as 90 days or older included on aging reports.

Proposed language:

Define a standard chart of accounts for the financial records. The chart of accounts will be set up with line item accounts, departments, programs, and sources that best represent the operations and fiscal activity of the organization. All Journal entries that are prepared monthly, quarterly and annually will be entered into the general ledger system.

General Journal, Accounts Receivable module, Accounts Payable module and Bank Transactions will be posted to the General Ledger monthly. Journal entries are set up to properly debit and credit either revenue or expense accounts when entered. A copy of the journal entry will be stored electronically on the server.

A balance sheet, detailed general ledgers, and revenue and expense statements will be prepared monthly. These documents will be printed from the General Ledger package accounting system.

Balance sheet accounts will be reviewed monthly with full reconciliations prepared at year end. All bank accounts are reconciled to the general ledger accounts on monthly basis. Reconciling items are fixed in a timely manner, within 30 calendar days.

Balance Sheet accounts will be reconciled within 45 days after the month end based on the volume and materiality related to the account. All accounts with high activity levels are reconciled on a monthly basis.

Bank Account numbers are NOT listed on the reconciliation documents. Outstanding checks in the reconciliation which are more than 6 months old are reviewed routinely and discussed to see if they should be written off and/or reissued.

GOVERNANCE REPORTS

See sample of reports/review criteria – proposed language:

- *Principals/leadership – summary expense vs. budget for their campuses/programs monthly, with detail printout of all charges for the month in a separate report, by account code.*
- *Finance Committee – monthly report includes Statement of Financial Position; YTD Summary Budget v Actual Statement of Activity; Detail Budget v. Actual Statement of Activity by Campus; Temporarily restricted revenues detail; unearned revenue detail; Endowment summary; written overview. Quarterly, details of investments summary and results are provided, as well as a cash flow projection.*
- *Boards of Directors – Above is provided in advance of each Board meeting.*

BUDGETING

The fiscal year end is June 30th. Budgeting for the following fiscal year begins in March, as follows:

Date Due	Program
TBD	Proposal due for any new staff or faculty positions – additions or changes from the prior school year. This includes any changes made to existing positions (submit to CEO)
TBD	Business Office will send out a budget worksheet** for each director to complete.
TBD	Budget worksheets returned to Business Office
TBD	Draft budget sent to all leadership team/principals for review for accuracy/adjustments
TBD	Any final revisions needed due back to Business Office
TBD	Budgets presented to Finance committee and the Board of Directors for Approval
TBD	Employment Agreements distributed to personnel
TBD	Employee Agreements returned

AUDIT, AUDIT WORKP APERS AND YEAR -END PREPARATION

Define audit requirements. See proposed language:

*A certified audit and compliance audit (for CPS requirements) and grant audits, as needed, are performed **TBD**, for each year ended June 30th. The Audit Committee of the Board of Directors is responsible for engaging the services of the auditors. Audit drafts and management letters are communicated directly to the Chair of the Audit Committee or to the Board Chair. Copies of the audit are sent to all Board members, Finance and Audit Committee members.*

Audit schedules are maintained and updated routinely (prior to year-end). Expenses & revenue during the last quarter of the year are reviewed to verify if they should be accrued or deferred. Reconciliations are maintained to document that temporarily and permanently restricted revenue is segregated from unrestricted revenue.

MONITORING OF RESTRICTED GIFTS

TBD

FIXED ASSETS

TBD

DRAFT

TBD

DRAFT

OTHER

GENERAL INSURANCE

Define insurance policy and requirements.

LEASES AND CONTRACTS

Define lease and contract policy ensuring the following are addressed:

- List of all contracts and leases
- Requirements for each including
 - Start date
 - End date
 - Description of services
 - Amounts to be paid
 - Termination of services
- Authority for approval
- Contract/lease maintenance

ADVANCED FUNDS

Define advance process

FINANCIAL MIS PROCEDURE

TBD

4.2.a. Listing of Financial Reports

Report Type	Personnel Responsible	Frequency
Income Statement - Budget v. Actuals Report	DFO & Budget Manager (when applicable)	Monthly
Balance Sheet	DFO & Budget Manager (when applicable)	Monthly
Cash Flow Projection	DFO & Budget Manager (when applicable)	Monthly
Annual Budget	DFO & Budget Manager (when applicable)	Annually
Audit	External party	Annually
IRS 990	DFO & Budget Manager (when applicable)	Annually