April 3, 2015

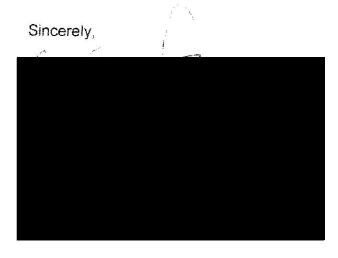
To whom it may concern,

This letter serves as formal support for the International School of Languages. The International School of Languages will offer a language immersion curriculum grounded in Spanish, French and Italian, in the Bronzeville, Hyde Park and Douglas community areas.

As the President of Fathers, Families Healthy Communities (FFHC) located in Bronzeville, I am excited about the possibility of a school which will serve the youth of the fathers and families we serve. We have long worked to change the narrative of communities on the south side of Chicago from one that suggest extreme cultural isolation to a more balanced depiction based on global interest and aspirations. A curriculum immersed in Spanish, French and Italian will help change the world view of many youth and families. FFHC views language as a platform for affirmative cultural exchange and practice and a tool for cognitive and intellectual development and discovery.

FFHC stands ready to partner with the International School of Languages.

Please feel free to contact me if you have any questions.





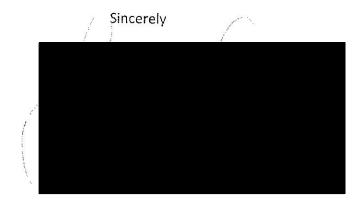
April 6, 2015

Dear Ladies and Gentlemen:

As a life-long resident of the city and a product of the Chicago Public School system, I have been able to witness first hand some of the issues with the curriculum. I believe a school such as the International School of Languages (ISL) will offer parents an opportunity to expand the knowledge of their children and provide them with a more diverse setting which is far more conducive to learning in today's environment.

There will be more individualized attention and the focus can remain on education. Each student will have a chance to learn in smaller groups and immerse themselves in an atmosphere that promotes not only education but good global citizenship as well. This school should be built; it will offer parents the chance to provide their children with an international language experience that will allow them to develop skills that will keep them competitive with other students of the world.

It is my belief that the International School of Languages (ISL) will be an asset to the community. I support it fully and believe that any child lucky enough to attend will undoubtedly be on the road to success with the foundation that the school will provide.



International School of Languages Curriculum Maps, Unit Plan, and Lesson Plan

A	Kindergarten Science Mapping Quarter 1
Essential Questions / Big	What are the signs of Fall?
Standards	Know and apply concepts that explain how living things function, adapt and change
	Unit 1 Fall season Week 1
	Unit 2 Parts of a leaf Week 2 & 3
	Unit 3 What is chlorophyll? Week 4 & 5
Unit title(s) & timing	Unit 4 What are the Fall activities? Week 6
	Unit 5 How does a tree grow? Week 7
	Unit 6 What is in the sky? Week 8
	Unit 7 What happens to the earth during the day and night? Week 9 & 10
Academic	Compare and contrast the color, shape, sizes of leaves. Describe and investigate
Goals/Benchmarks	how trees changes over the seasons. Observe what they see day and night, identify sun, and moon. Understand, describe, compare and contrast sun, moon and space
Assessments	Rubric for Fall illustration and Day/Night Venn diagram

Α	Kindergarten Science Mapping Quarter 2
Essential Questions / Big Ideas	What are the signs of Winter?
Standards	Know and apply concepts that explain how living things function, adapt and change
	Unit "How to keep warm?" Week 1
	Unit "Let's make snowman and enjoy other activities?" Week 2 & 3
	Unit "Where do arctic animals live?" Week 4 & 5
Unit title(s) & timing	Unit" Why don't penguins get cold?" What is a penguin's natural habitat? How
	types of penguins are there? Week 6,7 & 8 Unit "What do dinosaurs look like? Week 9
	Unit "What happened to the dinosaurs?" Week 10
Academic Goals/Benchmarks	Compare and contrast winter, summer clothing, and types of bears, penguins and dinosaurs. Explore and investigate snow using the five senses. Understand and name clothing that is worn in the winter. Identify winter activities. Identify and locate penguins and how they stay warm
Assessments	Summer/Winter Venn diagram Bear fact book Penguin fact book Dinosaur research journal

Α	Kindergarten Science Mapping Quarter 3
Essential Questions / Big Ideas	How do you know Spring is coming?
Standards	Know and apply concepts that explain how living things function, adapt and change
	Unit "What are the signs of spring?" Week 1
	Unit "How does the weather effect my day?" Week 2
Unit title(s) & timing	Unit "What animals come for eggs?" Week 3, 4 & 5
	Unit "What is an insect?" Week 6
	Unit "How are insect the same and different?" Week 7 & 8
	Unit "How do insects change over a lifetime?" Week 9 & 10
Academic	Can sort oviparous and non-oviparous, understand how animals grow inside an egg.
Goals/Benchmarks	Can identify insects by body parts and legs. Describe how insects change during a life cycle. Understand the importance of insects to the ecosystem.
Assessments	Weather vocabulary book Egg research journal
	Insect model, fact book and journal

Α	Kindergarten Science Mapping Quarter 4
Essential Questions / Big	
Ideas	How do plants grow? Where do animals from a zoo come from?
Standards	Know and apply concepts that explain how living things function, adapt and change
	Unit "What is a plant?" How does a plant grow?" Weeks 1-4
Unit title(s) & timing	Unit "Who are the animals at the zoo? Weeks 5-9
Academic	Can describe life cycle of a plant. Can identify parts of a plant. Describe how plants
Goals/Benchmarks	changes and each functions of a plant.
Assessments	Seed to plant sequencing Parts of plant craft Zoo animals journal

В	Kindergarten Science Unit Plan						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Essential Questions/Big Ideas	How do I know spring is coming?	How do I know spring is coming?	How do I know spring is coming?	How do I know spring is coming?	How do I know spring is coming?	How do I know spring is coming?	
Standards	Know and apply concepts that explain how living things function, adapt and change	Know and apply concepts that explain how living things function, adapt and change	Know and apply concepts that explain how living things function, adapt and change	Know & apply concepts that explain how living things function adapt & change	Know and apply concepts that explain how living things function, adapt and change	Know and apply concepts that explain how living things function, adapt and change	
Activities	Observe and explore the change of the seasons	Observe and explore the how the weather effect daily activities	Explore and compare animal s that come from eggs	Observe eggs hatching	Observe eggs hatching	Explore and compare the different types of insect	
Assessments	Weather vocabulary book	Weather vocabulary book	Egg research journal	Egg research journal	Egg research journal	Insect model, fact book and journal	

С	Kindergarten Science Lesson Plan				
Title	What animals come from eggs?				
Objectives/Goals	Observe the life cycle of an egg				
Materials/Environment	Create an incubator, eggs, crayons, paper, recorder				
Procedure	Create incubator with eggs				
Assessment	Egg research journal				
Differentiation Strategies	Students will receive instruction Kinesthetic, Visual, and Aural				
Reflection	Did all of the students retain the information? Are the students comfortable with the material? Did the eggs hatch successfully?				

A	1 st Grade Science Mapping Quarter 1
Essential Questions / Big Ideas	What changes do I observe around me?
Standards	Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems.
	Unit "What is the Autumn?" Week 1
	Unit "Why does the weather change day to day?" Week 2 & 3
	Unit "How do we check the temperature?" "What instrument is used to monitor
Unit title(s) & timing	the weather?" Week 4 & 5
	Unit "What is the condition of sun, wind, snow and rain in Chicago?" Week 6
	Unit "How does the weather affect me and my activities?" Week 7
	Unit "What's in the sky?" Week 8, 9 & 10
Academic	Compare and contrast the weather. Observe what they see day and night, and
Goals/Benchmarks	identify sun, moon, snow and rain. Understand, describe, compare and contrast sun, moon and air.
Assessments	Weather Venn diagram Temperature graph book

Α	1 st Grade Science Mapping Quarter 2
Essential Questions / Big	What changes do I observe around me?
Standards	Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems.
	Unit "Solid or liquid?" Week 1
	Unit "How does temperature affect solid matter?" Week 2
i i	Unit "What happens when something dissolve? Is it the same" Week 3 & 4
	Unit "How does liquid gets its shape?" Week 5
Unit title(s) & timing	Unit "How does solid matter gets it shape?" Week 6
	Unit "What happen when matter dissolves?" Week 7
	Unit "Can mixtures be separated?" Week 8
	Units "How are solids and liquids similar and different?" Week 8&9
	Unit "What is a mixture?" Week 10
Academic Goals/Benchmarks	Compare and contrast solids and liquids. Understand, describe, compare and contrast solids and liquids
Assessments	Solid and Liquid journal

Α	1 st Grade Science/ Social Studies Mapping Quarter 3
Essential Questions / Big Ideas	What cause habitats to change?
Standards	Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems.
	Unit "What is an organism?" Week 1
	Unit "How do organisms live/function?" Week 2 & 3
	Unit "How do living organisms respond to their environment?" Week 4
Unit title(s) & timing	Unit "How do animals and plants survive?" "What are differences and similarities in animal and plants survive?" Week 4 & 5
	Unit "Do animals need plants and other animals for food?" Week 6 & 7
	Unit "Air, light, watergrow plant grow" Week 8
	Unit "How do habitats change?" Week 9 & 10
Academic Goals/Benchmarks	Compare and contrast animals and plants. Observe how animals and plants grow. Understand, describe, compare and contrast animals and plants.
Assessments	Plant and animal fact book rubric

A	1 st Grade Science Mapping Quarter 4				
Essential Questions / Bi	How can I predict changes in my world?				
Standards	Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems.				
	Unit "What is sound?" Week 1				
	Unit "How can we describe sounds?" Week 2				
	Unit "How can we change pitch and volume?" Week 3				
	Unit "How can sound create musical instruments?" Week 4				
Unit title(s) & timing	Unit "How does sound move/travel?" Week 5				
	Unit "What is light?" Week 6				
	Unit "How can we describe light?" Week 7				
	Unit "What are the patterns of sound and light?" Week 8 & 9				
	Unit "What is the relationship between light, sound and color? Week 10				
Academic	Compare and contrast sound light and color. Understand decorits				
Goals/Benchmarks	Compare and contrast sound, light and color. Understand, describe, compare and contrast light, sound and light.				
Assessments	Sound, light and sound Venn diagram Sound, light and sound graph book				

В	1 st Science Unit Plan						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Essential Questions/Big Ideas	How can I predict changes in my world?	How can I predict changes in my world?	How can I predict changes in my world?	How can I predict changes in my world?	How can I predict changes in my world?	How can I predict changes in my world?	
Standards	Understand the processes of scientific inquiry & technological to investigate questions, conduct experiments, and solve problems.	processes of scientific inquiry & technologica I to investigate questions, conduct	Understand the processes of scientific inquiry & technological to investigate questions, conduct experiments, and solve problems	Understand the processes of scientific inquiry & technological to investigate questions, conduct experiments, and solve problems	Understand the processes of scientific inquiry & technological to investigate questions, conduct experiments, and solve problems	Understand the processes of scientific inquiry & technological to investigate questions, conduct experiments, and solve problems	
Lesson plan titles	What is sound?	How can we describe sounds?	How can we change pitch and volume	How can sound create musical instruments?	How does sound move/travel?	What is light?	
Activities	Outside to listen to their surroundings	Listen to sounds in different mediums	Use different objects and compare pitch & volume changes	Experiment/ play different instruments	Divide class in group with strings	Experiment with different lighting sources	
Assessments	Journal	Journal	Pitch & volume Venn diagram	Sound fact book	Journal/ graph	lournal	

С	1 st Science Lesson Plan				
Title	How does sound move/travel?				
Objectives/Goals	Understand what happens to sound as it travels				
Materials/Environment	Strings of different lengths, crayons, paper				
Procedure	Divide class in small groups with varying size string. Students hold an end of string and pluck.				
Assessment	Journal and graph				
Differentiation Strategies	Students will receive instruction Kinesthetic, Visual, and Aural				
Reflection	Did all of the students retain the information? Are the students comfortable with the material?				

A	Kindergarten and 1 st Gross Motor Mapping Quarter 1
Essential Questions / Big Ideas	How can I use my body in space? How I can move in different directions, levels and energy?
Standards	Know and apply concepts of movement, principles, strategies and tactics as they apply to learning and executing physical activity/
	Unit My body, my space Week 1
	Unit Moving through space Week 2 & 3
	Unit Which do we go? Week 4 & 5
Unit title(s) & timing	Unit Making pathways? Week 6
Mary control of the c	Unit What are non-loco motor movements? Week 7
	Unit I can lead, I can follow Week 8
	Unit Freeze? Week 9 & 10
Academic Goals/Benchmarks	Compare and contrast the shared space and solo. Describe and execute walking, jumping, sliding and running. Understand, describe, compare and contrast straight, curvy, and zigzag pathways
Assessments	Rubric

A	Kindergarten and 1 st Physical Gross Motor Mapping Quarter 2
Essential Questions / Big	How can I use a ball in space?
Standards	Demonstrate an understanding in motor skills and movement patterns to execute a variety of physical activities.
	Unit How to chase and dodge? Week 1
	Unit How to use a ball with my hands, feet and head Week 2, 3 & 4
	Unit How to throw a ball? Week 5
	Unit Force of the ball? Week 6
Unit title(s) & timing	Unit Shifting weight in different directions? Week 7
	Unit Move the ball Week 8,
	Unit Dribble, dribble Week 9 & 10
The state of the state and a final state of the state of	
Academic Goals/Benchmarks	Perform loco motor and non-loco motor movements correctly. Dribble, throw and kick a ball
Assessments	Rubric

A	Kindergarten and 1 st Gross Motor Mapping Quarter 3
Essential Questions / Big	How can we play basketball together? How to jump rope?
Standards	Demonstrate an understanding in motor skills and movement patterns to execute a variety of physical activities.
	Unit The rules of the game Week 1
	Unit Free throws Week 2 & 3
	Unit Lets play basketball? Week 4,5,6
Unit title(s) & timing	Unit Rope jumping? Week 7, 8
	Unit Jumping rope with others? Week 9 & 10
Academic	
Goals/Benchmarks	Describe and execute the rules of basketball. Describe and execute jumping rope.
Assessments	Rubric

А	Kindergarten and 1 st Gross Motor Mapping Quarter 4
Essential Questions / Big Ideas	How can we play volleyball together?
Standards	Demonstrate an understanding in motor skills and movement patterns to execute a variety of physical activities.
	Unit The rules of the game Week 1 & 2
	Unit Getting the ball over the net Week 3 & 4
	Unit Serve the ball? Week 5 & 6
Unit title(s) & timing	Unit Lets play volleyball? Week 7 ,8, 9 & 10
Academic	
Goals/Benchmarks	Describe and execute the rules of volleyball.
Assessments	Performance Rubric

В	Kindergarten and 1 st Gross Motor Unit Plan							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Essential Questions/Big Ideas	How can we play volleyball together?	How can we play volleyball together?	How can we play volleyball together?	How can we play volleyball together?	How can we play volleyball together?	How can we play volleyball together?		
	understanding in motor skills and movement	Demonstrate an understandin g in motor skills and	Demonstrate an understandin g in motor skills and	Demonstrate an understanding in motor skills and movement	Demonstrate an understandin g in motor	Demonstrate an understanding in motor skills		
Standards	patterns to execute a variety of physical activities.	movement patterns to execute a variety of physical activities.	movement patterns to execute a variety of physical activities.	patterns to execute a variety of physical activities.	skills and movement patterns to execute a variety of physical activities.	and movement patterns to execute a variety of physical activities.		
Lesson plan titles	What are the rules of the game?	What are the rules of the game?	Getting the ball over the net	Getting the ball over the net	Serve the ball	Serve the ball		
Activities	Call respond to rules of volleyball	Place the rules around the space and students demonstrate	Learn how to hit the volleyball	Learn how to hit the volleyball over the net	Students will hit ball under hand against the wall	Students will serve the volleyball over the net		
Assessments	Performance rubric	Performance rubric	Performance rubric	Performance rubric	Performance rubric	Performance rubric		

С	Kindergarten and 1 st Gross Motor Lesson Plan
Title	Getting the volleyball over the net
Objectives/Goals	To get the volleyball over the according to the use
Materials/Environment	Volleyball and net
Procedure	Divide class in groups and practice hitting the ball
Assessment	Performance
Differentiation Strategies	Students will receive instruction Kinesthetic, Visual, and Aural
Reflection	Did all of the students successful get the ball over the net? Are the students comfortable with the material?

	5th Curriculum map for Reading/Language Arts	French
Essential Questions /	Who am I?	
Big Ideas		
Standards	28.A.1a 28.B.1b 28.D.1a 28.D.1b	4.A.1a 4.A.1b 4.A.1d
Unit title(s) & timing	Unit 1 "Bonjour"	Week 1
	Unit 2 "Greetings"	Week 2
	Unit 3 "Who's in my family"	Week 3,4
	Unit 4 "Things I like"	Week 5,6
Academic	Respond and ask simple questions.	Pronunciate with
Goals/Benchmarks	the proper inflection. Use the congrammer for writing.	rrect vocabulary and
Assessments	Rubric	

В.

	5 th Unit Plan for Reading/Language Arts French					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Essential Questions/Big Ideas	Who	Who	Who	Who	Who	Who
	am I?	am I?	am I?	am I?	am I?	am I?
Standards	28.A.	28.A.	28.D.	28.D.	28.D.	28.D.
	1a	1a	1a	1a	1a	1a
	28.B.	28.B.	28.D.	28.D.	28.D.	28.D.
	1b	1b	1b	1b	1b	1b
	4.A.1	4.A.1	4.A.1	4.A.1	4.A.1	4.A.1
	d	d	a	a	a	a
			4.A.1	4.A.1	4.A.1	4.A.1
			b	b	b	b
			4.A.1	4.A.1	4.A.1	4.A.1
			d	d	d	d
Lesson plan titles	Bonjo	Greet	Who's	Who's	Thing	Thing
	ur	ings	in my	in my	s I	s I
			famil	famil	like	like
			У	У		

Activities	Small	Small	Journ	Journ	Journ	Journ
	group	group	al	al	al	al
	S	S				
Assessments	Rubri	Rubri	Rubri	Rubri	Rubri	Rubri
	С	С	С	С	С	С

C.

	5 th Grade Lesson Plan for Reading/Language Arts French
Title	Greetings
Objectives/Goals	Listening, Reading, Speaking, Writing Skills fluently in French
Materials/Environment	On-line and workbook
Procedure	Teacher directed and monitoring
Assessment	Rubric
Differentiation Strategies	Self-guided, small groups, visual, aural
Reflection	Did the students speak fluently in Italian and use verb conjunction and adjective aggreement?

A.

	5th Curriculum map for Science	
Essential Questions /	Why do scientists classify things?	
Big Ideas	How do scientists group organisms?	
	How have classification systems changed?	
	What do scientists fo when something doesn't fit in classif	fication system?
Standards	13.A.1b, 13.A.1c, 13.B.1a	
Unit title(s) & timing	Unit 1 "Insects are part of the animal animal kingdom"	
		Week 1
	Unit 2 "How are water animals classified?"	Week 2
	Unit 3 "Are Reptiles and Amphibians in the same group?"	Week 3

	Unit 4 "Are snakes classified as vertebrates?"	Week 4
	Unit 5 "Grass is not a plant"	Week 5
	Unit 6 "Why are Humans beings classified as mammals"	Week 6
Academic	Understand, comprehend, compare and contrast animal a	and plant kingdom
Goals/Benchmarks		
Assessments	Rubric	

В.

	5 th Unit Plan for Science							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Essential Questions/Big Ideas	Why do scien tists class ify thing s?	Why do scien tists class ify thing s?	How do scien tists group organ isms?	How have classif ication systems changed ?	How do scient ists group organi sms?	How do scientist s group organisms ?		
Standards	13A.1	13B.1 a	13A.1	13.A.1b	13A.1c	13.A.1b		
Lesson plan titles	Insects are part of the anima l kingd om	How are water anima ls class ified ?"	Repti les and Amphi bians are in the group ?	Are snakes classif ied as vertebr ates?"	Is grasss are part of the animal kingdo m?	Why are Humans beings classifie d as mammals?"		
Activities	Class ify anima ls in chart s	Visit the aquar ium	Compa re and contr ast repti lies and	Visit nature museum	Compar e and contra st animal and plant kingdo	Compare and contrast mammals and non mammals		

			amphi		m	
			bians			
Assessments	Creat	Creat	Journ	Create	Venn	Create a
7.5365511161165	e a	e a	al	a graph	diagra	graph
	graph	graph	with		m	
			compa			
			re			
			and			
			contr			
			ast			

C.

	5 th Grade Lesson Plan for Science
Title	Reptiles and Amphibians are in the group?
Objectives/Goals	Know the difference between vertebrate and non vertebrate and determine their classification.
Materials/Environment	Chart paper, eggs, larva, rubber reptiles and amphibians
Procedure	Teacher direct
Assessment	Rubric
Differentiation Strategies	Cooperative learning and small groups
Reflection	Do the students understand the purpose of classification and the similiarities and differences vertebrates and non vertebrates

A.

	5th Curriculum map for Phys Ed
Essential Questions / Big Ideas	How to play the game of basketball?
Standards	19.A.2a 19.A.2b 19.C.2a 19.C.2b
Unit title(s) & timing	Unit 1 Why is it important to run as soon as pass the ball? Week 1 & 2
	Unit 2 Why is important to call for the ball when

	you're open? Week 3 & 4
	Unit 3 What skills are necessary to get the ball in
	the net? Week 5 & 6
Academic	Understand, comprehend and execute the necessary
Goals/Benchmarks	skills for basketball as individual and team
Assessments	Kinesthetic Rubric

В.

	5 th Unit Plan for Phys Ed					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Essential Questions/Big Ideas	How	How	How	How	How	How
	to	to	to	to	to	to
	play the	play	play	play	play	play
		the	the	the	the	the
	game	game	game	game	game	game
	of	of	of	of	of	of
	baske	baske	baske	baske	baske	baske
	tball	tball	tball	tball	tball	tball
	?	?	?	?	?	3
Standards	19.A.	19.A.	19.A.	19.C.	19.C.	19.C.
	2a	2a	2a	2a	2a	2a
	19.A.	19.A.	19.A.	19.C.	19.C.	19.C.
	2b	2b	2b	2b	2b	2b
Lesson plan titles	Why	Why	Why	Why	What	What
	is it	is it	is	is	skill	skill
	impor	impor	impor	impor	s are	s are
	tant	tant	tant	tant	neces	neces
	to	to	to	to	sary	sary
	run	run	call	call	to	to
	as	as	for	for	get	get
	soon	soon	the	the	the	the
	as	as	ball	ball	ball	ball
	pass	pass	when	when	in	in
	the	the	you'r	you'r	the	the
	ball?	ball?	е	е	net?	net?
			open?	open?		
Activities	Runni	Runni	Commu	Commu	Move	Move
	ng	ng	nicat	nicat	to	to
	and	and	ion	ion	prope	prope

	passi	passi	with	with	r	r
	ng	ng	teamm	teamm	area	area
	the	the	ates	ates	of	of
	ball	ball			the	the
					game	game
					space	space
Assessments	Rubri	Rubri	Rubri	Rubri	Rubri	Rubri
	С	С	С	С	С	С

C.

	5 th Grade Lesson Plan for Phys Ed
Title	What skills are necessary to get the ball in the net?
Objectives/Goals	Understand the rules of basketball , effective
	communication and teamwork
Materials/Environment	Basketball, floor tape and cones
Procedure	Teacher direct, Individual, Small and Large groups
Assessment	Rubric
Differentiation Strategies	Visual and Kinesthetic
Reflection	Where the students able to move the basketball to score points?

A.

	7th Curriculum map for Reading/Language A	Art Italian
Essential Questions /	Who am I?	
Big Ideas		
Standards	28.A.2a, 28.A.2b, 28.B.2A, 28.1 4.B.2b	B.2b 4.A.2a 4.A.2b
Unit title(s) & timing	Unit 1 Introducing oneself	Week 1
	Unit 2 Ciao	Week 2
	Unit 3 Personal ID	Week 3 & 4
	Unit 4 Exchange basic info	Week 5 & 6
Academic	Listening, Respond and ask simp	le questions.
Goals/Benchmarks	Pronunciate with the proper in:	flection and grammer.

Assessments	Rubric

В.

	7 th Unit Plan for Reading/Language Art Italian						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Essential Questions/Big Ideas	Who	Who	Who	Who	Who	Who	
	am I?	am I?	am I?	am I?	am I?	am I?	
Standards	28.A.	28.A.	28.A.	28.A.	28.B.	28.B.	
	2a,	2a,	2a,	2a,	2A,	2A,	
	28.A.	28.A.	28.A.	28.A.	28.B.	28.B.	
	2b	2b	2b	2b	2b	2b	
		4.A.2	4.A.2	4.A.2	4.A.2	4.A.2	
		a	a	a	a	a	
		4.A.2	4.A.2	4.A.2	4.A.2	4.A.2	
		b	b	b	b	b	
Lesson plan titles	Bonjo	Greet	Perso	Perso	Excha	Excha	
	ur	ings	nal	nal	nge	nge	
			ID	ID	basic	basic	
					info	info	
Activities	Small	Small	Writi	Writi	Small	Small	
	group	group	ng	ng	group	group	
	intro	intro	perso	perso	readi	readi	
	ducin	ducin	nal	nal	ng	ng	
	g	g	infor	infor	and	and	
	thems	thems	matio	matio	writi	writi	
	elf	elf	n	n	ng	ng	
	to	to					
	each	each					
	other	other					
Assessments	Rubri	Rubri	Rubri	Rubri	Rubri	Rubri	
	С	С	С	С	С	С	

C.

	7th Grade Lesson Plan for Reading/Language Art Italian
Title	Ciao

Objectives/Goals	Listening, Reading, Speaking, Writing Skills fluently in Italian
Materials/Environment	on-line and workbooks
Procedure	Teacher direct and monitoring
Assessment	Rubric
Differentiation Strategies	Self guided and direct and small groups
Reflection	Did the students speak fluently in Italian and use verb conjunction and adjective aggreement?

A.

	7th Curriculum map for Math
Essential Questions / Big Ideas	Addition of positive values can be shown as movement on the right of the number line. Addition of negative values can be shown as movement on the left of the number line. What is important about the order of operations?
Standards	8.C.2, 8.D.2
Unit title(s) & timing	Unit 1 "What are negative number? How tell the difference between positive and negative number? What are the orders of operation?" Week 1,2,3 Unit 2 "Who won?" Week 4 &5 Unit 3 "How to use a number line?" Week 6
Academic Goals/Benchmarks	Explain operations and number properties
Assessments	Formative

В.

	7 th Unit Plan for Math					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Essential Questions/Big Ideas	Addit	Addit	Negat	What	What	What
	ion	ion	ive	is	is	is
	of	of	and	impor	impor	impor
	negat	posit	posit	tant	tant	tant

	ive	ive	ive	about	about	about
	value	value	numbe	the	the	the
	s can	s can	rs	order	order	order
	be	be	worki	of	of	of
	shown	shown	ng	opera	opera	opera
	as	as	toget	tions	tions	tions
	movem	movem	her	?	?	?
	ent	ent				
	on	on				
	the	the				
	left	right				
	of	of				
	the	the				
	numbe	numbe				
	r	r				
	line.	line				
Standards	8.C.2	8.C.2	8.C.2	8.D.2	8.C.2	8.C.2
					8.D.2	8.D.2
					0.0.2	0.0.2
Lesson plan titles	What	What	What	Who	Who	How to
,	are	are	are	won?	won?	use a
	negat	posit	the			numbe
	ive	ive	order			r line?
	numbe	numbe	s of			i iiiic.
	rs	rs	opera			
			tion?			
	_	_		_	_	
Activities	Techn	Techn	Chart	Graph	Graph	Creat
	ology	ology	order			e
			of			numbe
			opera			r
			tions			lines
Assessments	Forma	Forma	tions	Forma	Forma	
Assessments	Forma tive	Forma tive		Forma tive	Forma tive	lines Forma tive

C.

	7 th Grade Lesson Plan for Math
Title	Who Won?
Objectives/Goals	Understand negative and positive numbers using a number line
Materials/Environment	Tablet with online programs in content area

Procedure	Self directed and small groups
Assessment	Formative
Differentiation Strategies	Visual and Aural
Reflection	Can the students explain the concepts in their own word

A.

	7th Curriculum map for Music Spanish
Essential Questions /	How does the song relate to everyday life?
Big Ideas	
Standards	28.A.2c
Unit title(s) & timing	Unit 1 "Y Todo Para Que" Week 1,2,3
	Unit 2 "Dos Locos" Week 4.5.6
Academic	Understand, comprehend and use the proper inflection while singing
Goals/Benchmarks	
Assessments	performance

В.

	7th Unit Plan for Music Spanish					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Essential Questions/Big Ideas	How	How	How	How	How	How
	does	does	does	does	does	does
	the	the	the	the	the	the
	song	song	song	song	song	song
	relat	relat	relat	relat	relat	relat
	e to	e to	e to	e to	e to	e to
	every	every	every	every	every	every
	day	day	day	day	day	day
	life?	life?	life?	life?	life?	life?
Standards	28.A.	28.A.	28.A.	28.A.	28.A.	28.A.
	2b	2b	2b	2b	2b	2b
Lesson plan titles	"Y	"Y	"Y	Dos	Dos	Dos
	Todo	Todo	Todo	Locos	Locos	Locos
	Para	Para	Para			

	Que"	Que"	Que"			
Activities	Learn	Learn	Singi	Learn	Learn	Singi
	ing	ing	ng	ing	ing	ng
	the	the	from	the	the	from
	lyric	lyric	memor	lyric	lyric	memor
	s and	s and	У	s and	s and	У
	melod	melod		melod	melod	
	У	У		У	У	
Assessments	perfo	perfo	perfo	perfo	perfo	perfo
	rmanc	rmanc	rmanc	rmanc	rmanc	rmanc
	е	е	е	е	е	е

C.

	7 th Grade Lesson Plan for Music
Title	Dos Locos
Objectives/Goals	To understand and sing the lyrics correctly and use the correct inflection
Materials/Environment	Lyrics in Spanish
Procedure	Teacher direct
Assessment	Performance Assessment
Differentiation Strategies	Visual and Aural
Reflection	Did the students understand the meaning of the song? Did the students sing the lyrics correctly.

The Director reports to the Board of Directors, and is instructional coordinator and change agent responsible for the following:

- · Emphasize the school's vision and mission statement
- Lead, supervise and direct all staff members by maintaining a supportive and positive school culture
- Coordinate the development of the school's strategic plan
- Oversee the implementation of all instructional practices and student results for data driven decision-making
- Provide opportunities for parent and community engagement
- · Recommend staff hiring and termination to the Board of Directors
- Work with the Assistant Directors and teachers to identify and select appropriate instructional equipment and materials
- Work with the Assistant Director to monitor student enrollment patterns, school scheduling and curricula implementation
- Monitor school safety guidelines
- Work with the Budget Director to monitor all expenditures, and approve all financial reports required by the Board and CPS
- Provide other duties as identified by the Board of Directors

The Assistant Directors reports to the Director with the following duties and responsibilities:

- Supervise curriculum implementation
- Assist Director with staff recruitment and interviewing of perspective instructors
- Supervise classroom teachers, SPED teachers and school volunteers
- Assist the Director with classroom observations and the development/implementation of a Response to Intervention (RtI) plan
- Model instructional practices for teachers
- Coordinate the duties and responsibilities of SPEC Clinicians
- Work with Dean of Students to ensure a safe school environment for teachers and students
- Develop and implement a universal screening/assessment model to evaluate student academic performance data for data driven decisio00n making
- Obtain the State of Illinois certification to administer the WIDA ACCESS Placement Test (W-APT for ELL screening.
- Administer the required State of Illinois assessments
- Visit classrooms for teacher, teacher aids, and SPED teacher evaluations, observations, and feedback to generate required personnel reports for the Director
- Perform other duties identified by the Director

The Business Manager reports to the Directors with the following duties and responsibilities:

- Serve as the school's financial manager
- Oversee the daily operations of the facility, which includes the budget, purchasing of supplies, invoicing and paying bills, record keeping, auditing the budget, and preparing reports for submission to the Board of Directors and CPS
- Supervise custodial staff ensure the facility is properly maintained
- Serve as a liaison to the Board of Directors and Board Treasurer
- Perform other duties identified by the Director

The Dean of Student reports to the Director with the following duties and responsibilities:

- Monitor and track student discipline according to the CPS revised Student Code of Conduct (SCC)
- Administers disciplinary procedures according to school policy and procedures
- Conduct workshops and seminars to ensure that all stakeholders are able to understand thoroughly all components of the SCC
- Collect and maintain the Acknowledgement of Receipt of the SCC statement
- Conduct behavior modification training for all staff that interacts with students, i.e., Director, Assistant Director, Business Manager, Teachers, Teacher Aids, SPED Teachers, SPED Clinicians, Clerk, Custodian, and Food Service/Support
- Contact parents or legal guardians on a regular to report positive and negative behavior
- Organize all assemblies, parent conferences, and other school events
- Assisting in purchasing, transportation, travel arrangements, and field trips
- Implement and evaluate intervention programs that address the needs of at-risk students
- Work closely with the SPED clinicians
- · Respond and resolve concerns and complaints of student
- Perform other duties identified by the Director

The Clerk reports to the Director with the following duties and responsibilities:

• Assist the Director and Operation manager in daily communication, maintain attendance, FRL applications, other duties assigned.

- Supervise custodial staff ensure the facility is properly maintained
- Maintaining attendance records
- · Performing scheduling duties
- Answers phone calls and retrieve email messages to deliver to the appropriate staff member
- · Coordinating mailings and copying
- · Perform other duties identified by the Director

The Family Liaison reports to the Dean of Students with the following duties and responsibilities:

- Recruit students
- Greet parents and visitors
- Answering phones
- Provide tours of the school
- · Provide enrollment information for perspective parents
- · Provide updates to parents
- Assist the Dean of students.
- · Perform other duties identified by the Director

The Teachers, SPED Teacher, and Gross Motor and Dance Instructor report to the Assistant Director with the following duties and responsibilities:

- Instruct students on daily educational needs as well as socialemotional and physical.
- Provide referrals as necessary.
- Maintain and enrich their expertise in the subject area they will teach;
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade--by--grade learning standards set forth in the charter;
- Coordinate lesson plans with other teachers to maximize possibilities for teaching similar topics in the same general time frame, thus reinforcing student knowledge on an interdisciplinary basis;
- Provide direct and indirect instruction;
- Long and short--term planning addressing individual needs of students;
- Prepare students adequately for all required assessments;
- Evaluate students' progress;
- Prepare at least quarterly individual student achievement reports for parents;

- Provide an inviting, exciting, innovative, learning environment;
- Engage in effective and appropriate classroom management;
- Accept and incorporate feedback and coaching from administrative staff;
- Serve as an advisor to a students, including organizing advisory groups, overseeing the academic and behavioral progress;
- Perform other duties, as deemed appropriate, by the principal.

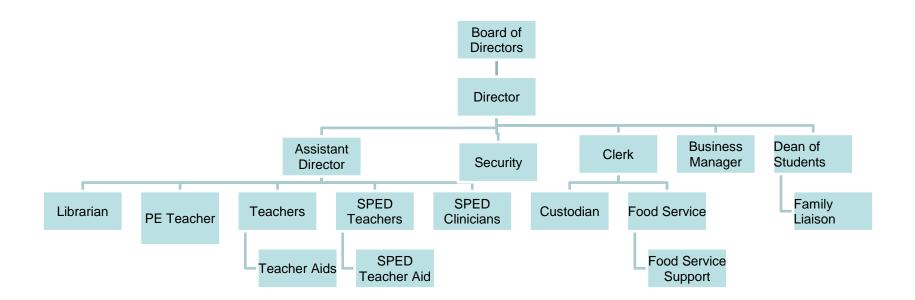
The Custodian reports to the Clerk with the following duties and responsibilities:

· Maintain the appearance and cleanness of the school.

The Food service staff report to the Clerk with the following duties and responsibilities:

 Will monitor and inventory food items, service meals and conduct healthy eating workshops.

ISL Organization Chart



International School of Languages Staffing Chart

	IY^1	2016-	2017-	2018-	2019-	2020-
100	TX	2017	2018	2019	2020	2021
Director	0.80	1.00	1.00	1.00	1.00	1.00
Assistant Director		1.00	1.00	1.00	1.00	1.00
Business Manager	0.50	1.00	1.00	1.00	1.00	1.00
Dean of Students		1.00	1.00	1.00	1.00	1.00
Teachers		5.00	7.00	9.00	11.00	14.00
RtI Teacher					1.00	1.00
SPED Teachers		1.00	1.00	1.00	2.00	2.00
Teacher Aids		2.00	4.00	5.50	9.00	9.00
Counselor				1	1	2
SPED Teacher Aid		.25	0.50	1.00	1.00	1.00
PE Teacher			1.00	1.00	1.00	1.00
Clerk		1.00	1.50	2.00	2.00	2.00
Dance Instructor				2.00	2.00	2.00
Family Liaison		1.00	1.00	1.00	1.00	1.00
Food Service		1.00	1.00	1.00	1.00	1.00
Food Service Support		0.25	0.50	1.00	1.00	1.00
Custodian	0.50	1.50	1.50	2.00	2.00	2.00
Security		1	1	1	1	2.00
SPED Psychologist		0.10	0.10	.10	.10	0.10
SPED Social Worker		0.10	0.10	.10	.10	0.10
SPED Speech Therapist		0.10	0.10	.10	.10	0.10
SPED Occupational		0.10	0.10	.10	.10	0.10

¹ Incubation Year

OBJECTIVE

Innovative and aggressive professional with over 16 years' experience seeking sergeant position within the City of Chicago Police Department

PROFESSIONAL EXPERIENCE

Police Officer, City of Chicago (1997 - Present)

- Patrol in high crime areas throughout the city
- Respond to dispatch calls to enforce laws and ensure public safety
- Investigate criminal activity (interview victims, witnesses and suspects)
- Performed secretarial duties for the C/O of the traffic unit, assigned to Presidential Motorcades and other VIP Motorcades
- Enforce traffic laws and regulations on public vehicles
- Write and complete reports if needed
- Proficient in defensive tactics and firearm use
- Worked in the Summer Mobile Unit
- Worked in the School Patrol Unit to ensures that the Students and Staff had a safe and secure environment
- Assigned to the Mass Transit Unit riding both buses and trains to ensure that fare-paying customers had a Safe passageway to their destinations.

CPS Security (1998 – Present)

- Provided security to assigned schools, board meetings, and special events given by Chicago Public Schools
- Supervised the Watchmen working overnight at the schools ensuring that they were in the proper attire and fit for duty
- Ensured the environment that the students and staff were in was safe and secure
- Patrolled locations and buildings making sure no unusual activity occurred

Correctional Officer: Cook County Sheriff Dept. (1994 – 1997)

- Maintained security and control in the Cook County Department of Corrections
- Oversaw inmates in medium-security facility
- · Conducted prisoner roll calls, escorts, and lockdowns
- Monitored inmates daily activity
- Conducted several patrol checks of assigned area to maintain order and prevent escapes
- Searched cells, living quarters, and recreational areas for unapproved items
- Performed administrative duties (Answering calls and completing necessary reports needed to complete tour of duty

Professional Awards

Five Chicago Police Department Honorable Mentions

Professional Affiliations

JON QUIL, NFP: 2009 to Present

Police Memorial Member 2012 to Present

References: Upon Request

Education

Southern Illinois University of Edwardsville, 1998
 BA in Dance and Theater

Experience

➤ Dance Instructor, University of Chicago Charter Schools 2006-2014

Skills and experience acquired while performing managerial tasks are; supervise, monitor and evaluate staff and day-to-day operations. Develop, execute and implemented curriculum. Formulated examinations (written and movement) and evaluated students' progress. Lead the team in developing themes for recitals, execute logistics and publicize events. Establish and maintain relationships with schools, agencies and community.

Teaching Artist, Joffery Ballet 2009-present

Teach a variety of dance styles to school aged children. Choreography recitals, served as the liaison between the school and program director, facilitated workshops social emotional skills, and evaluated students' progress.

> Telecommunication, Addison, IL. 2008-2009

Kineticom-Project Coordinator Telecom-Addison, IL

Prepared resource request for new hire, which included but not limited to reviewing resumes, phone interviews, and face-to-face interviews. Supervised sub contractor's work schedule and dispatch assignments. Created tracking system, which tracked all equipment, material, hours and dollars. Created process to allow for tracking of materials, which were sitting for more than 2 weeks. Assisted Project Manager in identifying critical change control issues on each construction site. Prepared all invoices for final payment to all contractors on site. Research bid information for future clients.

- After School Director, Parkway Center of Jane Addams Hull House Chicago, Il 1997-1998
 Responsible for the daily operations of the after-school program, which included interviewing, evaluating, and disciplinary actions of staff. Maintained the programs budget. Developed programs and curriculum for the program. Developed relationship between schools and community to bring awareness to the Center and the different programs that were offered.
- Life Skills Coordinator, Teen and Pregnant Moms Jane Addams Hull House 1996-1997 Responsible for developing, implementing and evaluating educational, social-emotional, financial and parenting skills. Also, responsible for case management documentation.
- > Therapeutic Recreation Coordinator, Jane Addams Hull House Chicago, Il 1994-1996

 Developed educational, recreational and social programming for wards of the state

Responsible for case management documentation, attending workshop, coordinating out of town outings and event planning for the division.

Awards and Honors

- List of Distinguished Universities Leaders
- MLK scholarship recipient

EDUCATIONAL BACKGROUND

Loyola University, Chicago, IL School of Business Administration—Executive Education Program

St. Xavier University, Chicago, IL — Completed Administrative Certification (Type75) Program Northern Illinois University, DeKalb, IL — EdD Program in Educational Psychology University of Minnesota, M.A. — Education Psychology Southern Illinois University, Carbondale, IL — B.S. Elementary Education Valparaiso University, Valparaiso, IN Wendell Phillips High School, Chicago, IL

EMPLOYMENT HISTORY

Ada S. McKinley Community Services 1980-2014
Division Director for Ada S. McKinley Therapeutic/Educational Services
Supervised, Head Start and Child Development, Special Education, Adult Day Care, and Alternative High School Programs
Director of McKinely Lakeside Academy and McKinley Highland School

Teacher for Chicago Public Schools

Coordinator Gifted Students at Potential Schools, Chicago, IL

Instructor at Three Colleges/Universities
University of Minnesota, Southern Connecticut State College, Chicago State University

Instructor at Stillwater State Prison, Stillwater, Minnesota

<u>PUBLICATIONS</u>

"Spelling Techniques for Working with the Learning Disabled Student," publication pending

GFB Sequence for Teaching and Testing Spelling,

Montage Press, Hamden, Connecticut, 1979

My Phonics Dictionary, Montage Press, Hamden,

publishing pending

CERTIFICATIONS

Loyola University, School of Business Administration, Executive Educational Programs, Leadership Certificate Program

Illinois Teaching Certificate—Elementary Education, Type 3, K-9 Special Education, Type 10

RESUME

National Crisis Prevention Institute - Instructor Certification

HONORS AND DISTINCTIONS

Wendell Phillips Hall of Fame
Chicago Assistant Principal's Association Distinguished Award Recipient
Outstanding American Women Recipient
Awarded-Tenure-Southern Connecticut State College
Graduate Fellowship, University of Minnesota
National Honor Society, Wendell Phillips High School

References Available Upon Request

Summary of qualifications

Excellent organizational, presentation, facilitation, and training skills. Experienced Employee Assistance Program (EAP) coordinator for the Clerk of the Circuit Court of Cook County and a major petrochemical company. Goal-oriented, resourceful individual with strengths that include excellent verbal and written communication with the ability to manage diverse teams, establish priorities, and meet deadlines.

Education

DePaul University, Chicago, Illinois - B.A., Liberal Arts

Professional experience

Clerk of the Circuit Court of Cook County Chicago, Illinois 2001-Current

Employee Assistance Program (EAP) Liaison

- Liaison between County and Union Employee Assistance Programs and the Clerk's Office for 2300 employees on a daily basis.
- Evaluate employees for substance abuse/mental illness and refer them to Medical for fitness for duty
- Interview employees to refer to the County or Union EAP
- Process Fitness For Duty cases, and follow up with Medical and County EAP daily
- Reinstate employees from fitness for duty leaves
- Monitor employees weekly once they return to work from fitness for duty leaves
- Assess employees with personal problems and work issues Meet with managers for conflict resolution
- Collaborate and follow-up with managers/supervisors on progress of employees
- · Set up supervisory/manager training for the EAP

Executive Assistant to the Chief Human Resources Officer and the Executive Clerk for Court Operations/Administration

- Liaison between Chief Human Resources Officer, senior management, employees, and customers
- Liaison between County and Union Employee Assistance Programs and the Office of the Clerk of the Circuit Court
- Manage the flow and processing of correspondence to/from Human Resources Bureau, including promotion letters, promotion log, reassignment letters, demotion letters, etc.
- Review and maintain highly confidential records while exercising discretion and judgment
- Prepare responses to inquiries from employees and customers

- Follow-up with senior Human Resources management on assignments and projects directed by the Chief Human Resources Officer
- Human Resources representative/coordinator of special projects for employees participation with internal committees and external charitable organizations

BP Amoco Corporation Chicago, Illinois 1985 – 2000

Employee Assistance Program (EAP) Contract Coordinator 1987 – 2000

- Developed and negotiated EAP vendor contracts for all BP Amoco locations (team environment)
- Led the team in developing appropriate EAP software
- · Conducted needs analysis for EAP software
- Researched extensive resources for employee referrals
- Analyzed trends in program utilization
- Trained vendors, as appropriate, in the use of EAP software
- · Implemented monitoring system for impaired employees
- Established system for communicating EAP policy to vendors and Human Resources representatives
- Renewed EAP contracts
- Developed network security for EAP data
- Established protocol for employees utilizing EAP services

Market Planner, Chemical Marketing Division

1985 - 1987

- · Planned and created extensive graphics for sales presentations
- · Recommended sales strategies where appropriate
- Implemented an electronic calendar system
- Composed correspondence

Additional professional activities

- Member of Amoco Wellness Committee chaired and facilitated several major activities
- Travel study to Geneva, Switzerland to study AIDS programs/protocols established by the World Health Organization (WHO)
- Travel study to Alaska to study petroleum politics as it relates to the pipeline and Alaskan culture

References

Upon request



Experience Chair of the Arts Department

School of the Arts @South Shore Campus

Chicago, IL

Jul '00 - Present

- Visionary and founder of the School of the Arts, July 2000.
- Member of team developing school mission and vision
- Member of Leadership Team for Curriculum Design, Instructional Practices, Mentoring Programs, Teacher Recruitment and Parent Programs
- Teach Performing Arts/Drama Education to enhance reading and academic core classes
- Build sets, design sound, costumes and make-up for full stage productions
- Implement a modification program to engage students with special needs
- Liaison with community and professional organizations partnering with the school
- Conducted a four year study of historical family stories to determine impact on Social Emotional Learning

Coordinator of Fine/Performing Arts Program

Price/King Connection

Chicago, IL

Sep '94 - Jun '00

- Designed and implemented art, dance, music, theatre as school's district cluster specialty
- Facilitated integration of arts into core academics
- Taught performance and technique classes in theatre and dance
- Taught costume/set design, construction, make-up, lighting and sound techniques
- Developed a Professional Arts Advisory Council
- Developed and implemented a special education inclusion plan for regular arts classes
- Constructed and staged theatre and dance productions

Assistant to the Director/Faculty

Columbia College

Chicago, IL

Jan '87 - Jun '95

- Wrote grant proposals and department reports
- Developed curriculum for Dance/Movement Therapy program
- Recruited students for the graduate program
- Counseled students academically
- Supervised graduate student in internships, field placements
- Read theses for students to complete graduation requirement
- Lectured on adolescent development, chronic psychiatric patients and chemical dependency populations
- Designed and instructed Human Development and Pathologies
- Developed and instructed Grant Writing for Expressive Arts Therapies
- Represented the Dance/Movement Therapy Program on the Illinois Licensing Councilors' Coalition
- Instructed Facilitating Expression in the Graduate Art Therapy Program at the School of the Art Institute

Personnel Analyst III/Consultant to the Mayor's Office

City of Chicago

Chicago, IL

Jun '82 - Sep '88

Developed and trained employee development courses

- Prepared assessment and training manuals and programs for City departments
- Consulted with the Mayor's Office in designing stress reduction and public speaking courses for the Commissioners
- Coordinated the Mayor's Cabinet Speakers Bureau
- Facilitated the Mayor's Office Program on Stress Reduction for City of Chicago executives
- Coordinated Superior Public Service Awards recognizing professionals, supervisors, clerical employees, public safety, and general personnel
- Developed and implemented the Pride in Excellence cash award program encouraging employee input in enhancing city image, production, operating efficiency, cost effectiveness and customer service

Education

Doctor of Education in Curriculum & Instruction (Dissertation - Passing On the Legacy: Relevance of Historical Family

Narrative in Motivating Student Efficacy) Illinois State University

Normal, IL.

Jun '11

Master of Arts (Educational Leadership)

American College of Education

Chicago, IL.

Feb '09

Master of Arts (Dance/Movement Therapy)

Columbia College

Chicago, IL

Jun '86

Bachelor of Arts (English/Secondary Education)

Roosevelt University

Chicago, IL

Jun '76

Professional Organizations

- Senate Forum on Intergenerational Leadership
- Kappa Delta Pi International Honor Society for Education
- Chicago Arts Collaborative for Teachers
- Whirlwind Talented Teachers
- City of Chicago Teachers' Arts Initiative
- University of Chicago Digital Institute
- Annenberg Challenge TL 21

Grants

- Oppenheimer Grant, 2010
- Music Grant Chicago Public Schools, 1999
- Performing/Fine Arts Grant CPS, 1998
- Expanding the Arts in CPS, 1995
- Oppenheimer Grant, 1995

Presentations

The Merits of Arts in Learning - South Shore Community, Chicago Public Schools, Congressman Jesse Jackson Town Hall

Planning an Arts Specialty Small School - Coalition to Improve Education in South Shore

Theatre Arts Infusion: English, Social Studies, Science and Math - Staff Development School of the Arts

Achievements

- Visionary and !
- Featured in Windows on Conversion, Stanford University
- Implemented designation of Price Elementary School into Price Fine/Performing Arts School
- Received certification in Secondary Education
- Endorsed to teach Special Education for learning and behavioral categories
- Developed Pride in Excellence (P.I.E.) for the City of Chicago

Research Interests

Brain-based Learning /Multiple Intelligences Critical Thinking Social Emotional Learning Historical Family Narrative/ Healing through Stories and Drama **Effective Schools** Reducing Student Violence

References

Résumé

Contact Information



Education

2007 - Walden University Baltimore, Maryland

Doctoral Program --- Administrative Leadership

1998 - 2002 Roosevelt University Chicago, Illinois

Doctoral Program—Educational Leadership and Organizational Change,

Certificate of Advance Study (ABD)

1996 - 1999 Chicago State University Chicago, Illinois

Educational Leadership and Administration

1987 – 1988 National-Louis University Chicago, Illinois

Middle Grade Science Endorsement Program

1982 –1985 Chicago State University Chicago, Illinois

M.S. Reading Disabilities & Supervision

1969 - 1971 Southern Illinois University Carbondale, Illinois

B.S. Elementary Education

1966 - 1967 Valparaiso University Valparaiso, Indiana

Education Major

Certificates

Administration (Type 75); Elementary K-9 Teaching (Type 03)

Endorsements

Self-Contained K-9, Upper Elementary/Jr. High—General Science; Reading; and Language Arts

Employment History 2006 – 2015 Educational Consultant

Chicago, Illinois

- Ada S. McKinley Lakeside Academy Literacy Coach: Collaborate with the
 administrative team to develop data driven curriculum intervention strategies; assist the
 Lakeside Academy administrative team with curriculum intervention strategies for The
 Prairie State Achievement Examination (PSAE), TABE, and STAR assessments;
 develop and facilitate professional development activities; and member of the RtI Team.
- Part-time RtI District Coordinator for Coordinate testing and facilitate professional development for staff administrating Renaissance Place STAR Math/Reading Assessments for Universal Screenings and Progress Monitoring; facilitate Accelerated Reading and Math for interventions; and assist with the supervision of RtI Coaches.
- Ada S. McKinley Division of Therapeutic/Educational Services: Served as the Community Representative for the Head Start Program.
- University of Chicago's Center for Elementary Mathematics and Science Education (CEMSE): Project Liaison Consultant for the UC & CPS Developing Models and Tools for Professional Development and Teacher Preparation, which was a "collaborative effort to improve leadership, instruction, and achievement in mathematics and science in nine CPS elementary schools [and] three professional development schools."

• University of Chicago's Center for Elementary Mathematics and Science Education (CEMSE): Consultant for the "Applying Research on Science Materials Implementation: Bringing Measurement of Fidelity of Implementation (FOI) to Scale, which is an applied research project to develop instruments and study the implementation of NSF-supported science and mathematics instructional materials in the K-8 public schools.

1999 – Retired August 11, 2006 Chicago Public Schools (CPS) Chicago, Illinois Office of Mathematics and Science (OMS), CUSP Associate Director & Office Manager

- Served as the principal grant writer and implementer of the \$11.8 million dollar 5-year Chicago Urban Systemic Program (CUSP) grant the CPS district received from the National Science Foundation (NSF) in September 2000, which included the NSF Strategic Plan, the NSF Audit, Compliance Agreement, and other grant deliverables. Developed & managed the CUSP University-Based Program to improve teachers' mathematics and science content knowledge, which impacted over 4,000 teachers. Supervised the work of teacher facilitators who provide professional development support for CPS Magnet Cluster Schools and external partners. Supervised the work of the Professional Development Support Team. Generated required management reports. Additional management responsibilities included serving as the OMS Office Manager, the OMS Ethics Adviser, and OMS Leadership Team manager.
- Directed the development of the CUSP implementation framework for mathematics and science school-based professional development. Supervised the work of six teacher facilitators who provide professional development support for 162 schools. Managed data analysis to facilitate all external evaluations. Managed the implementation of a comprehensive standardsbased mathematics and science instructional program aligned with the Stanford 10 achievement test in pilot schools; developed and supervised job-embedded professional development and action research projects to support data driven interventions; assisted the director and Chief Education Officer with all National Science Foundation grant deliverables.

1995 - 1999 Chicago Public Schools

Chicago, Illinois

Urban Systemic Initiative, Associate Director

Served as principal writer of all documents required by the National Science Foundation for
the Systemic Initiative five-year, \$15 million grant. Developed Power Point presentations to
present the systemic initiative accomplishments. Provided leadership for the implementation
of a comprehensive standards-based instruction program; supervised job-embedded
professional development for staff and teachers; and collaborated with external partners to
improve student instruction and learning. Assisted the Co-Directors with all National Science
Foundation grant deliverables.

1994 - 1995

Chicago Public Schools

Chicago, Illinois

Chicago Cluster Initiative, Associate Director

Served as a Chicago Public Schools liaison to improve educational, social, and economic opportunities for students and families by integrating educational and social service delivery systems. This initiative involved the active participation, collaboration and financial commitment of key City agencies, i.e., Chicago Board of Education; Chicago Housing Authority; Chicago Park District; Chicago Police Department; City Colleges and State Universities; the business sector, and foundations. Managed implementation activities and prepared evaluation reports. Served as the principal writer of a \$600,000.00 grant to the United States Department of Justice to operate a private school for minority students in a public housing complex. Supervised the training of all temporary employees.

1986 - 1994

Walter H. Dyett Middle School

Chicago, Illinois

Reading and Science Teacher, Grades 6-8

 Responsibilities included serving as a Reading Specialist; Science Department Chairperson, Science Fair Coordinator; Coordinator of the Middle Grade School State Policy Initiative, Departmental Science Coordinator; and Science Teacher.

Page 2 of 3 4/2/2015

 Principal writer of funding proposals totaling approximately \$500,000.00. Conducted professional development seminars, mentored preservice and neophyte teachers, and coordinated special projects.

1971 - 1986 Chicago Public Schools Chicago, Illinois

Chicago Public Schools Teacher (Self-contained Grades 6-8)

Overton School; DeWitt Clinton School; and Barnard School

1975 – 1976 Cayuga Heights Elementary School Ithaca, New York Ithaca Public School Teacher (Mathematics, Grades 3-6 & Core Subjects Grade 6)

Other	2000-2001	Member of the Harcourt Educational Measurement Advisory Group
Experiences	1999-2002	Presenter at the National Science Foundation Systemic Reform Conferences
	1997-1999	Chicago State University, College of Education Adjunct Instructor, Reading Methods Course
	1994	Published integrated hands-on science units in an instructional anthology for Roosevelt University's Science Literacy in Middle Schools (SLIM) program, which was funded by the State of Illinois.
	1995 & 1997	North Central Association Evaluation Team Member for Ada S. McKinley Schools
	1992	Professional Development Consultant for National-Louis University, Chicago, Illinois Presented <i>Best Practices</i> for Teaching Reading.
	1990	Teacher consultant for <i>Restructuring to Promote Learning in America's Schools</i> , a series of nine, two-hour interactive videoconferences sponsored by NCREL and PBS Elementary Secondary Service.
	1989	Presenter for the Academy for the Advancement of Teaching and Management New Jersey State Department of Education statewide Urban Education Seminar Program, <i>Every Child Can Learn</i> .
	1986-1988	Chicago State University, College of Education Adjunct Instructor
	1	

Professional Publication

(2002). Use Of School Data To Assess and Evaluate Observed Achievement Gaps, Raising Achievement for All

<u>Urban Schools:</u> Closing the Achievement Gap,

Professional Awards and Affiliations

Featured: Magazine Article, Ebony Magazine, honoring exemplary teachers, 1988

Recipient: KOHL International Prize for Exemplary Teaching, 1988

Recipient: Rho Chapter Alpha Upsilon Alpha (International Reading Association Honor Society),

1988

Recipient: AMOCO Science Scholar, 1988

Recipient: State of Illinois Those Who Excel Award of Merit, 1993

Recipient: Phillips High School Hall of Fame

Member: Association For Supervision and Curriculum Development

Member: Chicago Alumni Chapter, Delta Sigma Theta Sorority, Inc.

Member: Catch A Star Foundation, Founding Member and Secretary

Member: Ebony Ladies Golf League, Recording Secretary, Former President and Treasurer, South Shore Ladies Golf League, Glenwoodie Ladies Golf Club, and Women of Jackson Park Golf League

References

Professional references are available upon request.

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; 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? May 1, 2015
- 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 X No

If yes, where have you worked? I have worked at Whitney Young, King H.S., Price, South Shore School of Arts, Chicago Vocational Career Academy

What is/was your job title? Teacher, Performing Arts Chair

What are/were your dates of service? 1980-2015

Nepotism

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

Yes

No X

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 X

If yes, describe the circumstance:

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

Yes No X

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 X

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 X

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 X
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 X
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 X
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 X

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 that I have read the Code of Ethics from the School Board.

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:	Date:4/6/15
Signature:	
School: CYC	· · · · · · · · · · · · · · · · · · ·



Obleme Privile Telepis (CPS) Office of Invovation and Incubation 2814 New Schoold Request for Proposal (RFP) Dound Risaber 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 Yes No
2.	What is your understanding of the role of a Board member of a public charter, contract, or alternative school?
	A Board member oversees school's operation to monitor student achievement overtime and hire personnel.
3.	school?
	I am a live long educator always interested in improving teacher performance and student learning.
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 both teaching and administration experience with CPS; currently I am a part time RtI Coordinator at Calumet City SD 155.
4.	What is your understanding of the school's mission, vision, educational philosophy and program?
	As a Design Team member I assisted the generation of mission, vision, educational philosophy statements. The proposed school follows the language immersion model. Students will become fluent in three
5.	languages. As a Board member, how do you assess whether a school is (or is not) achieving its mission?
	The assessments measures are related to student achieve overtime, according to the Common Core Standards and National Foreign Language Standards, Director Performande, and compliance with all required charter rules and
6.	Describe the role that the Board will play (or currently does play) in the school's
	Operation. The Board will oversee all aspects of the school's operations.
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?



The procedures for unethical behavior by a Board member are clearly outlined in the Board's adopted Ethichal Policy Statement.



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Unicago Public Sendols (CPS)

Office of Long-ation and Lagrication

2014 New Schools' Megical for Proposal (RFF)

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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 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;
 - 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

When did/will your term as a Board member start? My term as a Board member will begin upon approval of the charter school.
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 Yes No
It aught at several CPS schools: Barnard, Clinton, Overton, and Dyett. I also served as the Associate Director in the Office of Mathematis and Science What is/was your job title? My last tile was the Associate Director.
What are/were your dates of service? I worked for CPS from 1971 until I retired in 2006.
Nepotism
1. Are or will any of your Relatives be employed at the proposed school?
Yes No 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 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
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
 Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?
Yes No 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
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 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 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 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

2014 New Schools Request for Proposals

Page 116 of 118

s Microsoph Milk School
No 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 No
An item or service valued at more than \$50? Yes No No
Several items or services from one source valued at over \$100? Yes
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 No
If yes, please explain the circumstances and name the service or item of value (i.e. food, entertainment, etc.):
Additional Considerations
 Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).
1 affirm [] Yes, I read the draft copies of the Board's bylaws and conflict of interest policies.
2. Please list any other disclosures you wish to make.



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:			ate:	04/07/2015	
Signature:_		54	chool:	Internal School of Languages	

1. When did/will your term as a Board member start? Section 3.2.b. Board Composition, Development, and Evaluation: Appendix G
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? AA
What is/was your job title? A A
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
∑9.
If yes, describe the circumstance:
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., and a second line).
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?

Q.

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



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



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?

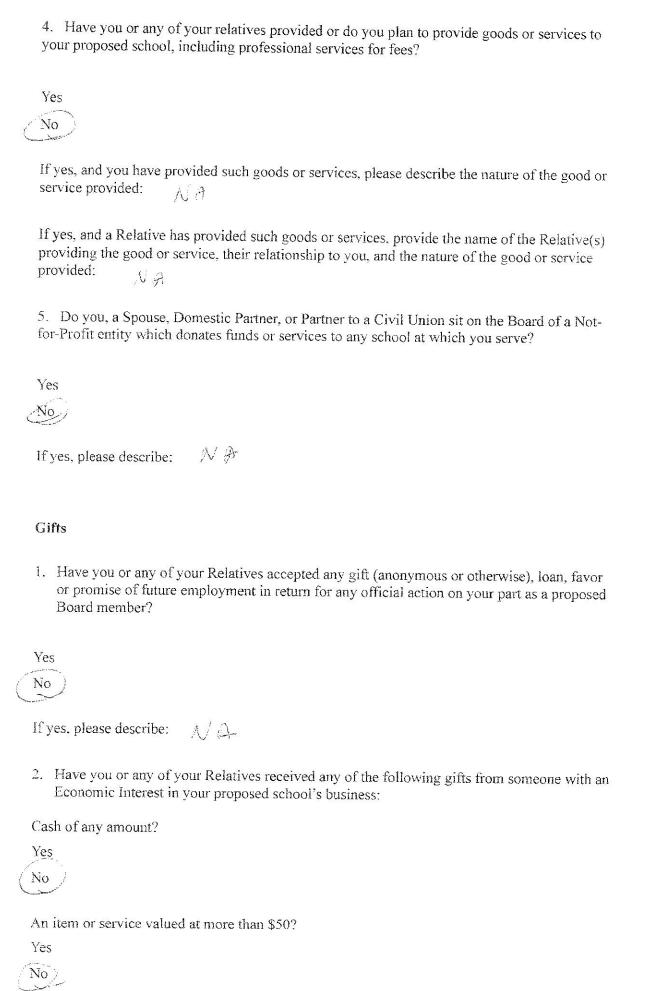
Yes



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:





Several items or services from one source valued at over \$100?	
Yes	
No 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).	
l 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 Date: 4-7-2015	
Signature:	

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

Instructions

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 - 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.
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- **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.

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?
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:

Yes	
No	
lf yes, emplo	list the name(s) of the Relative, their relationship(s) to you and the name(s) of their
Simple	yel.
Econ	omic Interests/Conflicts of Interest
	you or any of your Relatives have any Economic Interest in any contract, work or siness of your school?
Yes No	
If yes meml	and you have an Economic Interest outside of your duties as a proposed or existing Board er, please list the name of the entity in which you have such interest, describe the type of
	ess, and identify the ownership interest(s):
	1:1 4:C the summer him interpret (a).
busing If yes schoo	and your Relative has the Economic Interest in any contract, work or business of the l, please list the Relative's name(s), your relationship(s), the name of the entity, describe
lf yes schoo the ty	and your Relative has the Economic Interest in any contract, work or business of the
If yes schoo the ty	and your Relative has the Economic Interest in any contract, work or business of the l, please list the Relative's name(s), your relationship(s), the name of the entity, describe
If yes schoothe ty	and your Relative has the Economic Interest in any contract, work or business of the l, please list the Relative's name(s), your relationship(s), the name of the entity, describe be of business, and identify the ownership interest(s):
busing lifyes school the ty 2. Dar Yes No	and your Relative has the Economic Interest in any contract, work or business of the l, please list the Relative's name(s), your relationship(s), the name of the entity, describe be of business, and identify the ownership interest(s): by you or any of your Relatives have any Economic Interest in any sale, purchase or lease or y item paid for by the school or with school funds? contract, work or business of the land your relatives have any contract, work or business of the entity, describe one of business, and identify the ownership interest(s):
If yes schoo the ty 2. D ar Yes No	and your Relative has the Economic Interest in any contract, work or business of the l, please list the Relative's name(s), your relationship(s), the name of the entity, describe be of business, and identify the ownership interest(s): O you or any of your Relatives have any Economic Interest in any sale, purchase or lease or y item paid for by the school or with school funds? I and you have the Economic Interest, please identify the Economic Interest and list the solve.

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
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 y	yes, please describe:
7	
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:
Ca Ye No	
An Ye No	
Ser Ye No	
If y	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?
Ye No	
- 5	yes, please explain the circumstances and name the service or item of value (i.e. food, tertainment, etc.):
Ad	lditional Considerations
1.	Please affirm that you have read the school Board's bylaws and conflict of interest policies (Code of Ethics).
I af	ffirm 🖂
2.	Please list any other disclosures you wish to make.

f yes, please explain:	a and an and a second
AV stabilization with the regular programmer and the stabilization of th	

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:	Date: March 20, 2015
Signature:_	School:



-Chiengo Paulin Schools (CCS) Office of Innovation and Incubation 2019 Few Schools' Request for Proposit (RFT) Board Blember 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 Yes
	No
	I have served on several Boards, which includes my previous church, a hospital's therapeutic school, and a non-profit Board.
2.	What is your understanding of the role of a Board member of a public charter, contract, or alternative school?
	The role of a board is to provide oversight to ensure the school is true to it's mission; to provide oversight; to set policy for the organization and to work to ensure school is operating in compliance with appropriate legal and ethical standards.
3.	school?
	I have worked as an educator and as an administrator for over thirty years. I am committed, concerned for today's youth, and am knowledgeable about many relevant policies and procedures.
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?
	Thave been an administrator with alternative and therapeutic schools for over 30 years. I have served on advisory boards, school boards, accreditation teams, and as a member of a local school council.
4.	What is your understanding of the school's mission, vision, educational philosophy and
	program? The mission of the school is to provide best practice education.
5.	As a Board member, how do you assess whether a school is (or is not) achieving its
	mission? I would ask and review evidence of compliance; I would help to set objective criteria for evaluating whether or not the school is achieving its mission.
6.	Describe the role that the Board will play (or currently does play) in the school's
	operation.
	The Board must play a major role in establishing policies and in ensuring that the school operates within all legal and funding source guidelines.
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 bring the matter to the person directly or to the Board executive body.



Anesnik 6 - Start Menkar Iconomi, bueres form

(CPS)

Office of Languarion and Languages

2016 New Schools' Requisition Proposal (RFP)

Beard 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 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:
 - !. 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, scn-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? September, 2015, or upon learning that the school has been funded.
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 Yes No
If yes, where have you worked? Herman Raster School, Horace Mann, Ada S. McKinley Community Service.
What is/was your job title? School Director, Site Director, Division director, and school Administrator.
What are/were your dates of service? CPS: 1971 - 73; 1979; Ada S. McKinley 1980- 2014
Nepotism
1. Are or will any of your Relatives be employed at the proposed school?
Yes No 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 D No 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 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
 Do you or any of your Relatives have any Economic Interest in any contract, work or business of your school?
Yes No 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 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):

The state of the space of the state of the s	
3. Are you or any of your Relatives acting as a paid officer, director, associate, par employee, proprietor or advisor to an Entity deriving income from your school?	tner,
Yes No 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:	v v
4. Have you or any of your relatives provided or do you plan to provide goods or so your proposed school, including professional services for fees?	ervices to
Yes	
If yes, and you have provided such goods or services, please describe the nature of t service provided:	he good or
If yes, and a Relative has provided such goods or services, provide the name of the providing the good or service, their relationship to you, and the nature of the good o provided:	
5. Do you, a Spouse, Domestic Partner, or Partner to a Civil Union sit on the Board for-Profit entity which donates funds or services to any school at which you serve?	l of a Not-
Yes No No	
If yes, please describe:	c and saw
Gifts	
1. Have you or any of your Relatives accepted any gift (anonymous or otherwise), or promise of future employment in return for any official action on your part as Board member?	loan, favor a proposed
Yes	
2014 New Schools Request for Proposals P:	age 116 of 118

No 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 No
An item or service valued at more than \$50? Yes No No
Several items or services from one source valued at over \$100? Yes No 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 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 Wes, I affirm.
2. Please list any other disclosures you wish to make.



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:_		Date:	1-7-15	
Signature:		School: I	international	School
		04	Languageo	

ILLINOIS EDUCATOR CODE OF ETHICS¹

Preamble

Educators fundamentally believe that meeting the educational needs of each student is critical to the profession. The Illinois Educators' Code of Ethics is a set of core principles, values, and responsibilities that sets expectations to guide practice and inspire professional excellence in relation to federal, state, and local policies, rules, regulations, and collective bargaining agreements. Illinois educators encourage the application of these core principles throughout the education community.

Definition of Educator

An educator is a person who holds or is applying for a certificate or approval, or is enrolled in an Illinois pre-service education preparation program.

Principles

The Illinois Educator Code of Ethics contains five core principles, which provide a foundation for the responsibilities and commitments of Illinois Educators.

- 1. Responsibility to Students
- 2. Responsibility to Self
- 3. Responsibility to Colleagues and the Profession
- 4. Responsibility to Parents, Families and Communities
- 5. Responsibility to the Illinois State Board of Education

¹ http://www.isbe.net/prep-eval/pdf/meetings/emag/pdf/educator COE 0311.pdf

PRINCIPLE 1: RESPONSIBILITY TO STUDENTS

The Illinois educator is committed to creating, promoting, and implementing a learning environment that is accessible to each student, enables students to achieve the highest academic potential, and maximizes their ability to succeed in academic and employment settings as a responsible member of society. Illinois educators:

- Embody the Standards for the School Service Personnel Certificate (23 III. Adm. Code 23), the Illinois Professional Teaching Standards (23 III. Adm. Code 24), and Standards for Administrative Certification (23 III. Adm. Code 29), as applicable to the educator, in the learning environment;
- Respect the inherent dignity and worth of each student by assuring that the learning environment is characterized by respect and equal opportunity for each student, regardless of race, color, national origin, sex, sexual orientation, disability, religion, language or socioeconomic status;
- Maintain a professional relationship with students at all times;
- Provide a curriculum based on high expectations for each student that addresses individual differences through the design, implementation, and adaptation of effective instruction; and
- Foster in each student the development of attributes that will enhance skills and knowledge necessary to be a contributing member of society.

PRINCIPLE 2: RESPONSIBILITY TO SELF

The Illinois Educator is committed to establishing high professional standards for their practice and striving to meet these standards through their performance. Illinois Educators:

- *Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and currency in both content knowledge and professional practice;
- •Develop and implement personal and professional goals with attention to professional standards through a process of self-assessment and professional development;
- •Represent their professional credentials and qualifications accurately; and
- •Demonstrate a high level of professional judgment.

PRINCIPLE 3: RESPONSIBILITY TO COLLEAGUES AND THE PROFESSION

The Illinois Educator is committed to collaborating with school and district colleagues and other professionals in the interest of student learning. Illinois Educators:

Collaborate with colleagues in the local school and district to meet local and state educational standards;

- •Work together to create a respectful, professional and supportive school climate that allows all educators to maintain their individual professional integrity;
- •Seek out and engage in activities that contribute to the ongoing development of the profession;
- Promote participation in educational decision-making processes;
- *Encourage promising candidates to enter the education profession; and
- •Support the preparation, induction, mentoring and professional development of educators.

PRINCIPLE 4: RESPONSIBILITY TO PARENTS, FAMILIES AND COMMUNITIES

The Illinois Educator will collaborate, build trust, and respect confidentiality with parents, families, and communities to create effective instruction and learning environments for each student. Illinois Educators:

- •Aspire to understand and respect the values and traditions of the diversity represented in the community and in their learning environments;
- •Encourage and advocate for fair and equal educational opportunities for each student;
- •Develop and maintain professional relationships with parents, families, and communities;
- Promote collaboration and support student learning through regular and meaningful communication with parents, families, and communities; and
- •Cooperate with community agencies that provide resources and services to enhance the learning environment.

Principle 5: Responsibility to the Illinois State Board of Education

The Illinois Educator is committed to supporting the Administrative and School Codes, state and federal laws and regulations, and the Illinois State Board of Education's standards for highly qualified educators. Illinois Educators:

- •Provide accurate communication to the Illinois State Board of Education concerning all certification matters;
- •Maintain appropriate certification for employment; and
- •Comply with state and federal codes, laws, and regulations.

International School of Languages Draft Conflict of Interest Policy

Article I Purpose

The purpose of the conflict of interest policy is to protect (the "Organization")'s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization 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 conflict of interest applicable to nonprofit and charitable organizations.

Article II Definitions

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.

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, other than de minimis, in any entity with which the Organization has a transaction or arrangement,
- **b.** A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- **c.** A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a 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.

2. Determining Whether a Conflict of Interest Exists

A financial interest is not necessarily a conflict of interest. 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. 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.

International School of Languages Draft Conflict of Interest Policy

Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing board or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year, from the Organization to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

3. Procedures for Addressing a 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.** The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed 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.

4. Violations of the Conflicts 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 member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV 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

International School of Languages Draft Conflict of Interest Policy

proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

- **a.** A voting member of the governing board who receives compensation, directly or indirectly, from the Organization 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 Organization for services is precluded from voting on matters pertaining to that member's compensation.
- ${f c.}$ A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement, which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- **d.** Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII Periodic Reviews

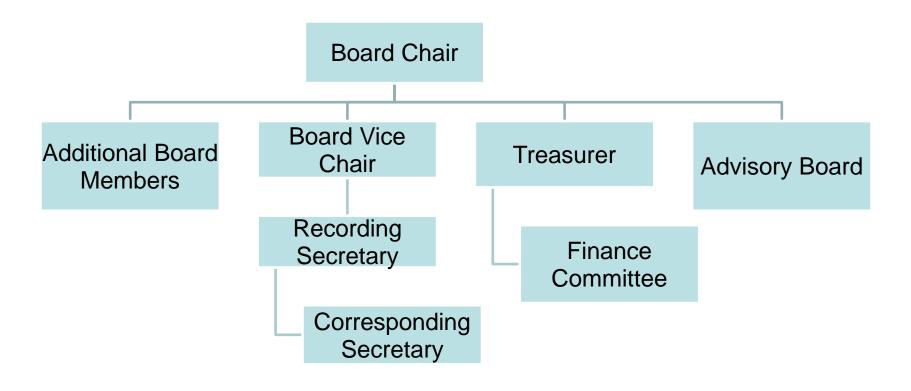
To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- **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 Organization'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 VIII Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization 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.

ISL Board Organization Chart



	Interr	natio	nal Si Bud _i	nal School of Lang Budget Narrative	ang	International School of Languages (ISL) Budget Narrative				
	2017	e e		2018		2019		2020		2021
Direct Student Cost	\$ 66	66,548 \$	\$	95,736	÷	125,784	Ş	156,713 \$	\$	158,542
				arct a denot						
Personal Cost	\$ 930	930,818	\$	1,178,590	Ş	1,442,095	Ş	1,748,854 \$	÷	2,357,915
Office Administration	\$ 59	59,697 \$	÷	72,993	\$	866,679	\$	100,197	Ş	112,711
The second secon			100000000000000000000000000000000000000			W. 100 M.			1988 TO	
Occupancy Cost	\$ 79	79,500 \$	\$	79,703	÷	79,908	\$	80,117	Ş	80,328
Total	\$ 1,136	1,136,563 \$	ጭ	1,427,022 \$	\$	2,514,466	\$	2,085,881 \$	₩.	2,709,496

a variety of community based field trips, online learning opportunities as well as a variety of audio-visual aids that make the learning experience meaningful and exciting yet problem-based design. Students will develop an appreciation for various languages and cultures. The budget shows cost for student cost addresses the schools mission of providing individual learning opportunities that foster a strong language intense, The proposed budget for the International School of Languages (ISL) clearly supports the school's program design. The direct

will become excited about the learning opportunities. The budget also addresses the need for intense student and staff recruitment to identify both a student and a staff based that

of the school while contributing to and actualizing the mission of the school. Students will be exposed to a rigorous trilingual Early and ongoing recruitment will seek bilingual staff and a multi-racial multi-cultural student based that will enrich the culture model emphasizing Spanish, French, and Italian

The occupancy expenses enable the students to learn in a spacious open design that will have both a mixture of the new and modern with a solid base in a "traditional" school facility.

practice teaching strategies and exellence in all areas. ISL budget supports its mission, vission, and philosophy. Staff will be recruited early and, must commit to ongoing professional development that will emphasize team building, best

ayl	July-16	August-16	September-16	October-16	November-16	December-16	January-17	February-17	March-17	April-17	May-17	June-17
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7	WKND		WKND	1	1	WKND			1	INT	ED-PD	WKNE
8			WKND	1		WKND	ED-PD	WKND	WKND	INT	1	WKNE
9				1	WKND	1	E	WKND	WKND	INT	1	
0		WKND	1	1	WKND	1	I .	Н	L	INT	WKND	
1		WKND	I	1	1	ED-PD	WKND	1	I	INT	WKND	
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5			WKND	1	Н	WKND	ED-PD	WKND	WKND	ı	I	WKNE
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		PD		ED-PD ED-RC		RCD		INT	15	EM	0	
			al Days of Instru		176	KCD		al Days (State I			0 181	

Please enter the codes below into the calendar above, CPS Holidays have already been marked with an H.

150 150	Legend
j .	Instructional day
FD	First day of school
Q/T	End of quarter or trimester
PD	Professional Development/Staff Development: No students present
H	Holiday: No school
ED-PD	Early dismissal: 1/2 day attendance for students due to PD
ED-RC	Early dismissal: 1/2 day attendance for students due to report card pickup
RC	Report card pick-up/Parent Teacher conference: No students present
RCD	Report card distribution: Students present
LD TI INT	Last day of school
TI	Teacher Institute
INT	Intersession
EM	Emergency day
G	Graduation date(s) if applicable

CPS 20	16-17 Holidays
September 5	Labor Day
October 10	Columbus Day
November 11	Veterans Day
November 24-25	Thanksgiving Holiday
January 16	ML King's Birthday
February 20	President's Day
May 29	Memorial Day
CPS 2016	-17 Intersessions
December 26-January 6	CPS Winter Break
TBD	CPS Spring Break

Please enter the information requested below

Time building is opened	7:00 AM
School start time	8:00 AM
School end time	3:00 PM
Time building is closed	7:00 PM
Date summer school begins (if applicable)	Continue process da
Date summer school ends (if applicable)	
Student Application Deadline for the 2017-18 School Year	5/26/2017
Lottery Date for the 2017-18 School Year	5/12/2017

This time should be the same as on the bell schedule tab This time should be the same as on the bell schedule tab

INSTRUCTIONS - Please fill in times in the following format H:MM AM (i.e. put a space between the number and the AM/PM). For lunch and/or recess times, less than 60 minutes, please input 12: in front of the minutes and indicate AM, ie. (12:40 AM).

Elementary School Bell Schedule						
	Sample	Monday	Tuesday	Wednesday	Thursday	Friday
START OF INSTRUCTION: BELL START TIME	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
END OF INSTRUCTION: BELL END TIME	3:00 PM	3:00 PM	3:00 PM	3:00 PM	3:00 PM	3:00 PM
LENGTH OF LUNCH PERIOD (h:mm)	0:30	0:30	0:30	0:30	0:30	0:30
LENGTH OF RECESS (if applicable) h:mm	0:30	0:15	0:15	0:15	0:15	0:15

DO NO	T ALTER - In	formation belo	w will be auton	natically calcula	ated.	
LENGTH OF SCHOOL DAY:HOURS	7:00	7:00	7:00	7:00	7:00	7:00
LENGTH OF INSTRUCTIONAL DAY: HOURS	6:00	6:15	6:15	6:15	6:15	6:15
LENGTH OF SCHOOL DAY:MINUTES	420:00	420:00	420:00	420:00	420:00	420:00
LENGTH OF INSTRUCTIONAL DAY: MINUTES	360:00	375:00	375:00	375:00	375:00	375:00

^{*}Minutes that include opening activities and/or other non-instructional activities as part of the model selected for your school.

^{**}Instructional day excludes the time required to enter and leave the building, passing time, lunch periods and any other non-instructional activities.



International School of Languages Charter School



St	udent information
	> Name
	➤ Grade Level
	➤ Date of Birth
	> Gender
	Current School Assignment, if applicable, and Student ID Number
**	Family Information
	➤ Name of Siblings
	➤ Grade Levels
**	Parent/Legal Guardian Information
	> Name
	> Address
	> City
	> State
	> Zip Code
	> Name and relationship of legal guardian, if student does not live with the parent
	➤ Emergency Contract information
*	Health and Medical Records
÷	Birth Certificate
*	IEP Status
*	Transportation Needs

Board of Directors Bylaws

ARTICLE I OBJECT

International School of Languages Charter School Board is responsible for upholding the mission and vision of ISL and authorizing high-quality education for the residents of Hyde Park and Douglas.

ARTICLE II MEMBERSHIP

A. Members and Terms

- 1. The Board shall appoint the members of the International School of Languages Board.
- 2. The Board shall consist of a minimum of seven (7) members.
- 3. All terms shall be for two years, except that the initial terms of the seven members appointed to the Board.

B. Qualifications and Ethics Requirements

- 1. The members of the ISL Board shall collectively possess strong experience and expertise in public and nonprofit governance, management and finance, public school leadership, higher education, assessments, curriculum and instruction, and public education law.
- 2. All members of the ISL Board shall abide by the Board's adopted Code of Conduct attached hereto as, the Conflicts of Interest Policy and Economic Interest, and Code of Ethic.

ARTICLE III OFFICERS

A. Elective Officers

- 1. The officers of the ISL Board shall be a Chairperson, Vice Chairperson, and Secretary.
- 2. The election of the initial Vice Chairperson and Secretary shall take place within ninety days of the establishment of the Board. Thereafter, election of the Chairperson, Vice-Chairperson and Secretary shall take place biennially.
- 3. Nominations may also be made from the floor. The elective officers shall be elected by roll call ballot.
- 4. Except for the terms of the initial Chairperson, Vice-Chairperson and Secretary, the terms of the Chairperson, Vice-Chairperson and the Secretary shall be for two years, beginning immediately following their election. The Vice-Chairperson and the Secretary shall serve for no more than two consecutive terms in the same office. There is no limit on terms served by the Chairperson. Only members may serve as Officers. Members may be appointed to an office regardless of the remainder of time left in their term at the time of appointment.
- 5. Vacancies occurring in the elected offices of the Board shall be filled by the Board at the next regular or special meeting thereof for the unexpired term of such officer.

B. Duties

- 1. The Chairperson shall preside over all meetings of the Board, call meetings as herein provided, appoint the members and chairs of all Standing and Temporary committees and advisory bodies, represent the Board in ceremonial and other appropriate situations, appoint Board members to act on behalf of the Board in specified circumstances, and perform such other duties as may be vested in him or her by the Board.
- 2. The Vice-Chairperson shall preside over all meetings in the absence of the Chairperson and perform such other duties as may be vested in him or her by the Chairperson or the Board.
- 3. The elected Secretary shall review the record of proceedings at all regular, special and emergency meetings of the Board, take the record of the proceedings at closed meetings of the Board, and perform such other duties pertaining to the office as the Board may from time to time direct. In the event that the Secretary is absent from any regular or special meeting of the Board, the Chairperson shall appoint a Board member in attendance at that meeting to serve as Secretary Pro Tem.

ARTICLE IV MEETINGS

A. Regular Meetings

1. At least three days before the date of a regular meeting, the members shall be given written notice containing the time, place, and agenda for the meeting, and other related and necessary material. The notice will be sent to each member of the Board at the address provided by the member. Attendance at a meeting shall constitute waiver of notice thereof, except where a member attends a meeting for the express purpose of objecting to the holding of the meeting because the meeting is not lawfully called or convened.

B. Special and Emergency Meetings

- 1. Upon the call of the Commission Chairperson or the request of at least one-third of the members of the Commission, special meetings may be held to conduct the business of the Board.
- 2. At least three days in advance of the special meeting, the members of the Board shall be provided with written notice containing the time, place, and purpose of the special meeting, the names of the Board members who called the meeting, and other related and necessary materials.
- 3. The Board shall consider only those matters included in the call and set forth on the agenda for the special meeting of the Commission.
- 4. Emergency meetings of the Board may be called in the event of a bona fide emergency. Notice to the Board members for emergency meetings shall be issued in writing as soon as is practical in advance of the emergency meeting. The written notice shall include the time, place and purpose of the emergency meeting.
- 5. During emergency meetings, the Board shall consider only those matters

directly related to the call for the emergency meeting.

C. Agenda

- 1. The Chairperson shall have prepared, in writing, the agenda for regular, special and emergency meetings.
- 2. The agenda for regular meetings of the Board shall include, but not be limited to, the following items: Call to Order and Roll Call, Approval of Minutes, Reports of the Chairperson, and Committee Member Reports. The order of business shall be determined during the preparation of the agenda for each meeting, but may be modified at the discretion of the chairperson during the course of the meeting, with approval of the members.
- 3. The agenda and order of business shall be included in the notice for each regular, special and emergency meeting. The Commission shall not take action on any item unless the subject is identified on the published agenda. However, the Board may consider (without taking action on) items not specifically set forth on a regular meeting agenda.

D. Quorum/Voting Procedures

- 1. A quorum of the Board is defined as a simple majority of the actual number of members appointed and confirmed at the time of the meeting in question.
- 2. A majority vote of the members appointed, confirmed, and serving on the Board, and present and attending the Board Meeting at the time of the vote, is required to approve any action except that no action shall be approved with less than four votes.
- 3. A Board member may vote by telephone or video conference and fully participates in the discussion leading to the specific vote and casts his or her own vote. Votes may not be cast by proxy nor in any other form except by personal participation.
- 4. Every motion or resolution adopted by the Board shall be taken by determining the ayes and nays. A member may request that any motion or resolution be voted upon by call of the roll.
- 5. The voting order of members for roll call votes shall be determined in relation to the maker of the motion, with that Board member casting the first vote and subsequent votes taken by calling upon the next person in alphabetical order from the person first to vote.

E. Minutes

- 1. Minutes shall be taken of all regular, special and emergency meetings, whether open or closed, and a verbatim record shall be made of all closed meetings in the form of an audio or video recording. Minutes shall include, but not be limited to: (i) the date, time and place of the meeting; (ii) the members of the public body recorded as either present or absent and whether the members were physically present or present by means of video or audio conference; and (iii) a summary of discussion on all matters proposed, deliberated, or decided, and a record of any votes taken.
- 2. All minutes of regular, special and emergency meetings of the Board

shall be approved by action of the Board. These minutes shall be prepared and submitted in draft form to the members in advance of the date at which the minutes shall be considered for corrections, changes, additions, and final approval.

3. After the Board has approved the minutes of regular, special and emergency Board meetings, the minutes shall be available to the public in accordance with the Open Meetings Act.

ARTICLE VI COMMITTEES

A. Membership of Standing Committees

- 1. Biennially, the Board Chairperson shall call for volunteers and thereafter appoint or reappoint all members and designate the Chairperson of the standing Board Committees.
- 2. The Committee Chairperson and members of standing committees shall serve for two-year terms, with no limit on the renewal of said terms.
- 3. Each Committee shall consist of at least one Chairperson and two (2) other members. Each member must be a member of at least one Standing Committee, and may choose to serve on more committees voluntarily or by request of the Chairperson of the Board.

B. Committee and Advisory Body Meetings and Procedures

- 1. Committee and advisory body meetings will be held at least three days before each committee or advisory body meeting, the members shall be given notice of the time, place, and agenda of the meeting.
- 2. Committees and advisory bodies may conduct their business in meetings of two or more members.
- 3. A record shall be taken of all committee and advisory body meetings.

Professional Development Schedule

Dates	Topic(s)	
September 21, 2016	CARLA and STAR webinar	
October 19, 2016	Renaissance Learning, Self-direct and Self-guided learning	
November 22, 2016	Report card preparation	
December 23, 2016	Renaissance Learning, Fine Arts integration and STAR	
January 25, 2017	Renaissance Learning, Individualized and Differentiated instructions	
February 8, 2017	Report card preparation	
March 22, 2017	Renaissance Learning, STAR, school culture and global awareness	
April 12, 2017	Report card preparation	
May 31, 2017	Renaissance Learning, Cooperative Learning and CARLA webinar	
June 7, 2017	Report card preparation	

Board of Directors Calendar of Meetings

FY 2016	FY 2017
February 18, 2016	February 16, 2017
April 21, 2016	April 20, 2017
June 16, 2016	June 15, 2017
August 18, 2016	August 17, 2017
October 20, 2016	October 19, 2017
December 15, 2016	December 14, 2017

Section 4.2.a. Financial Controls and Monitoring: Appendix R

International School of Languages

Financial Reports

Title	Frequency	Responsible person(s)
Monthly Statement of Functional Expenses(Revenue and Expense)	Monthly	Business Manager
Income Statement Monthly	Monthly	Business Manager
Balance Statement Monthly	Monthly	Business Manager
Quarterly Review of Budget	Quarterly	Business Manager and outside auditor
Annual Audit	Annually	Business Manager and outside auditor

2014-2015 School/Parent Guide to the Elementary School Promotion Policy Benchmark Grades 3, 6 & 8 (Board Policy 13-1023-RS1) 1

ISL will adopt the Chicago Public School promotion and graduation policies. Promotion decisions for students in **grades 3, 6 & 8** will be made during the last week of school. However, Parents will be informed in March of possible retention. All students must receive a passing score on The Constitution of the United States of America and The Constitution of the State of Illinois exams to receive an 8th grade diploma.

Promotion Criteria

A student's promotion status is determined by the following measures:

- The ISL Assessments: ISL assessments will be the Northwest Evaluation Association's (NWEA) and RenLearn. Measures of Academic Progress (using the highest score from the last two annual assessments) or other norm-referenced assessment administered by ISL will determine promotion. Students with no DWA scores in either reading or math will be considered achievement level 2B. If a student's NWEA or RenLearn results are incomplete or inaccessible through no fault of the student, International School of Languages Charter School shall make a promotion determination using the best available data consistent with the standards described in the Elementary School Promotion Policy. Academic Performance
- Report card grades in reading and math shall reflect a student's unit test scores and completion of homework assignments during the school year. The final report card grade in each subject is an average of the grades reported at the end of each of the four reporting periods.
 Promotion Criteria for Students with Disabilities
 Students with disabilities (including English Learners with a disability) receiving special education and related services under an Individualized Education Program (IEP) are expected to meet the same promotion criteria as their non-disabled peers unless the IEP modifies the promotion criteria in whole or in part.

Retention

• A student who does not satisfactorily complete summer school will be retained in his/her current grade if this is a first time retention in the current grade cycle. All retained students will receive a **Personal Learning Plan**, which is developed by the student's school along with the parent/guardian.

¹ http://cps.edu/SiteCollectionDocuments/PromotionPolicy/PromotionPolicyGuide_English.pdf