

INTRINSIC SCHOOLS EVIDENCE OF RECRUITMENT BOUNDARY NOTIFICATIONS

This document will be submitted with the Tier 2 application.

INTRINSIC SCHOOLS EVIDENCE OF ELECTED OFFICIALS NOTIFICATIONS

This document will be submitted with the Tier 2 application.

INTRINSIC SCHOOLS COMMUNITY FORUMS PRESENTATIONS

This document will be submitted with the Tier 2 application.

INTRINSIC SCHOOLS COMMUNITY FORUMS SIGN-IN SHEETS

This document will be submitted with the Tier 2 application.

INTRINSIC SCHOOLS COMMUNITY FORUM FEEDBACK

This document will be submitted with the Tier 2 application.

INTRINSIC SCHOOLS LETTERS OF SUPPORT FROM KEY COMMUNITY STAKEHOLDERS

This document will be submitted with the Tier 2 application.

INTRINSIC SCHOOLS LETTERS OF INTENT TO ENROLL

This document will be submitted with the Tier 2 application.

INTRINSIC SCHOOLS LETTERS OF SUPPORT FROM ELECTED OFFICIALS

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INTRINSIC SCHOOLS LETTERS OF SUPPORT FROM ORGANIZATIONS AND STAKEHOLDERS

This document will be submitted with the Tier 2 application.

INTRINSIC SCHOOLS LETTERS OF SUPPORT FROM POTENTIAL PARTNERS

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Intrinsic Schools

Student Code of Conduct

2015-2016 School Year

PROMOTION AND GRADUATION POLICY

Students must meet requirements in all six of the following areas to be promoted to the next grade or to graduate: academics, discipline, attendance, advisory, Personalized Learning Time (PLT), and community service. Only students who have completed all graduation requirements are eligible to receive a diploma and participate in graduation ceremonies.

1. Academics: Students must pass all classes in order to promote to the next grade level or to graduate.

- A. Students must earn the credits from all classes in which they are enrolled during the regular school day and school year. Any student who fails any class will be expected to enroll in make-up classes in order to make the credits up at the next available opportunity or a penalty make-up class may be imposed. The cost of these make-up classes is \$140. Students unable to make up all credits at least one week before the school year starts will not be promoted to the next grade level or graduate.

2. Discipline: Students must demonstrate discipline and maturity to be promoted or to graduate. The following are requirements for promotion or graduation:

0-12 detentions earned in one school year. Students may be promoted or graduate as long as they serve all detentions.

13-24 detentions earned in one school year: Students may only be promoted or graduate if they take a discipline class at a cost of \$140. All detentions must be served.

25-36 detentions earned in one school year: Students may only be promoted or graduate if they take two discipline classes at a total cost of \$280. All detentions must be served.

3. Attendance: Students who have more than 20 days of absence during any school year, for any reason including excused medical absences, will be required to attend a summer school class at a cost of \$25 in order to be promoted to the next grade level or to graduate. This includes absences earned as a result of tardies (see below). They only exceptions will be for seniors who have verifiable medical conditions that prevent their attendance. Regular, non-emergency visits to the doctor will count as absences. Tardy to school four (4) times counts as an unexcused absence from school and counts towards a student's absences total for the school year.

4. Advisory: Advisory is a Pass/Fail class. Pass/Fail classes are issued "P" or "F" and earn credit; however, they do not factor into grade point averages. Students must have a 90% to earn credit and pass a pass/fail class.

5. Personalized Learning Time (PLT): Personalized Learning Time is a Pass/Fail class. Pass/Fail classes are issued "P" or "F" and earn credit; however, they do not factor into grade point averages. Students must have a 90% to earn credit and pass a pass/fail class.

6. Community Service: In order to graduate from Intrinsic, students must complete a minimum of 40 community service hours.

Note: Students who do not meet the academic, discipline, attendance, advisory or Personalized Learning Time requirements at least one week before school starts for the following year must repeat the entire grade. Community Service is a graduation requirement.

GRADING POLICY

Grading Periods:

- There are two semesters per year.
- Students will receive progress reports every two weeks of the semester, however, parents must attend Student Led Conferences at the first and third quarter and Report Card Pick Up at the second and fourth quarter.
- Students receive credits at the end of each semester for classes they have passed.

Grading Scale

Intrinsic Schools use the following grading scale:

A	93-100	4.0	C	73-76	2.0
A-	90-92	3.7	C-	70-72	1.7
B+	87-89	3.3	D+	67-69	1.3
B	83-86	3.0	D	63-66	1.0
B-	80-82	2.7	D-	60-62	0.7
C+	77-79	2.3	F	0-59	0.0

Pass/Fail classes are issued “P” or “F” and earn credit; however, they do not factor into grade point averages. Students must have a 90% to earn credit and pass a pass/fail class.

Make-up Exams or Quizzes

- Must be given within 1 week of the student’s return to school.
- May only be administered by the teacher of the class.

Extra Credit

- Extra credit can only be made available to the whole class and not to individuals.
- No extra credit assignments can be given or accepted during the last two weeks of any semester. However, there can be extra points available on assignments or assessments at any time.

Late Work

Late work should be recorded as 60% of the grade that the student would have earned for on-time work if it is turned in no later than the day after which the work was due

Library Book

Students are required to have an assigned Independent Reading book at all times. This book can be obtained from the school's library.

ATTENDANCE POLICY

Attendance: Absences may be excused only for illness, or for a verifiable family emergency. Thus, **absences can be excused only if a written note from the legal guardian is received in the main office within 48 hours of the student's return to school. A doctor's note or other official documentation is required for an absence period of more than 2 consecutive days.** Notes from the doctor must come from the doctor on letterhead. If a student is to be out, the parent/guardian should inform the main office before 8:00am if possible.

Students who are absent for all or part of any day may not attend or participate in any extra curricular event or sporting event on that day or night except with written permission of the principal.

Students who are absent for all or part of any day for "cut days," "senior cut days," "skip days," "ditch days," or any similar events may be denied participation in any extra-curricular event or sport events such as prom, luncheon, or graduation and/or given multiple detentions.

To receive a full day of credit for attendance, students must be in attendance for at least 80% of the school day and to receive a half-day of credit for attendance, students must be in attendance for at least 40% of the school day.

Students who have more than 20 days of absence during any school year, for any reason including excused medical absences, will be required to attend a summer school class at a cost of \$25 in order to be promoted to the next grade level or to graduate. This includes absences earned as a result of tardies (see below). They only exceptions will be for seniors who have verifiable medical conditions that prevent their attendance. Regular, non-emergency visits to the doctor will count as absences. Tardy to school four (4) times counts as an unexcused absence from school and counts towards a student's absences total for the school year.

For excused absences and absences due to suspension, make up work must be allowed and generally, students are given as many days to turn in work as they were absent. For example, if a student is absent for two days, they would have to turn in make-up work by the second day they are back. Community Service Hours are not counted if done during the school-day hours that students are suspended.

For unexcused absences, make-up work does not have to be given.

Students transferring in from other high schools: Students transferring to an Intrinsic campus from another high school may have a semester's worth of successfully completed classes count as a semester of Intrinsic credit. However, transfer students must take and pay for any classes they have failed at another school.

Leaving campus (school): Students are not permitted to leave campus once they are inside the building. Leaving the campus (school) without authorization will result in a suspension and/or a detention.

Early dismissals or late arrivals: If at all possible, students must make medical or other appointments after school hours or on weekends. In the rare event that a student needs an early dismissal or late arrival, the following procedures must be followed:

1. The legal guardian must come and sign the student in or out of the school. The legal guardian must bring identification.
2. The student must make up all missed work, including points in gym class.
3. Only early dismissals or late arrivals for verified doctor's appointments will count as excused absences in class or gym. All others are considered unexcused. Doctor's notes should be brought upon arrival to school.

STUDENT CODE OF CONDUCT (SCC) AND DISCIPLINE POLICY

This code applies to actions of students during school hours, before and after school, while on school property, while traveling on school vehicles funded by Intrinsic Schools, while participating on any team or group representing the school or attending such an activity, at all school sponsored events, and while using the school network or any computer or IT Devices. **This code also applies to actions of students before or after school hours and off school property if those actions pose a substantial likelihood of disruption to the learning environment in the school.**

Staff members shall ensure due process for each student, while consistently following the policies outlined below.

Students may apply for a payment plan for any fees and families who demonstrate financial hardship may apply to have fees waived, including discipline classes or restitution requirements, so that promotion or graduation will not be denied on the basis of inability to pay fees.

Demerits—A student can be assigned from 1-4 demerits for rule infractions. Any infraction deserving more than 4 demerits, such as gross disrespect to staff or other students, results in the student being sent to the Dean of Culture. It is at the teacher's discretion as to the number of demerits, except as prescribed by the list below:

- A. Chewing gum—4 demerits
- B. Eating or drinking outside the lunchroom—2 demerits. Water in clear bottles is permissible.
- C. Blocking the doorway of a pod—2 demerits
- D. Entering another advisory or class space—2 demerits
- E. Eating or drinking pop, energy drinks (such as Red Bull Monster), hot chips, or Takis, (except those sold or provided) anywhere—4 demerits
- F. Standing, yelling or throwing anything in the lunchroom—minimum 1 demerit
- G. Not returning a tray or not cleaning up in the lunchroom—minimum 1 demerit
- H. Talking during a school-wide drill—2 demerits
- I. Tardy to school:
 - a. Less than one minute—1 demerit
 - b. 1 minute to 29 minutes—2 demerits
 - c. Tardy to school more than 30 minutes—4 demerits
- J. Tardy to class (not in assigned seat when the bell rings):
 - a. Less than one minute—1 demerit
 - b. 1 minute to 3 minutes—2 demerits

- c. Tardy to class more than 3 minutes—4 demerits
- K. Unexcused absence from a class or school-mandated function such as mandatory Study Hall, community service event—4 demerits
- L. In the hallways at any time while classes are in session without an escort (except during passing periods or specific times designated by the principal)—4 demerits
- M. Having, using or evidence of using, a cell phone, I-Pod, headphones, or other electronic devices visible (whether or not in use) or audible anywhere, anytime in school or without staff permission at any school event—4 demerits and confiscation of the device until parent retrieves it from school.
- N. Dress code violations that can be corrected immediately (such as an untucked shirt, untied shoes)—1 demerit (no warnings will be given and 4 demerits given if not corrected)
- O. Dress code violations that cannot be corrected immediately (such as no belt, dress pants, or school shirt)—4 demerits
- P. Broken computer or no computer—4 demerits
- Q. Foul language including curse words and ethnic or other slurs—minimum 1 demerit
- R. Bullying or verbal harassment—minimum 2 demerits
- S. Rowdy or loud behavior anywhere in the school—minimum 1 demerit
- T. Inappropriate public displays of affection—minimum 1 demerit
- U. Loitering on school grounds—minimum 1 demerit
- V. Disciplinary removal of a student from class—4 demerits
- W. Academic dishonesty, cheating or plagiarism— Minimum 4 demerits
- X. Possession of a permanent marker or sharpie—4 demerits
- Y. Vandalism or misuse of school furniture outside of its intended purpose—minimum 4 demerits
- Z. Littering within the school or on school grounds—minimum 1 demerit
- AA. Inappropriate use of technology—minimum 2 demerits
- BB. Open Computer (not in hard-case cover)—2 demerits
- CC. Detention slip not signed—1 demerit
- DD. Talking—2 demerits
- EE. Disrespect—minimum 1 demerit
- FF. Backpacks or purses stowed in appropriate location during instructional time—2 demerits
- GG. Entering the coatroom without permission—4 demerits
- HH. Slouching during instructional time—1 demerit
- II. Walking through Kilbourn Courts or alley—4 demerits
- JJ. Bringing your computer to lunch—4 demerits
- KK. Not prepared for class—Min. 1

Detentions/Demerit Cycles—Anytime a student earns 4 demerits within a two-week period, he/she is issued a three-hour detention. Detentions may take the form of a silent study period, behavior improvement work, cleaning or maintenance work, physical fitness work or a combination of these. Parents who object to cleaning or maintenance work, or physical fitness as part of detention should request in writing that their child only have silent study period or written behavior work during detention.

Demerit cycles coincide with the progress report cycles and are reset after the two-week period ends. Thus, if a student receives only one, two or three demerits within a two-week period, the demerits reset to zero and he/she will

not be issued a detention. All record of demerits/detentions to be kept in student's permanent record file along with all parent notifications.

Merits—In alignment with our mission and vision, students will be recognized for displaying the core values of empathy, Perseverance, Independence, and Curiosity and will receive EPIC points. Students will be honored at monthly community meetings.

Corrective Disciplinary Consequences Besides Demerits and Detentions

Multi-Tiered System of Supports (MTSS): Our team has significant experience dealing with student discipline and behavioral issues in schools across Chicago. We believe in implementing a proactive, positive behavioral support system as a preventative measure and to build students' socio-emotional problem-solving skills. As described earlier, we will continuously ask students for feedback on areas of need. Observational data will serve as initial data points for problem behaviors. If a student is referred for consistent and frequent behavior problems, a team of individuals including the principal or curriculum coordinator, teachers, parents, and the student will meet to:

1. Identify the specific nature of the problem behavior
2. Determine the underlying factors contributing to the problem behavior
3. Plan for tiered interventions for the problem behavior
4. Determine benchmarks and/or progress monitoring in improving the problem behavior.

We believe in disciplining with dignity, teaching with logic, and developing a school program in which students are intrinsically motivated to behave appropriately and engage in their work. These strategies have been proven in our experience in CPS schools in decreasing discipline referrals and increasing student achievement and engagement.

We will also work to ensure the safety of our students as they arrive and depart from school. We will develop strong ties in the community that help alert us to any neighborhood issues that might impact our students. We will communicate with neighboring CPS schools and the Office of Safety and Security about emerging safety issues and coordinate to determine the appropriate response to ensure the safety of our students.

Discipline Classes—Students who earn more than 12 detentions or have a violation of the SCC related to fighting, bullying, harassment, gang activity or drug use or distribution will be required to take discipline classes that teach proper behavior in order to be promoted or to graduate. Typically each class will be a four-week summer class or fifteen-week afterschool class costing \$140. The student will also have to serve any detentions or suspension days earned for violations in addition to taking the discipline class(es).

Good Standing—Students who break school rules or fail to serve the penalty for breaking them may lose their good standing status at school. For those who are not in good standing, this could result in not eating lunch with classmates and in not being eligible for sports, dances, prom, camp, activities, field trips.

Parent Conference—Parent informed by phone or in person with conference documented, incident explained, and future consequences reviewed. The conference notification and notes should become part of the student's permanent record.

Suspension—A suspension is when a student is removed from school due to the serious nature of the inappropriate behavior for up to 10 school days. Students who have been suspended may not appear on campus nor attend any school functions (before school, after school or evening) while suspended. They may, however, enter the school to

take or prepare for state assessments. Suspended students must be assigned homework and given the opportunity to make-up missed assignments, quizzes or tests.

Students with disabilities may be suspended up to 10 school days in one year for violations described herein. Consequences for special education or disabled students will be adjusted, as required by federal and state laws and regulations, and the student's individual education plan (IEP) or accommodation, when necessary. (Please see Procedural Guide for Students with Disabilities for additional information).

The Dean of Culture (or designee) must fill out an appropriate misconduct report anytime a student is suspended. Students must have due process, which allows them to hear the charges and respond to them. Notes must be taken at the Due Process hearing to insure that the student's rights were protected. The notes are kept in the student's permanent record. Parents will be notified as soon as possible but no later the end of the school day after the suspension is administered, through a phone call, a message on an answering machine, or an email. A copy of the notification of the suspension should be sent home with the student as well as sent to the home via US mail.

A parent or student may appeal a suspension by requesting a review in writing to the Intrinsic Schools CEO within two days of the notice of suspension. The CEO will make the final determination of any suspension appeal. An appeal does not halt student's suspension. If the suspension is overturned, the suspension will be removed from the student's record and any remaining days will not have to be served.

Arrest—Police may be called to arrest students if there is reason to believe they are involved in any illegal activity. This includes, but is not limited to: involvement in a physical altercation or for bringing weapons or illegal substances of any kind to the school. A weapon is defined as anything that can inflict harm including, but not limited to: a firearm, a stick, brass knuckles, a knife, box cutters, bullets, screw drivers, saws, metal pipes, b.b. guns, toy guns, slingshots, or broken bottles. A campus official must call the parents immediately before or after the police are called.

Faculty and all staff members who have reason to believe that they have witnessed the sale, possession, or transfer of weapons shall report this immediately to the Principal (or designee). The Principal or designee shall determine if sufficient cause exists and, if so, file a disciplinary report and notify the Juvenile officer of the Police Department. The Principal (or designee), in consultation with the Police Department, will determine whether or not to file charges. All contraband will be turned over to the Police Department. In addition, the student who is charged with possession and/or use of a weapon shall be subject to immediate suspension from school and may face expulsion.

Expulsion—When a campus determines that a student has committed an offense(s) which is (are) grounds for expulsion, the Principal or designee will forward the hearing office the appropriate misconduct report and any supporting documentation and/or student's permanent record file. The student will be suspended for up to 10 days school days pending an expulsion hearing conducted by a hearing officer designated by the CEO.

Expulsion steps in order:

1. Principal or designee recommends student for expulsion with a misconduct report and sends all supporting documentation to the CEO and hearing officer. Principal or designee contacts (minimum three attempts) parent/guardian to schedule expulsion hearing, and documents those contact in KickBoard. The Principal or designee then sends the parent/guardian the expulsion hearing notification via certified mail.

2. The Dean of Culture or designee schedules an expulsion hearing which must be held within 10 school days of the student's suspension:
 - a. Designated hearing officer will conduct expulsion hearing, once all participants have signed in
 - b. Representatives of campus, if needed, may present evidence or witnesses.
 - c. The parent/guardian is strongly urged to attend.
 - d. The parent/guardian and student afforded due process by being allowed to refute charges and present evidence on behalf of the student.
 - e. The parent/guardian may bring legal counsel but must notify the school within 48 hours of Expulsion hearing—if the parent does not notify the school and brings legal counsel the school retains the right to postpone the Expulsion Hearing to meet the 48 hour notification mandate.
3. Upon completion of the expulsion hearing and review of all the evidence presented the hearing officer makes a recommendation to CEO within 24 hours of the expulsion hearing.
4. The CEO makes the final expulsion decision and notifies parent within 2 business days of the expulsion hearing.
5. The parent/guardian or student may appeal CEO's decision, in writing to the CEO, and must do so within 5 days of the receipt of the decision in order for the appeal to be considered.
6. For placement information for you student after an expulsion, please contact the Chicago Public Schools, Department of Student Adjudication at studentadjudication@cps.edu.

*For students with an IEP the *Procedural Safeguards for Student with Disabilities*, (pages 23-24 of this document), MUST be followed, as well as, contact with the Intrinsic Schools assigned Special Education Administrator.

In the Student Handbook in the section titled, ***UNACCEPTABLE BEHAVIOR & CORRECTIVE DISCIPLINARY CONSEQUENCES OTHER THAN DEMERITS*** under ***UNACCEPTABLE BEHAVIOR*** carries a minimum ***DISCIPLINARY CONSEQUENCE*** of 1 to 10 days suspension and a maximum of Referral for Expulsion Hearing. This includes, but is not limited to; all Level 6 infractions (6-1 to 6-10). These unacceptable behaviors include, but are not restricted to, the following: arson; assault/battery; possession, use, sale of alcohol, illegal drugs or drug paraphernalia; fighting; gang-related activity; theft, robbery or extortion; threats, harassment or hazing; vandalism; possession and/or use of a weapon; repeated violation of the SCC including repeated disruptions to the learning process after earning more than 36 detentions in any one school year.

Unacceptable Behavior & Corrective Disciplinary Consequences other than Demerits

Unacceptable Behavior	Range	Disciplinary Consequences
2-1 Electronic Devices	Min.	Confiscation—for parent release only and detention
	Max.	Confiscation—for parent release only, detention and 1 day Suspension
2-2 Failure to serve detention	Min.	Serving missed detention, serving penalty Detention and parent conference
	Max.	Serving missed detention and 1 day Suspension
2-3 Gambling	Min.	Item/Money Confiscated

	Max.	3 Day Suspension
2-4 Improper use of technology	Min.	Parent conference
	Max.	3 Day Suspension
2-5 Leaving Class without Permission	Min.	Detention
	Max.	3 Day Suspension
2-7 Earning any multiple of six detentions	Min.	Parent Conference
	Max.	1 Day Suspension and parent conference
3-1 Forgery/cheating/academic dishonesty	Min.	Parent conference-No credit given on assignment
	Max.	Detention, 1-5 Days, Suspension
3-2 Possession or use of Tobacco or related items (such as lighters or matches)	Min.	Detention, confiscation of item
	Max.	5 Day Suspension, confiscation of item
3-3 Cutting a school day	Min.	Double detention, parent conference
	Max.	5 Day Suspension
3-10 Bullying Behaviors—Conduct directed towards a student that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student’s ability to participate in school or school activities	Min.	Detention
	Max.	Referral for expulsion
4-2 Disrespect: Disrespectful behavior to a staff member, student, or visitor, including verbal disrespect written disrespect and disrespect on the Internet	Min.	Parent Conference and/or 1 Day Suspension
	Max.	10 Day Suspension

4-3 Harassment/Hazing of staff or students including sexual harassment and harassment on the Internet	Min.	Parent conference, counseling
	Max.	10 Day Suspension and summer behavior class
4-5 Battery (unwanted bodily contact with another person without legal justification) or aiding or abetting the commission of a battery which does not result in a physical injury	Min.	1 day suspension
	Max.	10 day suspension
6-1 Arson	Min.	10 Day Suspension, Police Report/Citation, and summer behavior improvement class
	Max.	Referral for Expulsion Hearing
6-2 Assault/Battery	Min.	10 Day Suspension, Police Report/Citation, and summer behavior improvement class
	Max.	Referral for Expulsion Hearing
6-3 Possession, use, sale of alcohol or illegal drugs or drug paraphernalia	Min.	5 day Suspension and/or out-Patient Counseling or summer behavior improvement class
	Max.	Referral for Expulsion Hearing
6-4 Fighting	Min.	10 Day Suspension and/or summer behavior improvement class
	Max.	Referral for Expulsion Hearing
6-5 Gang-related Activity	Min.	5 day Suspension and/or summer behavior improvement class
	Max.	Referral for Expulsion Hearing
6-6 Theft, Robbery (or Extortion)	Min.	1 Day Suspension and/or summer behavior improvement class
	Max.	Referral for Expulsion Hearing

6-7 Threats/Harassment/Hazing of staff or students including sexual harassment and harassment on the Internet including threats on the Internet.	Min.	1 Day Suspension and/or summer behavior improvement class
	Max.	Referral for Expulsion Hearing
6-8 Vandalism or damage of school or community property	Min.	1 Day Suspension, Restitution of Property and cost
	Max.	Referral for Expulsion Hearing
6-9 Possession and/or use of weapons, dangerous objects, including, but not limited to firearms, needles, or knives of any kind.	Min.	Item Confiscated, 5 Day Suspension, and/or summer behavior improvement class
	Max.	Referral for Expulsion Hearing
6-10 Repeated violations of the SCC including repeated disruptions to the learning process after earning more than 36 detentions in any one school year.	Min.	1 Day Suspension
	Max.	Referral for Expulsion Hearing

Based on Intrinsic Schools, ***STUDENT CODE OF CONDUCT (SCC) AND DISCIPLINE POLICY***, the following are Level 6 infractions of the code:

- 6-1 Arson – knowingly damaging, by means of fire or explosive, in a building and/or the personal property of others
- 6-2 Assault/Battery – an attempt or reasonable (verbal) threat to inflict injury to someone with a show of force that would cause the victim to expect an immediate battery / unwanted bodily contact with another person without legal justification – or aiding or abetting in the commission of a battery which does or does not result in a physical injury
- 6-3 Possession, use, sale of alcohol or illegal drugs or drug paraphernalia – any controlled substances, “look-alikes” of such substances, contraband, or any other substances used for the purpose of intoxication in or before school or a school-related function
- 6-4 Fighting – physical contact between two people with intent to harm which may or may not result in injury
- 6-5 Gang-related activity – gang activity or overt displays of gang affiliation
- 6-6 Theft/ Robbery/Extortion – (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, bags) of stolen property/taking personal property in the possession of another by use of force or by threatening the imminent use of force/obtaining money or information from another by coercion or intimidation
- 6-7 Threats/Harassment/Hazing – conduct directed towards a student that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student’s ability to participate in school or school activities, use of intimidation, credible threats of violence, coercion, or persistent severe bullying / harassment is behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and/or school visitors / hazing is any action or situation, with or without consent of the participants, which recklessly, intentionally or unintentionally endangers the mental, physical, or academic health or safety of a student
- 6-8 Vandalism – willful or malicious destruction or defacing of property or criminal damage to property, that results in damage or that is done to personal property belonging to any school personnel
- 6-9 Possession and/or use of weapons – use, possession and/or concealment of a firearm/destructive device or other weapon or “look-alikes” of weapons as defined by the Intrinsic Schools *Student Code of Conduct (SCC)* and *Discipline Policy*
- 6-10 Repeated violations of the SCC including repeated disruptions to the learning process after earning more than 36 detentions in any one school year – as determined by the Intrinsic Schools, *Student Code of Conduct (SCC)* and *Discipline Policy*

INTRINSIC SCHOOLS DRESS CODE

Dress Code: The dress code is strictly enforced. Warnings are not issued. Students not in school uniform may be put in silent study hall for the day or until they can get in proper dress code. The dress code is in effect whenever students are in the school building. During summer school, at school events and sporting events outside of the school building or on dress down days, it may not be required to wear the school uniform, however the rest of the dress code still applies.

1. Shirts and outerwear

- A. Students must wear unaltered school shirts each day.
- B. Shirts may wear any color t-shirt under their Intrinsic Polo as long as it does not distract from the uniform. T-shirt sleeves may not be visible at anytime. Sweatshirts may only be worn over the top of the school polo, and the collar of the school polo must be completely visible.
- C. Coats, non-school sweatshirts, or any other outerwear, including scarves, are not permitted to be worn in the school and must be left in the coatroom or in a backpack all day.
- D. Shirts must be tucked whenever students are on school grounds.

2. Pants

- A. Boys and girls must wear dress pants. Capri pants, shorts, spandex material, and corduroys are not permitted.

- B. All pants must be khaki in color.
- C. No pockets, loops or straps on pants can be below the hip level. Rubber bands are not permitted around pants.
- D. Pants must not be too baggy or too tight nor torn or frayed. Pants must be worn at waist level. Other clothing must not be visible under pants.

3. Shoes

- A. Shoelaces must be white or match the shoe color. Shoes must be laced up, with tongue inside, and tied securely.
- B. Flip flops, stilettos, stacks, wedges, platform shoes, sandals, slippers or house shoes are not permitted.

4. Intrinsic Identification Card

- A. Students must wear their Intrinsic Identification Card at all times on their Intrinsic lanyard as part of the uniform. Students will receive correctable and non-correctable demerits for not wearing their Intrinsic ID.
- B. Students cannot alter their Intrinsic ID card. If their ID card is altered via marker, stickers, etc, a new ID card must be purchased.
- C. Students will earn one demerit when issued a temporary ID.
- D. Replacement ID: Can be purchased from the main office for \$5.

5. Gym Uniform

- A. Students must wear school gym shirts and school gym shorts. Students may not cut off or alter the gym shirts or gym shorts in any way.
- B. Students must wear gym shoes.
- C. Students must change in their assigned locker room.

6. Belts

- A. Solid black or brown belts must be worn at all times. Belts may not hang down. Pants must be purchased that allow for belts.

7. Jewelry and Make-Up

- A. Earrings may be no more than 2 inches in diameter. Earrings cannot have any inappropriate wording or phrasing.
- B. No heavy make-up is permitted and make-up, perfume, lotion or any other cosmetics are never to be applied anywhere but bathrooms.
- C. Wristbands and multiple distracting wrist wear are prohibited.

8. Head Coverings

- A. No hats or other head coverings are permitted, including scarves, hairnets, athletic sweatbands, and bandanas anywhere inside the building at any time, except where mandated by legitimate religious requirements.

9. Hair

- A. No designs of any kind are permitted to be in the hair or on the face. This includes a prohibition of Mohawks, Faux-hawks, or any distracting or unprofessional hairstyles.

10. Tattoos

- A. No visible (permanent or non-permanent) tattoos or body markings of any kind are permitted.

11. Distracting Clothing

- A. No clothing or jewelry that is determined by any teacher or staff member to distract from the learning process is permitted.

12. Computers

- A. Computers are treated as a piece of the uniform. If a student's computer is missing from the school day, the student will incur the same consequences as a non-correctable uniform.

SEARCHES, LOCKERS AND LOCKS

Searches: Personal property of a random group of students can be searched with reasonable suspicion or if the group of students searched is chosen at random. Searches of a student themselves may also be done with reasonable suspicion. The search must be done by a staff member who is of the same sex as the student and there must always be a second staff member present as a witness.

Lockers and locks: Students and parents must be aware that a student's locker is school property and may be searched by school officials at any time without notice or warning. All locks must be school locks purchased through the school office; any other lock will be removed without notice.

NO SOLICITATION

No Solicitation: Students may not sell any good or services for any fundraiser or other reason while in the school building unless they are doing so for a school-sponsored club or organization.

ACADEMIC DISHONESTY

Academic Dishonesty: Students must learn that in order to grow academically, they will be judged on their own work. We expect students to honor other people's work by giving credit in the form of reference and/or footnote for any borrowed words, ideas, or opinions, and by including quotation marks when copied exactly. When working on a team project, credit must be given to each person who contributes.

Students must understand that copying words, ideas, or opinions of someone else without given credit to that person in the form of footnotes or references is considered plagiarism. Whether deliberate or accidental, plagiarism is a serious and punishable offense. Students must always be responsible for their own work and not engage in any manner of cheating.

These types of academic dishonesty will result in loss of credit and/or failure according to the discretion of the teacher. Students will also receive an automatic double detention (first offense), or more severe penalty if their cheating continues.

Deliberate Plagiarism

- Copying of a phrase, sentence or a longer passage from a source and passing it off as one's own.
- Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not one's own.
- Obtaining a term paper and handing it in as one's own.

Accidental Plagiarism

- Forgetting to place quotation marks around another writer's words.
- Omitting a source citation for another's idea because one is unaware of the need to acknowledge the idea.

Cheating

- Obtaining a copy of tests or scoring devices.
- Copying another student's answers during a test.
- Providing another student questions or answers to, or copies of, actual test questions.
- Having or using non-permitted materials during tests.
- Duplicating another student's project or work for submission as one's own work.

- Having someone other than the student prepare the student's homework, paper, project, laboratory report or take-home test.
- Permitting another student to copy one's own homework, paper, project, laboratory report, or take-home test. Representing as one's own work the product of someone else's creativity.

The following consequences may occur for students who engage in acts of academic dishonesty:

- Automatic 0 on the assignment
- Detention
- Teacher/student/Dean of Culture/parent conference
- Removal or disqualification from NHS or summer programs
- Suspension
- Homework must be handed in to the office

TECHNOLOGY ACCEPTABLE USE POLICY

Intrinsic Schools provides a variety of information and communication technologies to our students and staff. These tools when used properly become an essential resource to ensuring the success of all members of the Intrinsic family. This document details best practices and standards that all are expected to follow.

Access and Content Filtering

Intrinsic owned computers and wireless infrastructure have content filtering software to ensure that all resources accessed are age appropriate as defined by the federal Children's Internet Protection Act (CIPA). Student Chromebooks utilize this software both inside and outside of the Intrinsic network. Students and staff are prohibited from installing any tools/software that may try and bypass these filters.

Accounts and User Information

Every student and staff member is assigned a username and password to access resources where necessary. These accounts are to be used solely for work pertaining to Intrinsic Schools. Passwords are not to be shared between users. Users should only access their own files and resources and should not access another user's files and resources.

Respect

Students are expected to demonstrate the values of Intrinsic both offline and online. This means remembering that you are representative of Intrinsic and are expected to show empathy in all online spaces. Students are not to participate in cyber-bullying, gossip, or other unkind actions. Please see an Intrinsic staff member or complete the anonymous tip line form in your OneLogin portal if you feel bullied in any way.

Responsibility

Students are expected to bring their assigned Chromebook to school everyday, fully charged. If a student arrives without his or her Chromebook, a parent and/or guardian will be contacted immediately to bring the device to the school.

Students and staff have a responsibility to treat all Intrinsic owned equipment with respect and devices should be kept free of damage. If a device is damaged in any way, the Technology Department should be notified immediately. In the event of fire or theft of a device, a police report must be filed. A copy of the police report must be provided to Intrinsic Schools.

Student Devices

Students are provided with all necessary tools and resources while at Intrinsic Schools. Intrinsic will handle all necessary repairs and support to ensure the devices are operating properly. Physical damage is not covered, associated costs are the responsibility of the student.

Cell phones are permitted but not allowed to be used, heard, or seen on school grounds. If parents need to

communicate with their students they are encouraged to email students or call the main office. Students will be issued a detention for violating the cell phone policy.

SNOW DAYS/SCHOOL CANCELLATION

Intrinsic Schools follow the Chicago Public Schools (CPS) with respect to snow days or other weather related issues. If CPS cancels school because of weather, so will Intrinsic Schools. Call CPS at 773-553-1000 to find out if they have cancelled school.

SUPERVISION OF STUDENTS

Students are not to be in the building or on the school grounds after the regular school day unless under the direct supervision of a school staff member.

PERSONAL SAFETY OUTSIDE THE BUILDING

To maximize personal safety outside the building, it is recommended that students stay in groups if possible and not talk on cell phones or count money while walking down the street. Also, do not engage in conversation, tough talk, or taunting with individuals. If students are threatened, they should go to a business or public area as quickly as possible and ask to call the police.

FIRE DRILL

A map detailing the evacuation protocol is required to be posted in every room. Students are to follow their teacher according to that map and to stay with their class. In the event of a fire drill or fire, students must not stop at the bathrooms or lockers. They must go directly downstairs and stay as a class in the designated outside location until given further instruction. Any student violating this procedure is jeopardizing the safety of the school and will face consequences, including possible suspension. **There is to be no talking during a school wide drill.**

SPORTS ELIGIBILITY

Students are eligible to be official members of a school sports team only if:

- They have a cumulative GPA of at least 2.0 or a current GPA of at least 2.5.
- They have failed no more than 1 class in the previous semester.
- They meet additional requirements that an individual coach requires, if any.

GUESTS

Guests must always obtain a visitor's pass from the Main Office and must be authorized by a staff member. Guests should be greeted politely in the hallways or when visiting classrooms.

STUDENTS RIGHTS

The right of students to freedom of expression shall not be abridged, **provided that such right shall not cause any disruption or disorder within the school.** Freedom of expression shall include without limitation, the rights and responsibilities of students, collectively and individually, (a) to express their views through speech and symbols, (b) to write, publish, and disseminate their views, and to assemble peaceably on school property for the purpose of

expressing their opinions. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the Principal (or designee).

No expression made by students in the exercise of such rights shall be deemed an expression of school policy, and no school officials shall be held responsible in any civil or criminal action for an expression made or published by students.

Freedom of Speech. Students' right to free speech comes with the following restrictions:

- What a student says may not disrupt the work and discipline of the school in a material or substantial way.
- A student's words may not incite others to disrupt the work or discipline of the school or disobey the laws.
- No students may be obscene.
- Students may not say (slander) or write things about (libel) another person that damage that person's reputation and are not true, if they know the statement to be false or don't care where it is true or false.
- Students may not use fighting words, that is, words which when spoken are likely to produce a violent action. Included in this category would be racial, sexual, ethnic, or religious slurs.

Freedom of Press. Students may express their opinions in publication and other written materials as long as it follows standards of good taste. Unofficial or underground publications distributed at school will not be censored so long as they are signed by the author(s), and are not disruptive, defamatory, obscene, or containing "fighting words." Intrinsic Schools reserves the right to regulate the content of "school sponsored express activities." A sign posted must be signed by the person who puts it up and must be posted in the designated area in the school.

Freedom of religion. Students have the right to be absent from school for observance of the holy days of their religion. Parents/guardians must notify the Advisor and the school office in writing **prior** to the absence. An absence for religious reasons does not count as an official absence from school.

Search and Seizure. Any searches of lockers *will* be conducted solely for the safety and well being of the Intrinsic community. Mass searches of lockers are permitted when the Principal (or designee) deems that a threat to the safety of the school exists.

Ownership of lockers is maintained by Intrinsic Schools and student use is subject to the right of the school administration to have access to the lockers at any time for cleaning or to search for illegal or dangerous materials.

Right to equal education. Intrinsic School students cannot be prevented or discouraged from participating in any school activity because of race, gender, sexual preference, religious, national origin, or handicap.

Right to access. All public events for parents, students and community members for whom an announced site for a school program or event is not useable may request 10 days in advance that they program be relocated into a site which would meet their needs to the extent it is possible. Requests should be made to the Principal of the campus.

What to do if rights are violated. Students are encouraged to take to their advisor, their teachers, their Principal, or someone else in the School. Any member of the school community who believes he/she has been subject to or bears witness to discrimination on the basis of race, gender, age, sexual orientation, religion, national origin, disability, or handicap may file a complaint with the school Principal. The Principal will make a determination in the matter.

STUDENT INITIATED GROUPS

Non-curriculum related student groups can meet on school premises for purposes of religious, political, or philosophical discussion during non-instructional time if approved by the building Principal, subject to the following:

- Attendance at the meeting must be voluntary and student initiated;
- The meeting will not be school-sponsored;

- One or more school employees shall be present in a non-official capacity only;
- Non-school persons may not direct, conduct, control or regularly attend meetings; and
- All school rules, applicable laws and the constitutional rights of other persons must be observed.

Approval by the Principal may not be denied on the basis of religious, political, philosophical or other content of the speech at a meeting unless the meeting does, or is likely to, materially and substantially interfere with educational activities within the school, is unlawful or is in violation of any applicable School District policies or school rules.

Non-curriculum related student groups shall also be granted the following:

- Access to classrooms in the school for meetings and events during non instructional time;
- Access to designed bulletin boards, upon which student groups may post written materials that have been reviewed and signed by a faculty member or administrator at the school (a disclaimer of school sponsorship may be required on such written materials);
- The ability to submit student group announcements to be made during advisory periods;
- The opportunity to hold fund raising activities and engage in community service;
- Access to scrolling video screens where announcements and events are communicated; and
- Inclusion of the group in the school yearbook.

Non-curriculum related student groups cannot participate in or make presentations as a group to community meetings held in the school. In addition, the school shall not expend public funds to non-curriculum related student groups for transportation, teacher/sponsor salary, textbooks, equipment, uniforms, activity accounts, and anything else beyond the cost of activities and opportunities listed above.

MEDICAL POLICIES

Records and Physical Exams—In order to enroll at an Intrinsic School, every student must have an up-to-date physical, health records, including immunizations. Students will be excluded from school until that record is provided or until record of an upcoming medical appointment is provided by parent/guarding.

Medications—If a student requires medication during school hours, the distribution of the medications will be supervised by the Office Manager or Social Worker under the following guidelines required by state law:

- Prescription medications must be supplied in the original pharmacy container.
- The container must be identified with the following information: Student name, Name of medication, Doctor's name and Phone number, Pharmacy and Phone Number.
- Parents/guardians must sign the appropriate administration forms.
- Non-prescription medications must also be supplied in the original container and must be accompanied by written consent from parent/guardian.

All medication must be placed in a locked box in the main office. In order to administer any prescribed medication to a student, there must be a doctor's note on file. For any over the counter medication, a note signed by the parent must be present. Furthermore, a log will be kept on file that indicates the following: Name of student, Name of medication, Date, Time, and Who dispensed medication.

Students are responsible for coming to the main office to receive their medications at the appropriate time.

Students are not allowed to have medications in their possession or in their lockers. This includes any over the counter medications.

POLICY ON MANDATED REPORTING OF ABUSE/NEGLECT

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reported are required to report suspected child maltreatment **immediately** when they: "have reasonable cause to believe that a child who is under 18 years old known to them in a professional or official capacity has been harmed or is in danger or being

harmed-physically, sexually, or through neglect and that a caregiver either committed the harm or should have taken steps to prevent the child from harm.”

1. Once any staff member becomes aware that a student may be the victim of abuse or neglect, they must:
 - a. Call the DCFS hotline at (800)-25-ABUSE,
 - b. Notify the Dean of Culture or Social Worker, and
 - c. Complete an Intrinsic incident report
2. When calling the hotline, the staff member must have the following information (or as much as is known): the name, birth date, and address of the alleged victim; the name, address, age or birth day, and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim; and a description of the incident (time/date, place in which it occurred, and indication of intention to harm). The staff member should also have the names and ages of other children in the household, information as to whether or not English is fluently spoken by the parents and the work phone number of the alleged perpetrator.
3. While these steps are taking place, the social worker will assist both the faculty member and the student in understanding the ramifications of the call. The social worker will debrief the student, and, when appropriate, will contact the parent(s)/guardian.
4. No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.
5. Physical abuse is defined as occurring when a parent or person responsible for the child’s welfare “inflicts or allows to be inflicted upon such child physical injury, by other than accidental means.” Common injuries include bruises, human bite marks, bone fractures, and burns. Physical abuse also occurs when the caregiver or parent created a substantial risk of physical injury by shaking, throwing, choking, smothering, or pushing the child into fixed objects. Acts of torture are defined as “deliberately inflicting cruel or unusual punished which results in physical or mental suffering.” When reporting physical abuse, it is important to document the presence of any injuries.
6. Sexual abuse is defined as occurring when a person responsible for the child’s welfare commits sexual penetration, sexual exploitation, sexual molestation, or when a young child contracts a sexual transmitted disease. A child’s disclosure of sexual abuse will be handled sensitively. When a student attempts to disclose sexual abuse, the teacher or staff member will listen attentively while maintaining a calm demeanor. The mandatory reporter will pay very careful attention to the disclosure of sexual abuse, but will not encourage the student to disclose information in addition to what is being given voluntarily. Staff will take very careful notes, writing the student’s words verbatim as much as possible. The student will be referred immediately to the school social worker.
7. Neglect occurs when a person responsible for the child “deprives or fails to provide the child with adequate food, clothing, shelter, or medical treatment,” or when an adult “provides inadequate supervision of a child (particularly small children).”

POLICY ON STUDENT RECORDS

The following policies and procedures were developed in compliance with the Illinois School Student Records Act and the rules and regulations to govern school student records, effective March 24, 1976, issued by the Illinois State Board of Education.

Definition of Student Records

1. “Student Records” shall mean any written or recorded information concerning a student by which a student may be individually identified and which Intrinsic Schools maintains.

2. Recorded information maintained by a staff member for his or her exclusive use, or his or her substitute, shall not be considered a part of the student records.

Student Permanent Record

The Student Permanent Record shall consist of:

1. Basic identifying information, including student's name and gender
2. Academic transcript, including grades, class rank, graduation dates, grade level achieved and scores on college entrance examinations
3. Attendance records
4. Health records and accident reports
5. Honors and awards received
6. Record of release of permanent record information

Temporary Records

The Student Temporary Records shall consist of all information not required to be in the student's permanent record and may include:

1. Family background information
2. Intelligence test scores, group and individual
3. Aptitude test scores
4. Reports of psychological evaluations including information on intelligence, personality and academic information through test administration, observation or interviews
5. Elementary and secondary achievement level test results
6. Participation in extracurricular activities
7. Teachers' anecdotal records
8. Disciplinary records
9. Special education files, including the reports on which placement or non-placement was based on all records and tape recordings to special education hearings and appeals
10. Any verified reports or information from non-educational persons, agencies, or organizations
11. Other verified information of clear relevance to the education of the student
12. Record of release of temporary record information to individual not on the school staff

Inspection of Student Records

1. Parents shall have the right to inspect, challenge and copy student records of that parent's child until one of the following events occurs:
 - a. The student attains 21 years of age; or
 - b. The student attains 18 years of age-and declares himself or herself financially independent of his or her parents.
2. Students shall have the right to inspect and copy their permanent record. Students shall not have access to their temporary records until they:
 - a. Attain 18 years of age,
 - b. Graduate or,
 - c. Assume financial independence.
3. Student records shall be made available to parents and eligible students within fifteen (15) school days of the time a written request for review is submitted to the records custodian.
4. Whenever access to student records is granted to parents or students, a qualified staff member shall be present to interpret information contained in these records.
5. Copies of student records shall be provided to eligible parents or students at a cost of 25 cents per page. No parent or student shall be denied a requested copy of student records due to inability to bear the cost of such copying.

6. Whenever a parent or student desires a copy of information contained in the student's records, he or she shall:
 - a. Submit a written request to the administrative team; and
 - b. Pay the school 25 cents per page of copy.

Right to Control Access of Student Records

School officials shall release records to the official records custodian of another school in which the student has enrolled or intends to enroll upon the written request of such official or student, provided that the parent receives prior written notice of the nature and substance of that information. Parents may, upon written request, inspect, copy and challenge such information.

Once parents have been notified of their right to inspect, copy and challenge information to be transferred to another school and the parents do not respond within ten (10) school days, the records shall be forwarded to the requesting school.

Access to Records without Parent Consent

1. School staff members who have a current and legitimate education interest in the student records shall have access as needed for professional purposes to both the student's permanent and temporary records.
2. School officials shall release student records without parent permission pursuant to a valid court order or subpoena presented by local, state or federal officials. However, the school officials shall notify the parents in writing the judicial order and the information so provided.
3. Student records may be made available to researchers for statistical purposes, provided that: a) Permission has been received from the State Superintendent of Education; and b) No student or parent shall be personally identified from the information released.
4. Information may be released without parental consent in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.
5. If student is 18 years of age and the student is financially independent of parents, the student may request the parents be denied access to his or her records.
6. A student who desires to declare himself or herself financially independent of his or her parents shall submit a request in writing to the school's records custodian.

Challenge Procedures

1. A parent shall have the right to challenge the accuracy, relevance or propriety of any entry in the student records of his or her child, exclusive of grades. A request to challenge the contents of a student record shall be made in writing to the school by the parents and shall state in specific terms what entries in their child's record are being challenged.
2. The Principal shall conduct an informal conference with the parents within fifteen (15) school days of the receipt of the written challenge.

Maintenance of School Records

1. Student permanent records and the information contained therein shall be maintained for a period of sixty (60) years after the student has transferred, graduate, or permanently withdrawn from school.
2. Student temporary records shall be maintained until August 1st of the year the student transfers, graduates or permanently withdraws from school. The records of special education students shall be maintained for a period of three (3) years. Information maintained by staff members for their exclusive use shall be destroyed by the staff member maintaining the information no later than the student's transfer, graduation, or permanent withdrawal from the school.

The Principal shall be responsible for having all student records verified and to eliminate or correct all out-of-date, misleading, inaccurate, unnecessary or irrelevant information on all students' files.

SCC: Appendix A

Procedural Guide for Students with Disabilities

School officials may suspend students with disabilities and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing special education procedural safeguards. Saturday, and before-and after-school detentions do not count toward the 10 day limit. Additionally, if students with disabilities are provided with special education services, in-school suspensions do not count toward the 10-day limit. Principals are not required to suspend students with disabilities for the mandatory periods set forth in this Code for a single offense. The principal has the discretion to be flexible in the amount of days of suspension given to students with disabilities. Students with disabilities can be suspended in excess of 10 school days in certain circumstances. **In order to suspend a student with a disability in excess of 10 school days, the Office of Special Education and Supports, Dispute Resolution (773) 553-1905 MUST first be consulted for approval.** When the school officials anticipate a referral for expulsion or for emergency alternative placement, the following apply:

1. Provide written notice to the parent/guardian or surrogate parent of the intervention or consequence being considered and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to discipline the student.
2. The IEP team must:
 - a. Determine whether the misconduct is related to the student's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:
 - i. The conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or
 - ii. The conduct in question was the direct results of the school's failure to implement the student's IEP.
 - b. Review and revise, if necessary, the student's existing behavior intervention plan or, develop a functional behavior assessment and intervention plan to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.

If the student's behavior is not a manifestation of the disability, school officials may apply the Student Code of Conduct, taking into consideration the student's special education and disciplinary records.

If no event, however, may the student be suspended for more than 8 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur.

Students with disabilities may be placed in an interim alternative educational setting for a maximum of 45 school days, even in instances where the student's misconduct is ultimately determined to be a manifestation of his or her disability.

Students with disabilities may be referred for emergency alternative placement when in possession of weapons, large amounts of drugs, or for inflicting serious bodily harm on another person while on school grounds or at a school sponsored event. The parent or legal guardian may request a due process hearing to challenge the emergency alternative placement.

For students with disabilities whose misconduct presents a danger to themselves or others in a manner other than those specified above, please consult with the Office of Due Process and Mediation, as the Chief Executive Officer may request that a hearing officer order a 45-day emergency alternative placement. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

Federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 school days per year, consultation by the school with the Office of Due Process and Remediation (773-553-

1905) is absolutely necessary. **Without such consultation and approval from the Department, the 8-day school limit on out of school suspensions will continue to apply.**

All procedural safeguards contained in the SCC and this Appendix are equally applicable to those students with 504 plans.

INTRINSIC SCHOOLS PROMOTION POLICY

Please see Appendix 2.1.b.1 2015-2016 Student Code of Conduct.

INTRINSIC SCHOOLS GRADUATION POLICY

Please see Appendix 2.1.b.1 2015-2016 Student Code of Conduct.

INTRINSIC SCHOOLS STUDENT DISCIPLINE POLICY

Please see Appendix 2.1.b.1 2015-2016 Student Code of Conduct.

CEO

MELISSA MEGLIOLA ZAIKOS

4517 N. Artesian
Chicago, IL 60625

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melissazaikos@gmail.com

SUMMARY

Experienced K-12 executive with excellent track record of increasing academic performance. Strong record of developing school principals, implementing rigorous academic programs and driving individual student growth. Former business strategy consultant with results-oriented reputation for engaging stakeholders, building teams and applying rigorous analysis of data to complex, systems-wide challenges.

EDUCATION, FELLOWSHIPS & AWARDS**Broad Fellow**

The Broad Fellowship for Education Leaders

2011

The Broad Residency in Urban Education

2005

Chicago Council on Foreign Relations, Emerging Leader

2009

Masters of Business Administration

2000

Harvard Business School, Boston, MA

Bachelors of Science in Industrial Engineering

1995

Texas A&M University, College Station, TX

Recipient of Buck Weirus Spirit Award – given by alumni association for campus leadership

1993

PROFESSIONAL EXPERIENCE**INTRINSIC SCHOOLS**

2012 - Present

CEO & Principal

Chicago, IL

In early stage development of a new CMO that will rigorously personalize learning via both excellent teaching and adaptive technology to better prepare many more students for success in college and beyond. First school opened 2013 with plans to open five schools.

CHICAGO PUBLIC SCHOOLS

2011-2012

Chief of Elementary Schools

Chicago, IL

Supervised network of 31 public elementary schools (K-8) serving 22,000 students in third largest urban district in the country (435,000 students). Network has 96% students of poverty, 30% English language learners, 15% African American, 69% Hispanic, 12% other and 4% Caucasian.

Organizational Leadership

- Recruited, supervised, and evaluated principals. Hired principals in coordination with local school councils. Assessor for district principal eligibility pool.
- Managed staff of 10 to support and monitor school improvement efforts including instructional leadership team support, teacher professional development and the creation of each school's theory of action.
- Served as lead instructional expert in the rollout of common core standards in English and math across all schools.
- Increased use of data to inform instruction and set individual student goals aligned with a school-wide Response to Intervention (RTI) plan.
- Carefully crafted succession plan over several months before accepting CMO opportunity in order to maintain continuity for schools. Deputy was selected and all network strategies remain in place.

CHICAGO PUBLIC SCHOOLS **Chief Area Officer, Autonomous Zone**

2005 – 2011
Chicago, IL

Supervised 97 schools serving 76,000 students. Area supervised included 18 high schools, 77 elementary schools (K-8), and two early childhood special education centers. Schools in the Autonomous Zone were granted additional decision-making authority around budget, instructional materials and programs based on past performance. Area had 71% students of poverty, 11% English language learners, 19% African American, 53% Hispanic, 8% Asian, and 19% Caucasian.

Organizational Leadership

- Served on superintendent's executive leadership team, providing input into system strategic goals, budget, and continuous improvement.
- Managed \$7 million departmental budget and staff of 10 people to support principals and build teacher instructional capacity.
- Introduced NWEA growth assessments across all elementary schools to measure impact of each school on individual student growth.
- Designed systemic approach for RTI including data models to identify students and customized support for schools to select and deliver appropriate interventions.
- Created a pipeline program for highest performing principals to develop them as district leaders resulting in seven promotions to district executive roles.

Major Accomplishments

- Increased the percent of students meeting standards from 68% to 87% over six years.
- Increased the percent of students exceeding standards from 16% to 28% over six years.
- Five schools awarded National Blue Ribbon Award, the most of any Chicago area.
- 70% of schools in the area are above the national average for growth in reading and 72% in math (measured by NWEA).
- Led the district with freshman on-track-for-graduation rate of 82%.
- Reduced the achievement gap between white and black students to 8.6% compared to district gap of 26%.
- Increased the number of students enrolled in college from 72.9% to 75.6%, largest area gain in the district.

Senior Project Manager

2003 - 2005

- Developed and managed district high school improvement strategy in 12 high schools. Resulted in rollout of new instructional materials, benchmark and summative assessments and coaching model for math, English and science.
- Secured largest grant ever given by the Bill and Melinda Gates Foundation directly to a public school district (\$21.3 million) as of 2006.
- Saved over \$5 million and improved the quality of services by developing a strategic sourcing plan for therapeutic day schools.
- Revamped paper Individual Education Plan (IEP) to on-line system.

DELOITTE CONSULTING

1995-1998 and 2001-2003

Manager, Strategy & Operations

Chicago, IL

- Promoted from Senior Consultant in 2002
- Led projects in strategic planning and operational improvement, primarily with large retail and consumer packaged goods, public sector, and non-profit clients.

DIAMONDCLUSTER INTERNATIONAL

2000-2001

Senior Associate

Chicago, IL

- Managed post-merger integration of two global professional services firms. Left after being recruited back to Deloitte Consulting.

PROFESSIONAL & COMMUNITY ACTIVITIES

- Executive Committee and Board Member, Cristo Rey Jesuit High School, 2008- present
- Board Member, Broad Center 2009-2010
- Harvard Public Education Leadership Program 2007
- Harvard Business School Club of Chicago, Statesman Dinner Chairman, 2005- 2007
- Ravinia Festival Associates Board , 2003-2007
- Joffrey Ballet Associates Board, 2001-2003
- Friends of Audubon Elementary School (parent organization)

PRESENTATIONS AND PUBLICATIONS

- Panelist, Deloitte All Analyst Summit, 2011
- Panelist, Broad Residency Orientation, Supervisor Orientation, Recruiting (2004-2011)
- Featured on WBEZ Radio (NPR) - *Chicago Tries Management-Style On Schools*, March 10, 2010
- Featured in *Education Week* - "Best Minds Sought for Central Office, Startups, " March 12, 2009
- Featured in the book, The Secret of TSL: The Revolutionary Discovery that Raises School Performance, William G. Ouchi, Simon & Schuster, 2009
- Featured in Harvard Business School Case Study "Managing the Chicago Public Schools", Dick Elmore, Allen Grossman, Caroline King, October 5, 2006
- Panelist, Kellogg Women Business Association Conference, 2005

Proposed Principal

Michelle Trojan

925 W. Dakin, Chicago IL 60613
773.391.0116
michelle.trojan@gmail.com

EDUCATION 2012-2013	COLUMBIA UNIVERSITY, TEACHERS' COLLEGE: SUMMER PRINCIPALS' ACADEMY Masters in Educational Leadership, August 2013	
2004-2008	UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN Bachelor of Arts in History, May 2008 President of Sigma Kappa Sorority	
LEADERSHIP EXPERIENCE 2014-Present	INTRINSIC SCHOOLS Dean of Culture <ul style="list-style-type: none">• Coordinate and implement school-wide behavior management system.• Facilitate staff trainings on classroom management and school culture.• Train teachers to develop minute-by-minute routines and clear classroom expectations.• Monitor and analyze weekly behavior data, including demerits and EPIC points, detentions, and suspensions.• Conduct regular school culture walkthroughs.• Observe lessons and provide actionable feedback to teachers.• Supervise school entry, breakfast, lunch, dismissal and transitions.• Collaborate with school social worker and special education teachers to excuse individualized behavior interventions when needed.• Partner with parents and families to build school-wide community.• Assist with community meetings to build school culture.	Chicago, IL
2013-2014	ROWE-CLARK MATH & SCIENCE ACADEMY Dean of Students <ul style="list-style-type: none">• Created and maintained master schedule for over 60 staff members and over 625 students.• Developed Response to Intervention (RtI) protocol and implement school-wide using appropriate student data.• Coordinated school events dealing primarily with promotion or student records, including summer enrollment and quarterly report card conference days.• Developed and used data tools that provide management teams with up to date snapshots of current student performance.• Reported data analysis that analyzes school and student information to identify trends, relationships, and leading indicators of student outcomes.• Managed grade level chairs and advisory chairs regarding academic achievement and promotional requirements.• Completed advisory observations and provide feedback to advisors.	Chicago, IL

- Designed "Social Media Awareness" curriculum for 10th and 11th grade advisories and develop advisory curriculum according to College Completion Standards for 9th and 12th grade advisories.
- Coordinated Summer of a Lifetime college programs for 165 sophomore students.
- Organized and maintained enrichment credit for all students in regards to promotional requirements.
- Managed and enforced school behavioral expectations, including school culture and attendance policies.

2012-2013

ROWE-CLARK MATH & SCIENCE ACADEMY

Chicago, IL

Principal Intern

- Developed and maintained both master teacher schedule and student schedules that impacts 55 staff members and over 600 students.
- Evaluated the school's performance in relation to ELCC standards.
- Completed teacher observations within Social Science Department.
- Assessed school budget and recommended strategies from improving resource allocation to leverage student achievement.

2012-2013

ROWE-CLARK MATH & SCIENCE ACADEMY

Chicago, IL

10th Grade Lead Teacher

- Coordinated summer and academic year curriculum implementation and strategy for the 10th Grade teaching team that impacts over 160 students.
- Prepared and presented professional development workshops at biweekly Grade Level Team meetings.
- Completed Response to Intervention protocol for 10th grade students.
- Mentored first-year 10th grade American Literature teacher.

2011-2013

ROWE-CLARK MATH & SCIENCE ACADEMY

Chicago, IL

Social Studies Department Chair

- Coordinated summer and academic year curriculum implementation and strategy for the Social Studies Department that impacts 600 students.
- Prepared and presented professional development workshops at weekly Academic Team meetings.
- Completed teacher observations regarding both content standards and College Readiness Standards.
- Mentored first-year Advanced Placement World History teacher.

**TEACHING
EXPERIENCE**

2009-2013

ROWE-CLARK MATH & SCIENCE ACADEMY

Chicago, IL

U.S. History and Advanced Placement U.S. History Teacher

Selected to teach in the high-performing charter school network, Noble Street Charter Schools, on the west side of Chicago.

- Created and implemented a reading intensive AP U.S. History curriculum for 50 sophomores that resulted in an average 2.75 points of growth on the end of year state reading assessment in 2011-2012 and an average of 3.2 points of growth on the end of year state reading assessment in 2012-2013.

- Created and implemented reading intensive U.S. History curriculum for 140 students that resulted in 1.7 point increase on end-of-year state test reading test during the 2010-2011 school year, a 1.6 point increase during the 2011-2012 school year and a 1.85 increase in the 2012-2013 school year.
- Designed content-focused Advanced Placement U.S. History curriculum for sophomore and senior scholars that resulted in the highest passing rate for sophomore scholars in the Noble Network.
- Advised twenty-one 12th grade young men to ensure that all reach promotional requirements.
- Developed the first varsity volleyball program and served as the Head Varsity Coach.
- Directed Student Government Executive Board to plan all school-related functions, including spirit week, Homecoming, and fundraising events.

2010-2011

TEACH FOR AMERICA

Chicago, IL

Institute Curriculum Writer

- Analyzed and rewrote the social studies curriculum, including unit plans and trackable assessments, for Teach for America's Chicago Institute which impacted 80 Corps Members and 1,000 high school students in remedial social studies.

2008-2009

**RICHARD MILBURN ALTERNATIVE SAFE SCHOOL/TEACH FOR AMERICA Chicago, IL
Social Studies Department Chair/Social Studies teacher**

Selected as one of 3,700 out of 25,000 applicants to serve in national service corps committed to teaching in under-resourced communities and becoming life-long leaders to expand opportunities for all children.

- Planned rigorous curriculum resulting in an average of 80% content mastery in all social studies classes.
- Developed and presented afterschool workshops for female students on professionalism, relationships, and college preparedness.

**OTHER
EXPERIENCE**

2008-2012

CHICAGO WHITE SOX

Chicago, IL

Chevy Pride Crew

- Executed all in-game promotional activities, including pre-game interactions with fans and live-read microphone film shots.
- Selected as Employee of the Homestand in 2008, 2009, 2010, 2011, and 2012.

**SKILLS AND
INTERESTS**

Interested in leading dance and fitness classes, travel, and photography.

MATTHEW SHAW

2517 N. Bosworth Ave. • Chicago, IL 60614 • (773) 680-0446 • mshaw@mdsadvisors.com

PROFILE

Non-profit executive with expertise in:

- Financial Modeling
- Fiscal Management
- New School Design and Development
- School Operations
- School Start-up
- School Reviews
- Strategic Planning
- Proposal Writing

EXPERIENCE

2005-present **BUSINESS AND STRATEGIC CONSULTANT, EDUCATION REFORM INDUSTRY** Chicago, IL

Initiate and conduct business, strategic and management consulting projects for organizations engaged in education reform. Project examples include:

Intrinsic Schools

Serve as the CFO of Intrinsic Schools and provide strategic, financial and operational guidance to the CEO and Board. Developed a fully dynamic, multi-site financial model for Intrinsic Schools, oversaw the preparation of the network's charter school applications as well as applications for grants and funding.

SUNY Charter School Institute (CSI)

Developed the SUNY CSI request for proposal business plan criteria for charter schools applying for replication. Created associated applicant guidance as well as evaluation guidelines for reviewers. Trained SUNY CSI staff in the review of business plan submissions and reviewed applicant business plans.

KIPP San Antonio

Participated on a business planning team to develop a plan KIPP San Antonio's growth from five to fifteen schools. Developed a fully dynamic, multi-site financial template to inform strategic decision making.

LEARN Charter School Network

Provided strategic and financial guidance to LEARN for a number of projects including: its successful application to the Charter School Growth Fund, its charter school application appeals to the Illinois State Charter School Commission, and its annual budget review process.

*New Schools for Chicago (NSC)*Financial Analysis

Served as a financial analyst for NSC with a focus on multi-site charter schools in Chicago. Reviewed budgets and audited financials for charter school networks. Provided NSC with insight into the financial health of these organizations as well as the financial impact of the schools' expansion plans.

Charter School Application Review

Reviewed charter school applications for Chicago Public Schools (CPS) on behalf of NSC. Focused on the applicants' finances, fiscal management, operations and governance. Interviewed applicants and provided both NSC and CPS with targeted feedback on the application.

ACT Charter School

Advised school leadership and the board of directors as they prepared to close the charter school. Conducted financial due diligence to advise the board of the school's financial position and created forecasts for the school's finances through closure. Prepared a closure plan and associated timeline. Managed the school's final audit process.

Noble Network of Charter Schools / New Schools for Chicago

Created a customized budget forecasting tool for the Noble Network of Charter Schools. Analyzed historic financial data to identify trends, assessed the network's financial health and made recommendations for future financial decisions. Prepared multiple financial scenarios to assist senior management in strategic decision making.

National Association of Charter School Authorizers

Developed a financial performance framework for authorizers to use in evaluating the fiscal health of their charter schools. Piloted the framework with six authorizers across the country and provided them with technical assistance in its implementation.

Replicating Quality Schools

Serve as a permanent faculty member of the Replicating Quality Schools series of workshops that support emerging networks of schools in developing business plans for expansion. Lead workshops related to strategic financial planning and growth and serve on panels related to all aspects of school replication. Provide targeted coaching and support to school teams in the development of their strategic plans.

2001-2005	PERSPECTIVES CHARTER SCHOOL <i>Director of Operations</i>	Chicago, IL
	<ul style="list-style-type: none"> Served as Chief Operating Officer and Chief Financial Officer. Oversaw and executed all activities pertaining to the school's operations, finances, facilities, human resources, compliance, and technology. Created budgets, managed financial reporting and oversaw audits. Participated in strategic planning for expansion and school replication. Collaborated with Board of Directors on school operations and policies Developed relationships with government agencies and external partners. Supervised staff of ten direct and indirect reports. 	
	<i>Major accomplishments</i>	
	<ul style="list-style-type: none"> Managed all phases of design and construction for an award-winning school building. Negotiated a \$5.5 million bond issue, credit enhancements and banking relationships. Led organization's growth over two years from a \$2 million to \$4 million annual budget. Created tools to enhance operational effectiveness, e.g. employee handbook, accounting protocols, internal control policies, and technology plan. 	
1996-2001	NEW YORK FOUNDATION FOR SENIOR CITIZENS, INC. <i>Program Director - Senior Training and Employment Program</i>	New York, NY
	<ul style="list-style-type: none"> Managed a government funded job-training program for low-income individuals 55 and older. Designed a program model expanding service levels by 50% with a 20% increase in funding. Wrote funding proposals and negotiated contracts with New York City agencies. Directed the service delivery for over 100 clients per year at two training facilities. Supervised a staff of nine counselors, instructors and job placement professionals. 	

EDUCATION

2002-2006	KELLOGG SCHOOL OF MANAGEMENT NORTHWESTERN UNIVERSITY Master of Business Administration, June 2006	Chicago, IL
1989-1993	WASHINGTON UNIVERSITY Bachelor of Arts in French and International Studies, May 1993	St. Louis, MO

Director of Personalized Learning

EDUCATION & CERTIFICATION-----Intrinsic Schools Design Team Resumes-----

Master of School Leadership and Type 75 Certification, Chicago, IL, *May 2013*

- Concordia University

Illinois Gifted Education Certification, Illinois Association for Gifted Children, *May 2010*

National Board Certification, *November 2008*

- IL Master Teacher Certification: Early Adolescence/Mathematics, 2008 – 2018

Master of Science in Mathematics Education, Chicago, IL, *July 2007*

- Illinois Institute of Technology

IL Standard Secondary Teaching Type 09 certification, *September 2001*

- Mathematics (grades 6 – 12), Middle School Endorsement

Bachelor of Science in Education and Social Policy, Evanston, IL, *June 2001*

- Northwestern University, Concentration: Mathematics

EXPERIENCE & ACTIVITIES-----

Director of Personalized Learning, Intrinsic Schools, Chicago, IL • April 2012 – Present

- Refine Intrinsic's evolving academic model
- Strategize and execute on key academic and operational decisions
- Develop and provide on-going professional development support
- Served as the lead author on the academic vision in the Request for Proposal process

Instructional Support Leader, Pershing Network, Chicago, IL • July 2011 – April 2012

- Facilitated EXPLORE®, Common Core Mathematics Standards, and Differentiated Math Instruction with NWEA data training for administrators and teachers
- Facilitated a network-wide Algebra Professional Learning Community
- Provided support for developing school-wide Response to Intervention (RtI) Plans

RtI Coordinator/Instructional Manager, Autonomous Schools, Chicago, IL • Aug. 2010 – July 2011

- Led Response to Intervention and Professional Learning Communities training for administrators and teachers
- Provided site-based support for RtI at 66 AMP Schools

Teacher, Whitney M. Young Magnet High School, Chicago, IL • July 2005 – July 2010

- Math Teacher – 7th grade, gifted and 9th grade Honors Algebra I, 10th grade Geometry
- Math Team Head Coach, Math Team Assistant Coach
- Community of Learners vertical (content-area)/horizontal (grade-level) team member
- Member of school-wide committees & district-wide (Chicago Math & Science) panels
- Mentor for a student observer from Northwestern University (2006 – 2007)
- National Junior Honor Society Faculty Council member (2005 – 2010)
- Certified SMART Technologies Peer Educator – Presented sessions to colleagues effective use of various instructional technologies
- Piloted and utilized mathematics software and devices in the classroom

Teacher, Global Visions Academy (Bowen H.S.), Chicago, IL • August 2004 – July 2005

- Math Teacher – 9th grade double-block of Algebra Problem-Solving
- Co-founder of the school's teacher/student mentoring program (G.O.A.L.S.)
- After-school math teacher for the Lighthouse Program, Peer Jury Co-Advisor
- Lead Presenter at the Chicago Small Schools Action Research Forum

Teacher, F. H. Tuttle Middle School, South Burlington, VT • December 2001 – June 2004

- Math Teacher – 6th/7th Grades and 7th/8th Grades Accelerated Math (Looping Classes)
- Creator and Director of an after-school math tutoring and homework program
- Yearbook Advisor (2002 – 2004)
- Partners for Equitable Schools Committee Member (2003 – 2004)
- FHTMS Above & Beyond Teacher of the Month (February 2003)
- Selected member of the district-wide Mathematics Vertical Team (2002 – 2003)
- Tutor for homebound and home-schooled students (2002 – 2003)

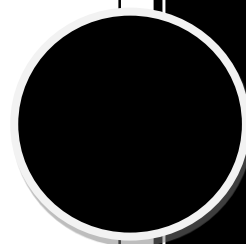
Research Assistant, Northwestern University, SESP, Evanston, IL • June 2000 – October 2000

- Assisted in an on-going research project studying the use of discourse as an effective instructional strategy in teaching mathematics (in 2nd, 3rd & 8th grade classrooms)

Golden Apple Scholar, Golden Apple Foundation, Chicago, IL • June 1997 – Present

- Assisted in the Golden Apple Scholar selection process (2006 and 2012)
- Taught at Hyde Park Career Academy, Summer Enrichment Program (1998)
- Taught at Oscar Mayer Elementary School, Summer Bridge Program (1997)
- Participated in summer seminars on effective teaching methodologies and reflective practice (1997 – 2000)

REFERENCES AVAILABLE UPON REQUEST-----



Director of Technology

Director of Technology
for Intrinsic Schools

Education

DePaul University, August 2004 to June 2006
Major: Computer Science

DeVry University, August 2006 to January 2007
Major: Network Systems Administration

Northeastern Illinois University, August 2009 to May 2010
Major: Computer Science

Work Experience

07/2013 to Present
Intrinsic Schools, Chicago IL
Director of Technology

08/04 to 07/07, and 05/08 to 07/2013
Northside College Prep High School, Chicago, IL
Technology Coordinator

Duties:

- Train faculty on various pieces of software and hardware
- Help teachers find tech solutions to their lesson plans
- Maintain a student TechCrew and work with the students for an hour every morning
- Implements and maintains webserver environment such as MySQL databases, IIS, PHP, etc.
- Troubleshoots phone issues and communicates problem to correct department to get issue resolved
- Preps Language Lab and proctors all AP tests that require a computer
- Maintains internship program to mentor college students on working in the technology field
- Maintains language lab by ensuring all computers, headsets, and specialized software is functioning as it should
- Maintains 20 individual desktop recording studios where students can create, edit, and master musical recordings
- Maintains Language Lab of 29 computers where a master console can network with student console to distribute digital media
- Maintains inventory of over 100 software titles that are installed throughout the building
- Software management
 - Creating custom images
 - Scripting of software updates
 - Troubleshooting software issues
 - Monitors software licensing
- Hardware management
 - Inventory
 - Adding/removing/recycling additional assets
 - Troubleshooting LAN equipment such as printers, computers, scanners, faxes, and other peripherals
 - Troubleshoots computers and printers and handles contacting technicians when repairs are

necessary

- User management
 - Assigning of user security rights and setting share permissions
- Server management
 - Installed servers and implemented software for two file servers, backup infrastructure, PrintAudit Print Management Software and print server, DeepFreeze, Symantec Ghost, School Website, Moodle Class Management Software, DyKnow Collaboration and Monitoring Software, Microsoft SQL, MySQL

02/12 to Present
Concordia Place
Youth Mentor/Garden Consultant

Duties:

- Mentor 20 - 35 teens on a how to grow vegetables in two garden sites
- Teach topics such as seed starting, composting, storm water management, and nutrition

09/10 to 12/12
Urban Habitat Chicago
Staff

Duties:

- Site administrator for community gardens in Logan Square and Albany Park
- Web Committee during development and transition to new website
- Youth mentor after school at site in back of Northside College Prep High School

07/2007 to 05/2008
Apple Inc
Mac Genius

Duties:

- Provide customer service to consumers
- Troubleshoot computers, iPods, iPhones
- Diagnose software and hardware issues
- Repair desktop and notebook computers

SOLOMON LIEBERMAN

SolomonLieberman@gmail.com • 310.890.3737 • 1212 S. Michigan Ave., Chicago, IL 60605

EXPERIENCE**Intrinsic Schools****Chicago****Director of Media & Development****August 2013-Present**

- Leads all media efforts: website design and administration, marketing and communications, design.
- With the CEO, leads all development efforts: fundraising, branding and community engagement.
- Tasked with documenting Year One at Intrinsic via: ongoing interviews with staff and partners, photography and videography. The purpose of this effort is to produce a playbook for successfully launching a school such as Intrinsic.
- Works closely with members of the Charter Management Organization (CMO) to execute the mission and vision, with a clear focus on scalability and financial sustainability.
- Leads the Student Media Club and the Spoken Word Poetry club.

ChicagoSide Sports LLC.**Chicago****Co-founder, Creative Director****July 2011-August 2013**

- Conceived of and co-founded *ChicagoSide*, an online magazine which continues to serve Chicago as one of the most respected and most innovative providers of original content on the web. *ChiSide* has partnered with and been cross-published by *The Chicago Sun-Times*, *The Wall Street Journal*, *Chicago* magazine, *Crain's Chicago Business*, *Time Out Chicago*, as well as national media.
- Along with business partner, built every aspect of the business, from forming the LLC to managing HR, budget management, insurance, editorial strategy and creative direction, advertising, marketing and communications.
- Secured consistent revenue via web-to-print syndication partnerships and web advertising. Managed upwards of 8 staff, as well as vendors and partners. Led all creative efforts, from web design to photography and videography.

Better Government Association**Chicago****Web Editor****July 2010-January 2012**

- Conceptualized and managed the re-launch of the BGA's digital suite (website, blog, communication tools, social media, etc.) and worked closely with the CEO to achieve goals toward remaking the brand across Chicago.
- Led all digital efforts across the BGA's core areas: investigative journalism, policy advocacy, fundraising and membership. Ran the website and functioned as a managing editor and creative director for all content.
- Worked closely with development team, managed key relationships with foundations, guided digital-centric campaigns, and was a key player and remaking the BGA's membership strategy.
- Contributed on multiple high-impact investigative projects, such as a yearlong investigation into the high costs of wrongful convictions, which was featured in *The New York Times* and won an Edward R. Murrow Award.

Stagnito Media**Chicago****Creative Director, eMedia/Editor****March 2009-July 2010**

- As creative director (promotion gained after nine months as associate editor): Tasked to lead digital innovation by conceptualizing, designing, and managing the development and administration of a network of 25+ websites, ranging from niche sites to sites that receive 2 million visitors per year.
- Worked closely with editors to strengthen the online editorial strategy, by holding weekly meetings, and by building a digital media guide for editors that educates on topics such as: writing headlines for the Web, posting/editing photos and videos, crowd-sourcing, hyperlinking and SEO, the strengths/weaknesses of social media.
- As associate editor: Worked closely with publishers and management team to stretch the boundaries of digital media in order to create initiatives that inform, educate, and entertain our communities, while also being financially viable

Northwestern University Center for Talent Development**Evanston, Ill.****Guest Teacher****March 2010**

- Taught a two-day seminar on journalism for a small group of gifted, Chicago-area seventh-graders

EDUCATION**Northwestern University, Medill School of Journalism****Evanston, Ill.****M.S.J.****Jan. 2008-Dec. 2008**

- Concentration in magazine publishing, digital strategy, feature writing, blogging and multimedia

University of Wisconsin, Madison**Madison, Wisc.****B.A., Political Science****1998-2002****SKILLS**

- **Design and Digital:** Web design, Wordpress, Photo/Videography, Adobe CS, Adobe Premiere, Audacity, CMS, HTML, Social Media.
- **Language:** Spanish

Board Secretary (Volunteer)

ARCHANA S. CHAWLA

120 Arthur Avenue, Clarendon Hills, IL 60514

Mobile: (773) 294-3072

achawla@alumni.nd.edu

PROFILE

Seven years experience providing corporate and transactional legal services to corporate clients, fund managers and investors. Responsibilities include negotiating and drafting documents, analyzing and formulating solutions to legal and business issues, advising senior executives and managing multiple projects, lawyers and staff. Recognized for strong negotiation, analytic and writing skills, poise, and ability to balance legal and business concerns.

PROFESSIONAL EXPERIENCE

Citadel Investment Group, L.L.C., Chicago, IL
Consultant

2005 – 2006

- Led negotiation of vendor contracts and other legal documents, including software, data, and services agreements. Work collaboratively with business leads in balancing legal and business objectives.

Citadel Investment Group, L.L.C., Chicago, IL
Vice President and Counsel

2004 –2005

Provided legal services to front and back office personnel of a \$12 billion hedge fund.

- Led negotiation of vendor contracts, including software and hardware, data, consulting services, educational services, banking, media, and other contracts.
- Advised business groups and negotiated transaction documents for infrastructure-related acquisitions and fund-related private investments.
- Drafted and negotiated employment documents and advised regarding employment matters.
- Assisted senior executives in implementation of annual incentive compensation programs.
- Advised front office personnel regarding conflicts of interest and internal firewalls.
- Worked with lawyers and senior executives on organization, management and compensation initiatives related to rapid firm growth.
- Worked with general counsel to develop and prepare materials for department training programs.
- Assisted in developing and implementing a strategy and system for organizing, processing and tracking the increasing volume of vendor contracts.
- Managed outside counsel. Supervised contracts manager.

Jones Day, Chicago, IL

Associate, Business Practice Group

2000 – 2004

Represented corporate clients, fund managers and investors in mergers and acquisitions, fund formations, fund investments and other corporate and commercial matters.

- Participated in all aspects of domestic and cross-border mergers and acquisitions and lending transactions for public and private companies, including negotiating and drafting transaction agreements, conducting due diligence, preparing public filings and conducting closings.
- Advised and assisted clients with respect to various corporate and commercial matters, including reorganizing corporate structure, forming joint ventures for commercial enterprises and negotiating major commercial contracts.
- Represented both principals and investors in private equity funds, including advising on fund structure and negotiating and drafting partnership agreements, subscription agreements, management agreements, information memoranda and other related documents.
- Firm Activities: Member of the Recruiting Committee and the Summer Committee.
- Pro Bono Activities: Presentation regarding business entity formation to Community Economic Development Law Project, Women's Self Employment Project; Representation of a Burmese woman seeking asylum.

ARCHANA S. CHAWLA

Page 2

EDUCATION

University of Michigan Law School, Ann Arbor, MI

Juris Doctor

1998

- Honors and Activities: Merit Award for legal research and writing; Legal Assistance for Urban Communities Clinic; Volunteer Student Tutoring Association; Women's Law Students Association.

University of Notre Dame, Notre Dame, IN

Bachelor of Arts with honors in English and Philosophy

1995

- Honors and Activities: Sigma Tau Delta (International English Honor Society); Board of Trustees Report on Undergraduate Education; Neighborhood Study Help Program; Catholic Worker House; South Bend Shelter for the Homeless.

BAR ADMISSIONS

Illinois - 2001

Ohio - 1998 (currently inactive status)

BOARD RELATED ACTIVITIES

Intrinsic Schools, Chicago, IL

Secretary of the Board

2012-current

Namaste Charter School, Chicago, IL

Board Member

2006 – 2011

Secretary of the Board

2007 – 2011

Maria Conduas

Experience

CHALK, LLC (Manager), Chicago, 2007 to Present

CHALK is a privately held consulting firm specializing in special education related professional development and program design to implement and sustain inclusive best practices, progress towards adequate yearly progress, enhance teaching effectiveness, and create and/or refine data collection tools used for monitoring and analyzing schools' ability to address least restrictive environment (LRE) and Individuals with Disabilities Education Act (IDEA) for students with disabilities.

Since inception, CHALK has worked primarily with the Chicago Public Schools focusing on developing system wide improvements in adherence to the spirit and requirements of IDEA and resolving matters related to complete settlement of the Corey H. Settlement Agreement. CHALK has provided numerous trainings on effective use of special education staff, inclusive master scheduling for students with disabilities, making the LRE decision, and implementing co-teaching approaches in the classroom to CPS principals, special education administrators, and individual schools. Currently, CHALK is providing consultative/training services regarding special education to schools designated as AUSL and Intrinsic Charter.

CHICAGO PUBLIC SCHOOLS (CPS), Chicago, 2005 to 2007

Executive Director – Instruction, Office of Specialized Services (OSS)

The third largest public school district in the U.S. with a student body exceeding 450,000 of which 88% are minority and 83% qualify for free and reduced lunch. CPS has an annual budget in excess of \$5 billion and oversees 700 public, charter, contract, and private therapeutic schools. OSS is the largest department within CPS. It provides physical and emotional health programs and services for all CPS students, alternative schools for students with severe behavior disorders and homeless services. OSS has overall responsibility for 57,000 students receiving special education services and manages over 11,000 employees with a budget exceeding \$750 million annually.

As Executive Director of Instruction, responsibilities include: development, management and evaluation of programs for students with high and low-incidence disabilities, implementation of instructional best practice strategies, management of a \$200 million budget, strategic and tactical planning, evaluation of program effectiveness and efficiency, management of the Corey H. Settlement Agreement and 40-Schools ISBE project, development and maintenance of collaborative relationships with other CPS departments and relevant government entities, planning and coordinating professional development. Report directly to Chief Officer of OSS, member of senior management team supervising directors, managers, office, and program staff

- Designed effective strategies to promote enhanced special education programs in Charter schools
- Developed and implemented transparent system-wide staffing formulas to address programmatic equity
- Developed and implemented model special education classrooms for students with low incidence disabilities
- Developed and implemented classroom assessment tools to measure low-incidence program effectiveness
- Designed program components and established specific techniques and data tools to successfully eliminate targeted district-wide findings in the 40-Schools ISBE project
- Developed strategies and data tools to ensure instructional best practices in existing and new programs
- Developed specialty school scorecard

CHICAGO PUBLIC SCHOOLS, Chicago, 2000 - 2005

Director Specialized Schools and Services, Office of Specialized Services

As Director of Specialized Schools and Services, responsibilities included: supervision and monitoring of educational programs for 2,300 students with disabilities placed in 110 private, nonpublic separate day and residential facilities located throughout the city, state, and country; oversight of special education services at 60 charter school sites serving approximately 2,000 students; management of \$65 million budget.

- Successfully designed and implemented the Cluster Provider Program with eight private schools to control increasing costs, improve instruction, promote least restrictive environment (LRE) and reduce inappropriate segregated placements
- Developed plan to align nonpublic schools with CPS instructional initiatives
- Decreased private school enrollment by 30%; decreased number separate day referrals by 43% in five years; decreased residential enrollment by 42% in three years and increased number of students returning to public schools (LRE) by 125% in three years

CHICAGO PUBLIC SCHOOLS, Chicago, 1988 - 2000

Evaluation Coordinator, Office of Specialized Services

- Managed timely and accurate evaluations of students in nonpublic separate day and residential facilities
- Achieved and maintained compliance rate between 95-98% for timely evaluations

CHICAGO PUBLIC SCHOOLS, Chicago, 1985 - 1988

Instructional Intervention Teacher for Students with Social/Emotional Disorders, Special Education

CHICAGO PUBLIC SCHOOLS, Chicago, 1984 - 1985

Approved Sabbatical Leave for Completion of Doctoral Studies

CHICAGO PUBLIC SCHOOLS, Chicago, 1980 - 1984

Teacher of Students with Learning Disabilities, Otis Elementary School

CHICAGO PUBLIC SCHOOLS, Chicago, 1975 - 1980

Learning Disabilities Diagnostician & Itinerant Teacher of Students with Learning Disabilities, Pupil Support Service Center

CHICAGO PUBLIC SCHOOLS, Chicago, 1972 - 1975

Primary Teacher, Farren Elementary School

Education

Ph.D. , 1985, Special Education Administration, Southern Illinois University, Carbondale, IL

Graduated with Honors

Dissertation: A Comparison of the Keyword Mnemonic Strategy with Three Alternative Learning Methods in Teaching Word Meanings to Children with Learning Disabilities.

M.A. , 1978, Special Education-Learning Disabilities and B.A. , 1972, Elementary Education, Northeastern Illinois University, Chicago, IL

Certificates

Type 75 – General Administration

Type 10 – Learning Behavior Specialist I

Type 03 – Standard Elementary

Type 04 – Standard Early Childhood

Publication

Journal of Learning Disabilities, 1985, 19 (10), 609-613

Effects of the keyword mnemonic strategy on vocabulary acquisition and maintenance by learning disabled children

References

Available upon Request

Linda Lazar-Lara

Work experience 2007 to Present CHALK, llc Chicago, IL
Manager

CHALK is a privately held consulting firm specializing in special education related professional development and program design to implement and sustain inclusive best practices, progress towards adequate yearly progress, enhance teaching effectiveness, and create and/or refine data collection tools used for monitoring and analyzing schools' ability to address least restrictive environment (LRE) and Individuals with Disabilities Education Act (IDEA) for students with disabilities.

Since inception, CHALK has worked primarily with the Chicago Public Schools focusing on developing system wide improvements in adherence to the spirit and requirements of IDEA and resolving matters related to complete settlement of the Corey H. Settlement Agreement. CHALK has provided numerous trainings on effective use of special education staff, inclusive master scheduling for students with disabilities, making the LRE decision, and implementing co-teaching approaches in the classroom to CPS principals, special education administrators, and individual schools. Currently, CHALK is providing consultative/training services regarding special education to schools designated as AUSL and Intrinsic Charter.

2004-2007 CPS Office of Specialized Services Chicago, IL
Manager of Instruction

- Assure the implementation and effectiveness of programs that support the education of students with disabilities in the least restrictive environment (LRE)
- Monitor appropriate implementation of IEPs
- Support the fulfillment of ISBE and Education Connection Plans
- Research best practices in LRE and inclusive practices
- Assist schools in creating inclusive school-wide environments
- Work with coaches to provide support for schools and teachers to educate students with disabilities in the LRE
- Create tools to collect data regarding support provided to schools by administrators
- Analyze data and make recommendations

2002-2004 Specialized Schools and Services Chicago, IL
Manager of Instruction

- Manage staff to support students with disabilities in CPS Charter and nonpublic therapeutic day schools
- Provide professional development to Charter School and nonpublic therapeutic school staff on CPS policy, assessment, best practices in instruction, and other OSS initiatives
- Participate in Walk-throughs to evaluate instructional practices and provide recommendations for improvement
- Create and maintain spreadsheet to reimburse Charter Schools for special education teachers
- Manage CPS teachers assigned to provide services to students with disabilities in Charter Schools

2000-2002 Specialized Schools and Services Chicago, IL
Case Manager

- Monitor and resolve issues regarding compliance and transportation for students with disabilities attending nonpublic therapeutic day schools
- Represent the Office of Specialized Services in Manifestation Determinations and Due Process
- Monitor service delivery, curriculum, teaching and learning, and overall school safety for

Intrinsic Schools Design Team Resumes
 students with disabilities in nonpublic day facilities

- Provide technical assistance regarding CPS policies, procedures, and guidelines
- Monitor implementation of transition placement to a LRE to assure appropriateness and success of students

1973-2000 Chase Elementary School Chicago, IL
 Teacher, Bilingual Coordinator, Counselor/Case Manager

Education

2000-2002 Northeastern Illinois University Chicago, IL
 M.A. in School Leadership

1985 Northeastern Illinois University Chicago, IL
 M.A. in Special Education

1973 Northeastern Illinois University Chicago, IL
 B.A. in Elementary Education and Spanish

Certification

Type 03 Elementary Education
 Type 04 Early Childhood Education
 Type 09 High School – Spanish and Computer Education
 Type 10 Learning Disabilities and Emotional Behavior Disorders
 Type 73 Guidance
 Type 75 School Administration

Accreditations

English as a Second Language
 Bilingual Education – Spanish
 Early Childhood Special Education

Experienced professional with strong record of developing instructional leadership to improve student growth through intentional use of formative assessments and performance frameworks. Former background in education advocacy leading to successful engagements with international organizations, non-profits and public sector.

Education

Master of Public Policy

Specialization: Education Policy, Program Evaluation

Irving B. Harris School of Public Policy Studies, University of Chicago, 2009

B.A. (Hons) Economics

Hindu College, University of Delhi, 2002

Professional Experience

Atlantic Research Partners, Chicago, IL

Vice President, Research & Assessment (July 2014-Present)

- Lead the research and evaluation strategy for the organization and collaborate with company's senior leadership team to develop growth strategy and its implementation with cross functional teams.
- Conceptualize, develop and design research and evaluation frameworks in education sector locally and nationally.
- Lead rigorous and meaningful research projects to improve teaching and learning strategies in Chicago and nationally.
- Responsible for the methodology, collection, analysis, and reporting of data for different projects; Provide high quality deliverables and services to clients.
- Manage research consultants and faculty members for design and implementation of research projects as well as delivery of professional development workshops respectively; Supervise project execution and delivery of quality products and services to all educators at all levels.
- Lead and advice school districts on classroom instruction, implications of data, and its understanding system-wide implications.
- Develop professional development workshops for principals and school teams on use of data and assessment as key instructional tool for administrative strategy and efficiency; for teachers across content areas for efficient data driven instruction and education strategies.
- Develop and conduct performance management audit for specific and designated school sites and provide written reports that identify findings and recommendations for current leadership practices and performance data as requested by clients.

Atlantic Research Partners, Chicago, IL

Director, Research & Assessment (Oct 2010-June 2014)

- Provided strategic advisory support on data and performance management to the Chief of Elementary Schools (South-west CPS Network).
- Led professional development initiatives for principals, ILTs and teacher teams to develop data and leadership capacity for effective use of formative assessment in instructional decision making.
- Designed a comprehensive framework for effective (operational and instructional) implementation and use of formative assessments.
- Created a structured protocol for selection of appropriate performance metrics to monitor student growth and school programs in CPS.
- Developed data models and benchmarks to identify students' needs for systematic approach to RTI and differentiated support to schools.
- Provided a comprehensive data protocol and advisory support on performance management for elementary CICS charter schools.
- Conceptualized and developed a student growth attribution model using multi-year EPAS data for turnaround CPS high schools.
- Piloted a college-readiness aligned model between EXPLORE and NWEA for a high performing data- savvy principal group in CPS.

Chicago Public Schools, Chicago, IL

Data Strategist (2009 - 2010)

Department: Autonomous Management & Performance Schools; #Schools: 95; Enrolment: 76,000; Poverty: 71%; ELL: 11%

- Implemented NWEA assessment and provided analytical support to 77 elementary schools for improving student growth.
- Conceptualized and designed a systematic performance management system for tiered support and incentives to schools.
- Identified implications of Network's performance data and made strategic recommendations to Chief of Schools and principals.
- Created appropriate data systems and customized data tools for periodic and effective progress monitoring in schools.
- Provided coaching on data literacy to school leadership and teacher teams to develop and execute aggressive school improvement plans.

Indicus Analytics Private Limited, India

Analyst (2006 – 2007)

- *UNICEF*: Researched and compiled report on factors impacting education attainment in India to support initiative on universal education.
- *World Bank*: Assessed public expenditure efficiency on education in 35 states and created state-level ranking through robust economic modeling and Data Envelopment Analysis.

Centre for Civil Society, India

Research Associate & Manager (2003 – 2006)

- Published a research report on financial and administrative analysis of 30 Delhi State departments through extensive primary and Secondary data analysis; developed research framework to be adopted for similar publications in 3 cities and 2 states of India.
- Managed the Research Internship Program (guided 25 interns) on assessment of socio-economic regulatory issues and poverty premiums.

Research & Consulting Projects

World Bank, Washington DC

- Assisted the technical evaluation team of "School Choice Randomized Evaluation Study" in rural (200 villages) Andhra Pradesh, India.
- Evaluated and consolidated a research report on the impact of school vouchers on education outcomes through advanced econometric and quantitative analysis of pilot data; evaluation and improvement of survey instruments.

PriceWaterhouseCoopers, India

- Developed statistical models to examine public spending in schools in Madhya Pradesh, India.
- Performed sensitivity analysis for resource allocation and provided budgetary recommendations for State's financial planning process.

Centre for Comparative Human Development, University of Chicago

- Performed exploratory analysis on factors impacting education preparedness among kindergarten children in Chicago neighborhoods through econometric analysis of two panel data sets.

Publications & Presentations

- Presenting at the NWEA National Conference 2012 on "Collaborative Processes with Formative Assessments in Chicago Public Schools"
- Presented at the NWEA National Conference 2010 on "Autonomy & Formative Assessments in Chicago Public Schools"
- Copy Editor, Editorial Board for Chicago Policy Review, University of Chicago, 2008-09
- Health Care Expenditure (co-authored) - Business Standard 2007
- Educating the Uneducated: The Endeavour Continues!- Bihar Citizen Handbook 2007
- Health Care in India: Revisiting Priorities - Indian Economy Review 2007
- Food Security in Jharkhand: Miles to Go! - Jharkhand Citizen Handbook 2006

Proficient in STATA, MS Office; Working Knowledge of SPSS, ArcGIS

References can be provided on request

Director of Instruction
Belmont Campus

REBECCA KINGMAN
4810 Cole Ave 1404 Dallas, TX 75205
832.579.7222 | rgkingman@gmail.com

EDUCATION

- **Southern Methodist University:** Master of Educational Administration, Urban School Leadership
- **University of St. Thomas:** Master of Education, General Education
- **Trinity University:** Bachelor of Arts, Communication Major, English Minor
- Certifications: Principal (Pending graduation in May), PDAS, English Language Arts and Reading 4-8, English Language Arts and Reading 8-12, Supplemental English as a Second Language, TELPAS, Gifted & Talented, TFA

EXPERIENCE

- 2014 - Present **Thomas Jefferson High School** Dallas, TX
Campus Instructional Coach
- Oversaw the English department at a school with ~1700 students, 95% Hispanic, 53% Limited English Proficient (LEP), 85% low SES
 - Acted as Assistant Principal in handling discipline, teacher meetings, and operations
 - Conducted weekly observation and feedback sessions for 18 teachers
 - Served as the Language Proficiency Acquisition Committee (LPAC) administrator for a Limited English Proficient population of ~875 students
 - Developed and led English and ESL Professional Learning Community meetings each week
 - Re-arranged 100+ misplaced refugees' schedules ensuring correct ESL placement
 - Developed alternative schedules and learning plans for refugees with no previous education
 - Created and led training sessions for the entire staff regarding hall culture and the new teacher appraisal system
- 2012-2014 **Gilliam Collegiate Academy** Dallas, TX
English Teacher & Internal Instructional Coach
- Taught English at a school with ~400 students, 60% AA, 40% Hispanic, 84% low SES
 - Achieved 2014 passing rate of 88% on the state English I assessment / 95% AA / 100% LEP compared to district passing rates of 51% / 45% / 26%
 - Achieved 2013 passing rate of 76% / 70% on the state Reading / English assessments compared to district passing rates of 54% / 37%
 - Implemented and developed a peer observation system using the instructional rounds model
 - Conducted a full staff workshop on Data Driven Instruction using the Driven by Data model
 - Led content area data analysis meetings for English, Science, and Social Studies Department
 - Volunteered to be the LPAC Teacher Representative and First Year Teacher Mentor
- 2010-2012 **North Houston Early College High School** Houston, TX
English Teacher & Internal Instructional Coach
- Taught English at a school with ~400 students, 83% Hispanic, 13% AA, 100% low SES
 - Chosen as Teacher of the Year for 2011-2012
 - Achieved 2012 passing rate of 77% / 65% on redesigned state Reading / Writing assessment compared to district passing rates of 59% / 47%
 - Achieved 2011 passing rate of 100% on the state Reading assessment / 40% commended compared to district passing rates of 83% / 30%
 - Elected as a Teacher representative to work on HISD's new teacher appraisal system

- Served as Student Council Advisor, LPAC Teacher Representative, and 504 Liason

2007-2010

Teach for America / Patrick Henry Middle School

Houston, TX

English Teacher

- Taught English at a school with ~1,100 students, 95% Hispanic, 100% low SES
- Achieved a 2010 passing rate of 93% / 37% commended compared to the district passing rates of 88% / 28%
- Achieved a 2009 passing rate of 99% / 42% commended compared to district passing rates of 83% / 26%
- Achieved a 2008 passing rate of 83% / 16% commended on state assessment, ranking in the top district quartile
- Selected as grade level lead for ELA Department, 2009-2010
- Served as Student Council Advisor, 2009-2010, and Cheerleading Sponsor, 2008-2010

ADDITIONAL DATA

- Mentored students at Hawthorne Elementary School from 2005-2007
- President of a Greek organization & captain of the Prowlers Dance Team, Trinity University
- Member of the National Collegiate, Golden Key, and Alpha Lambda Delta Honor Societies
- Avid rock climber and pug enthusiast



2014 High School Quality Rating Report

Intrinsic Charter HS

School ID: 400162 | Network: CHARTER

School Quality Rating: **Level 1**2014-2015 Accountability Status: **Not Applicable**

Previous Performance Policy Rating(s):

2013-2014: Not Available (Not Available)

2012-2013: Not Available (Not Available)

2011-2012: Not Available (Not Available)

School Quality Rating Indicator	Indicator Score & School Quality Rating Points (of 5 possible)	Indicator Weight (% of total)	Weighted Points
EXPLORE, PLAN and ACT Indicators			
National School Growth Percentile	73rd percentile (4 points)	30%	1.2
African-American Growth Percentile	89th percentile (5 points)	2.5%	0.125
Hispanic Growth Percentile	66th percentile (4 points)	2.5%	0.1
English Learner Growth Percentile			
Diverse Learner Growth Percentile			
National School Attainment Percentile	40th percentile (3 points)	10%	0.3
High School Graduation Indicators			
Freshman On-Track Rate	79.9 percent (3 points)	15%	0.45
4-Year Cohort Graduation Rate			
1-Year Dropout Rate	1.1 percent (5 points)	15%	0.75
College and Career Readiness Indicators			
College Enrollment Rate			
College Persistence Rate			
Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential			
Other Indicators			
Average Daily Attendance Rate	91.9 percent (4 points)	15%	0.6
My Voice, My School 5 Essentials Survey Results	Organized (4 points)	5%	0.2
Data Quality Index Score	98.6 percent (4 points)	5%	0.2
School Quality Rating Total Weighted Points			3.9

Overall Rating Key

Level 1+	Level 1	Level 2+	Level 2	Level 3
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SQRP Score Color Coding (all indicators)

5 points	4 points	3 points	2 points	1 point
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Definitions and Scoring

SQRP Indicators Used in the High School Model

National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments*	Average spring-to-spring scale score growth of students on EXPLORE, PLAN and ACT assessments, compared to average national growth for schools with the same average pretest score. The school is assigned a percentile representing where it would fall on the national distribution. The calculations are made for all students as a group and for each of the priority groups.
National School Attainment Percentile on EXPLORE, PLAN and ACT Assessments	Average spring scale score of students on EXPLORE, PLAN and ACT assessments, compared to the average national score. The school is assigned a percentile representing where the school would fall on the national distribution.
Average Daily Attendance Rate (Grades 9-12)	Average daily attendance rate of the school, adjusted for students with qualifying medically fragile conditions and early graduation for 12th graders.
Freshman On-Track Rate	Percent of students earning five or more credits and failing no more than 0.5 core course during their 9th grade year.
1-Year Dropout Rate	Percent of students in grades 9-12 dropping out during the year.
4-Year Cohort Graduation Rate	Percent of students who were first-time freshmen four years prior that have graduated.
Early College and Career Credentials	Percent of students graduating from the school in the most recent year who have earned at least one credit from an approved early college course, a 3+ on an AP exam, a 4+ on an IB exam, or an approved career certification.
College Enrollment	The percentage of students enrolled in college in the fall after graduation from high school.
College Persistence	The percentage of students enrolled in college in the fall after graduation from high school that remain enrolled in college the following fall.
My Voice, My School 5 Essentials Survey	Overall rating of the school on the 5 Essentials survey (a primary component of the My Voice, My School survey for students and teachers) administered in the spring. For more information on the 5 Essentials survey, visit http://ccsr.uchicago.edu/surveys
Data Quality Index Score	The percentage of data quality indicators that are correct in CPS data systems. The DQI used in the SQRP will include a subset of the data quality sections reported on the Dashboard. DQI will be calculated at the end of the year, before year-end processing (YEP).
*EXPLORE, PLAN and ACT are CPS's primary assessments for students in grades 9, 10 and 11, respectively. EXPLORE, PLAN and ACT are administered in the spring of each school year district-wide, optionally in schools at other points in the school year. The results are used at the classroom level to track students' progress toward learning goals and to tailor instruction to individual students. EXPLORE, PLAN and ACT results are also used in several SQRP indicators. For more information visit www.act.org/epas	

Scoring for Each High School Performance Indicator	5 points	4 points	3 points	2 points	1 point
National School Growth Percentile Based on EXPLORE, PLAN and ACT Assessments	90th percentile or higher	Between 70th and 89th percentile	Between 40th and 69th percentile	Between 10th and 39th percentile	Below 10th percentile
Priority Group National Growth Percentile Based on EXPLORE, PLAN and ACT Assessments (evaluated separately for African-American students, Hispanic students, English Learners (ELs), and Diverse Learners)	70th percentile or higher	Between 50th and 69th percentile	Between 30th and 49th percentile	Between 10th and 29th percentile	Below 10th percentile
National School Attainment Percentile Based on EXPLORE, PLAN and ACT Assessments	90th percentile or higher	Between 70th and 89th percentile	Between 40th and 69th percentile	Between 10th and 39th percentile	Below 10th percentile
Average Daily Attendance Rate (Grades 9-12)	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
Freshman On-Track Rate	90% or higher	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
1-Year Dropout Rate	2% or below	Between 2.1% and 4%	Between 4.1% and 6%	Between 6.1% and 8%	More than 8%
4-Year Cohort Graduation Rate	85% or higher	Between 75% and 84.9%	Between 65% and 74.9%	Between 55% and 64.9%	Less than 55%
Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	40% or higher	Between 30% and 39.9%	Between 20% and 29.9%	Between 10% and 19.9%	Less than 10%
College Enrollment Rate	75% or higher	Between 65% and 74.9%	Between 55% and 64.9%	Between 45% and 54.9%	Less than 45%
College Persistence Rate	85% or higher	Between 75% and 84.9%	Between 65% and 74.9%	Between 55% and 64.9%	Less than 55%
My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
Data Quality Index Score	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%

SQRP Ratings and Status

If a school's SQRP Total Score is:	The School Receives a Rating of:	Which Results in an Accountability Status of:
4.0 or more	Level 1+	Good Standing
Between 3.5 and 3.9	Level 1	Good Standing
Between 3.0 and 3.4	Level 2+	Good Standing
Between 2.0 and 2.9	Level 2	Provisional Support *
Less than 2.0	Level 3	Intensive Support *

*The terms "Provisional Support" and "Intensive Support" are consistent with the terms "Remediation" and "Probation," respectively, in Illinois School Code 105 ILCS 5/34-8.3.

Notes on Status:

Schools that were on probation under the Performance Policy for 2 or more consecutive years and received a Level 3 rating in 2013 must achieve a rating of Level 2 or above for 2 consecutive years to be removed from Intensive Support.

Schools where the Board has taken action under section 105 ILCS 5/34-8.3 of the Illinois School Code may still be placed in Intensive Support despite Level 2 or higher ratings if they have not met the additional requirements established by the Board for removal from Intensive Support. These Board requirements are outlined in the School Quality Rating Policy.

Under section 105 ILCS 5/34-8.3 of the Illinois School Code, charter schools do not receive an Accountability Status. Charter accountability is defined by the terms of their contracts with the Board.

For More Information

For more information on the School Quality Rating Policy, please visit cps.edu/sqrp



PRINCIPAL– INTRINSIC SCHOOLS

Why Intrinsic?

We offer a chance to make a unique impact in urban education by creating an academic model that leverages great teaching and the precision of technology to personalize education for each student. Our goal is to prepare all students for post-secondary success as demonstrated by high quality student work, growth on assessments (NWEA and EPAS) and “non-cognitive” factors such as empathy, student independence, perseverance, and intellectual curiosity.

Our team has a unique mix of charter, private school and deep CPS experience that creates a broad range of perspectives that ultimately leads to stronger schools.

Finally, we offer a chance to be a part of an elite national peer group. We collaborate with some of the most successful and innovative schools across the country as we refine our model. Our model will be shared across the city, the state and country!

Culture at Intrinsic

We believe that a strong student culture focused on learning and mutual respect between students and adults is foundational to a strong school. Teachers at Intrinsic consistently implement a school-wide behavior system designed to create such a culture.

Our Academic Model

Our academic model is unique and creates a very different and exciting place to work. Instead of isolated classrooms, one teacher and 30 students, our physical space features large flexible pods shared by three teachers and 60 students. We provide diverse types of learning experiences such as Socratic seminars, small group instruction, hands-on labs and collaborative student projects. We use technology to personalize learning and to help students make deeper connections to content. As a result of this structure, teachers are able to better assess and meet individual student needs.

Job Responsibilities

- Demonstrate 100% commitment to preparing every student for post secondary success
- Lead staff toward implementation of a strong Intrinsic student culture
- Conduct bi-weekly instructional observations with a set of teachers and provide bi-weekly debrief sessions
- In collaboration with the school leadership team, lead professional development sessions with staff on topics related to DDI, rigor and classroom management

- In collaboration with teachers, further develop the Intrinsic academic model (use of technology tools, team teaching, etc.)
- Contribute to the overall Intrinsic Team by supporting colleagues, participating in school-wide events and constantly seeking ways to improve the school
- Support the Culture Team with family and community engagement, as needed

Qualifications

- Commitment to the Intrinsic Schools Mission
- Ability to build a strong student culture
- Track record of leading implementation of data driven instruction
- Track record driving outstanding student outcomes as a classroom teacher
- Past experience as an instructional leader - either as a coach, administrator or teacher leader
- Track record of leading and managing a team to successful outcomes
- Experienced using technology in the classroom or early adopter of technology in personal life

Application Process

- Candidates should apply to all positions of interest through our job posting accessible through the following link: <http://intrinsicschools.org/teach/>
- After you apply, you will be contacted by a member of the Intrinsic Recruitment Team



ASSISTANT PRINCIPAL – INTRINSIC SCHOOLS

Why Intrinsic?

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Job Responsibilities

- Demonstrate 100% commitment to preparing every student for post secondary success
- Support the principal and culture team toward implementation of a strong Intrinsic student culture
- Supervise all non-instructional staff (engineer, office staff, lunchroom staff)
- In collaboration with the school leadership team, lead professional development sessions with staff on topics related to DDI, rigor and classroom management

- Oversee all school-based compliance activities
- Support grade level teams to address individual student issues and the MTSS process
- Participate in weekly meetings with the special education team and ensure the team meets all compliance obligations for special education
- Support the Culture Team with family and community engagement, as needed

Qualifications

- Commitment to the Intrinsic Schools Mission
- Ability to build a strong student culture
- Attention to detail and track record of solid compliance
- Track record of leading and managing a team to successful outcomes
- Experienced using technology in the classroom or early adopter of technology in personal life

Application Process

- Candidates should apply to all positions of interest through the job posting on TeacherMatch, accessible through <http://intrinsicschools.org/teach/>
- After you apply you will be contacted by a member of the Intrinsic Recruitment Team



DEAN OF CULTURE– INTRINSIC SCHOOLS

Why Intrinsic?

We offer a chance to make a unique impact in urban education by creating an academic model that leverages great teaching and the precision of technology to personalize education for each student. Our goal is to prepare all students for post-secondary success as demonstrated by high quality student work, growth on assessments (NWEA and EPAS) and “non-cognitive” factors such as empathy, student independence, perseverance, and intellectual curiosity.

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Job Responsibilities

- Lead Culture team, which consists of an Assistant Dean and 3 Disciplinarians
- Uphold SCC, while maintaining relationship with students, particularly at-risk students
- Collaborate with school leadership team to ensure a warm, strict, and consistent student culture

- Engage community organizations and create external partnerships that will foster student development outside of the school

Qualifications

- Bachelors Degree
- Minimum 3 years work experience in K-12 setting
- Strong Organizational and Communication skills
- Committed to the Intrinsic Mission and Vision

Application Process

- Candidates should apply to all positions of interest through the job posting on TeacherMatch, accessible through <http://intrinsicschools.org/teach/>
- After you apply you will be contacted by a member of the Intrinsic Recruitment Team



DEAN OF INSTRUCTION– INTRINSIC SCHOOLS

Why Intrinsic?

We offer a chance to make a unique impact in urban education by creating an academic model that leverages great teaching and the precision of technology to personalize education for each student. Our goal is to prepare all students for post-secondary success as demonstrated by high quality student work, growth on assessments (NWEA and EPAS) and “non-cognitive” factors such as empathy, student independence, perseverance, and intellectual curiosity.

Our team has a unique mix of charter, private school and deep CPS experience that creates a broad range of perspectives that ultimately leads to stronger schools.

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Job Responsibilities

- Demonstrate 100% commitment to preparing every student for post secondary success
- Conduct bi-weekly instructional observations with a set of teachers and provide bi-weekly debrief sessions
- Build instructional systems for review of planning and curriculum documents
- Develop processes for collaboratively assessing student work
- Participate in data meetings with teachers, performing own data analysis in advance

- In collaboration with the school leadership team, lead professional development sessions with staff on topics related to DDI, rigor and classroom management
- In collaboration with teachers, further develop the Intrinsic academic model (use of technology tools, team teaching, etc.)

Qualifications

- Commitment to the Intrinsic Schools Mission
- Track record of leading implementation of data driven instruction
- Track record driving outstanding student outcomes as a classroom teacher
- Past experience as an instructional leader - either as a coach, administrator or teacher leader

Application Process

- Candidates should apply to all positions of interest through the job posting on TeacherMatch, accessible through <http://intrinsicschools.org/teach/>
- After you apply you will be contacted by a member of the Intrinsic Recruitment Team



COLLEGE COUNSELOR– INTRINSIC SCHOOLS

Why Intrinsic?

We offer a chance to make a unique impact in urban education by creating an academic model that leverages great teaching and the precision of technology to personalize education for each student. Our goal is to prepare all students for post-secondary success as demonstrated by high quality student work, growth on assessments (NWEA and EPAS) and “non-cognitive” factors such as empathy, student independence, perseverance, and intellectual curiosity.

Our team has a unique mix of charter, private school and deep CPS experience that creates a broad range of perspectives that ultimately leads to stronger schools.

Finally, we offer a chance to be a part of an elite national peer group. We collaborate with some of the most successful and innovative schools across the country as we refine our model. Our model will be shared across the city, the state and country!

Culture at Intrinsic

We believe that a strong student culture focused on learning and mutual respect between students and adults is foundational to a strong school. Teachers at Intrinsic consistently implement a school-wide behavior system designed to create such a culture.

Our Academic Model

Our academic model is unique and creates a very different and exciting place to work. Instead of isolated classrooms, one teacher and 30 students, our physical space features large flexible pods shared by three teachers and 60 students. We provide diverse types of learning experiences such as Socratic seminars, small group instruction, hands-on labs and collaborative student projects. We use technology to personalize learning and to help students make deeper connections to content. As a result of this structure, teachers are able to better assess and meet individual student needs.

Job Responsibilities

- Create external relationships with university admissions officers to inform them about our school and encourage them to consider our students for acceptance
- Create partnerships with outside organizations that provide college application support programs such as ACT test prep, financial planning, mentoring, application and essay review
- Own database of student interests to be matched to summer enrichment programs that will help to prepare students for college

- Own all data related to college applications and college persistence
- Find or create tools to help students identify “match” schools based on their academic profile and financial means
- Provide feedback to staff on university expectations and help to inform the design of student digital portfolios

Qualifications

- Prior experience as a college counselor or university admissions officer
- Track record demonstrating ability to influence college acceptance and persistence rates
- Bachelor’s degree required, Master’s degree preferred.

Application Process

- Candidates should apply to all positions of interest through the job posting on TeacherMatch, accessible through <http://intrinsicsschools.org/teach/>
- After you apply you will be contacted by a member of the Intrinsic Recruitment Team

INTRINSIC SCHOOLS CULTURE AUDIT

- **Frequency:** Campus audits occur at every campus at least 2 times per month.
- **Scope/Deductions:** Points are only deducted for incidents that directly violate written handbook policy. If a gray area surfaces, campuses are given the benefit of the doubt and points are not deducted. Deductions will compound (i.e. double from previous visit) if a specific issue that has been surfaced in a previous visit goes uncorrected (e.g. same teacher, same issue)
- **Flexibility:** Principals can contest deductions if they occurred due to an unclear definition of the written policy. If this occurs, points will be rewarded back, definition clarified, and policy enforced moving forward.
- **Reporting:** Accuracy and consistency is prioritized over speed of reporting. That said, all reports are shared within 48 hours of the visit. If a major incident surfaces during the visit, the auditor will share her observation with campus administration before leaving. Reports will consist of both a scored and non-scored component. The latter is strictly formative—touching on observations around student engagement, hallway and cafeteria behavior.

Audited, Scored Checklist

Main Office/Front Lobby	Points
No trash on the floor	3
Bookshelves/work areas neat and organized (papers neatly stacked, binders, books, etc. propped up properly)	3
Box Free/Storage free (Items neatly displayed on shelves or arranged rather than in boxes, unused items stored)	3
Lost & Found contained (not overflowing or messy) – still applies if located elsewhere	3
Sign in sheets for visitors clearly accessible	3
Adults in Dress Code	5
Students are supervised at all times	5

Hallways	Points
Students in Dress Code	10
Adults in Dress Code	5
No trash on the floor	5
Signs neatly displayed and current and only in designated bulletin boards or teacher doors	5
No obstruction of Egress/Fire Code Violation:	--
-Hallways cleared of boxes & furniture (this includes student desks) – security desks allowed (office cleanliness applies)	5
-Exit doors not blocked by furniture, equipment, or storage	5
-Stairwells clear of any furniture, equipment, or storage	5
Adults address distracting/disrespectful students	5
No unescorted students. Escorting a student from afar (e.g. from a classroom or across the hallway) is not allowed.	10
Staff Member address any students who use foul language including curse words and ethnic or other slurs	10
Staff members address students who are chewing gum. No staff members are chewing gum.	5
No presence of a cell phone for students or teachers, either audible or visible.	5
Student computers are always in hard-case cover.	5
Transitions are smooth and efficient between classes.	5

Bathrooms	Points
No graffiti	5
No trash on the floor	5
Mirrors and sink areas clean	5
Toilets flushed	5
No paper towels in the sink or toilets	5

Pods (3 Visited)	Points
White Board Configuration should be clearly labeled or accessible on course site (i.e. not just a list of activities) and include the	3
-Do Now: if the actual assignment is not written on the board, a note indicates where the assignment can be found	
-Big Idea (Main Idea/Objective)	
-Homework	
No trash on the floor	3
Bookshelves/work areas neat and organized (papers neatly stacked, binders, books, etc. propped up properly)	3
Box Free/Storage free (Items neatly displayed on shelves or arranged rather than in boxes, unused items stored)	3
Pods are easy to navigate and clear of obstruction. The pod should be a clutter free zone.	3
Door windows are not covered, blocked, or taped up in such a way that prevents the ability to see in a classroom.	3
Postings of Demerits and EPIC posted in an area that is accessible and visible at all times	3
Students who are being a distraction and disrespectful in class are dealt with immediately in the appropriate manner	5
Adults in Dress Code	5
Students in Dress Code	10
Staff Member address any students who use foul language including curse words and ethnic or other slurs	10
Staff members address students who are chewing gum. No staff members are chewing gum.	5
No presence of a cell phone for staff or students.	5

Pod Greeting System (5 Conducted - ¾ of the Components need to be hit for full credit on a Greeting)	Points
Unless a sign is on the door requesting to please not disturb, all guests are welcome to visit any pod and should wear a visitor sticker to denote they want a greeting. For the greeting, all students should:	8/Greeting
-Component #1 - Introduction: Name, Teacher, Subject/pod	
-Component #2 - Explanation of what is currently going on in pod	
-Component #3 – Student asks a question	
-Component #4 – Student asks “Do you have any questions for me?” Provides closing.	

Audited, Non-scored Checklist

Hallway Transitions
Decorum and rules being followed by students with or without adult presence (no swearing, horseplay, tardiness, etc.)
Noise level at a conversational level—that is, two people have a conversation without the need of raising their voice.
Cafeteria:
Noise level at a conversational level—that is, two people have a conversation without the need of raising their voice.
Trays thrown away, chairs pushed in, tables cleaned.



INTRINSIC SCHOOLS STRATEGIC PLAN

MISSION & VISION

Our core purpose is to create a revolutionary new school model in order to:

Prepare all students for postsecondary success and world-changing endeavors.

Provide the education community with a roadmap to sustainable implementation.

EPIC: CORE VALUES

EMPATHY: We create a school environment where students support one another, respect differences and are compassionate.

PERSEVERANCE: We foster determined, challenge-seeking and resilient students who approach their education with urgency.

INDEPENDENCE: We thoughtfully and gradually help students become autonomous learners who own their education and goals.

CURIOSITY: We encourage students to pursue their passions and see college as a path to their goals, not the goal itself.

STAFF-OWNED RESULTS (2014-2015)

CAMPUS

- 95% of families would recommend Intrinsic to a friend
- 90% of staff agree/strongly agree to 6Q staff survey
- 95% of students remain enrolled at end of year
- 95% compliance on biweekly Culture Audits
- Fewer than 15% of students receive detentions weekly
- 100% of school expenditures are at/under budget
- 100% of staff-student records are accurate, up to date

INSTRUCTION

- 80% on Data Driven Instruction (DDI) rubric
- 90% of students pass all classes
- 1.5 years average reading growth annually
- 80% of students achieve 2 points or more growth on Explore or Plan composite
- 80% of MS students meet NWEA growth targets
- Average school-wide GPA is 3.0

ADVISORY

- 95% of parents attend Student Led Conferences
- 95% of students remain enrolled at end of the year
- 85% of students on track with school's promo policy
- 95% of students meet school attendance requirements
- Fewer than 10% of students assigned Silent Study Hall
- Fewer than 15% of students receive detentions weekly

PLT

- 90% of students show expected progress with online instructional programs
- 100% of students are setting and tracking goals

HOW WE'LL GET THERE

- Establish and track an intentional focus on staff culture, individual professional growth and teamwork with frequent tools for assessing status
- Proactively communicate and maintain an inviting school environment for all families and the community?
- Implement advisory to distribute ownership of student success
- Map out and practice minute-by-minute routines
- Adhere to tight financial controls and budgeting processes
- Reinforce school-wide commitment to timely and accurate records by monitoring and building into evaluation for all staff

- Create rigorous curriculum aligned to CCSS and CRS with supporting interims built by GAINS for HS and NWEA at MS
- Create consistent minute-by-minute classroom routines
- Observe all teachers 2x/month and provide actionable feedback
- Implement consistent DDI cycles that inform instruction
- Provide differentiated instruction via technology in addition to teacher-led, small group instruction
- Create school-wide focus on independent accountable reading
- Deploy SIT to gauge and monitor student progress

- We prioritize advisory: review data, plan and prepare, personalize, and approach with consistency and passion.
- Develop advisory dashboard that tracks all metrics
- Establish systems to solidify a culture of high expectations, as outlined in the Student Handbook.
- Set clear systems and routines around tracking student behavior
- Communicate and collaborate with parents (advisors, instructors, and office staff.)

- PLT assignments are individualized based on student needs
- Train PLT specialists on programs, monitoring, conferencing

MINDSETS

We put students first.

We are warm and strict.

We use data to inform decisions.

We differentiate.

We teach until students learn.

We partner with families.

We collaborate and ask for help.


We are systems thinkers committed to excellence and large-scale change.

INTRINSIC SCHOOLS LEARNER PROFILE – DRAFT

PURPOSE: Learner Profiles display aggregate data to show a particular student's progress on his/her college and career trajectory, inform curriculum to inform curriculum, instruction and assessment, drive student-teacher conferencing and goal setting, and personalize academic, socio-emotional, and/or behavior supports.

DATA SOURCES: Demographic Data, Psychographic Data, Course Grades, Attendance, Standardized Tests Scores, Online Program Data, Behavior Data, Survey Data, Interests, Goals, Attitudes, Etc.

DISPLAY: Updated daily with drill down options and/or mouse over information in any category.



Potter, Harry
 Grade: 7
 Advisor: Dumbledore
 Hope Survey:
 ● Hope: 4
 ● Engagement: 3
 ● Management: 3
 ● Belonging: 2

Strengths

- Works very well independently
- When challenged, Harry attempts to persevere through work before asking for help

Weaknesses

- Harry does not always show empathy when his peers ask for help

Goal

- Wants to be a commercial airline pilot

Motivations

- Loves to play the guitar
- Best friends with Dan (goes to X High School) since Kindergarten

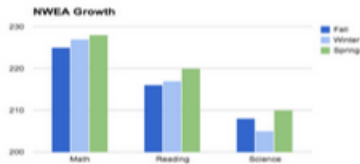
Absences		Tardies	
Excused	Unexcused	School	Class
1	4	12	6

Course	Sem 1	Current		Cycle Change	Interims			
					1	2	3	4
Advisory	P	92%	P	2% ↑				
Honors Algebra	B	92%	A-	1% ↓	52%	60%	58%	
ELA 9	C+	65%	D	9% ↓	60%	64%	65%	
Biology	A-	93%	A	3% ↑	58%	62%	61%	
World Studies	A	82%	B-	10% ↑	70%	72%	75%	
PLT	P	94%	P	0%				
PE	B+	90%	A	3% ↓				

Average Daily Attendance			
7	8	9	10
95%	94%	89%	86%

Number of Detentions	Top 3 Demerits
5	1. Talking 2. School Tardy 3. Off-Task

NWEA



ST Math

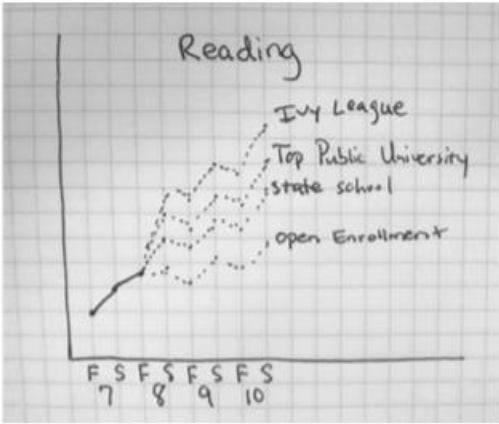
Update Progress	Fluency Mastery	Standards Mastery	Avg. Time on Fluency a Week	Avg. Time on Program a Week
35%	55%	45%	18 minutes	70 minutes

ReadingPlus

SR Level	Avg. Comprehension	Avg. SR Week	Next Cumulative SR Next Level
K	76%	2	5

COLLEGE AND CAREER TRAJECTORY

Grade & Testing Season		READING				MATHEMATICS			
		Open Enrollment	State Universities	Top Public Universities	Ivy League	Open Enrollment	State Universities	Top Public Universities	Ivy League
		ACT 16	ACT 24	ACT 29	ACT 32	ACT 16	ACT 24	ACT 29	ACT 32
Grade 7	Fall	207	229	239	244	211	242	254	261
Grade 7	Spring	212	232	241	246	217	248	260	267
Grade 8	Fall	212	232	241	246	216	247	259	266
Grade 8	Spring	215	235	244	249	221	253	265	272
Grade 9	Fall	214	234	244	249	220	250	262	268
Grade 9	Spring	216	237	246	251	223	255	268	274
Grade 10	Fall	217	237	246	251	224	253	265	272
Grade 10	Spring	219	239	248	253	225	258	271	277



INTRINSIC SCHOOL COURSE PLANNING TEMPLATES

Intrinsic Schools Course Syllabus Template

Course Name	COURSE SYLLABUS - FALL 2014
Teacher Name	x@intrinsicsschools.org Phone Number Ext. XXX
COURSE DESCRIPTION <i>Include the big ideas and enduring understandings. Include relevance and real-world application of skills as a result of this course.</i>	
Essential Questions <ul style="list-style-type: none"> • XXX • XXX 	
COURSE FORMAT <i>Describe the course format here. Math and ELA should describe how the weekly or daily course flow works with various rotations, etc.</i>	
<i>Name main tech programs that will be used.</i>	
HOMEWORK: <i>Students should be spending <u>at least X minutes per day on homework.</u> (update per below)</i> <ul style="list-style-type: none"> • Students can complete an average of 40-60 minutes per day per blocked class. • Students can complete an average 20-30 minutes per day per non-blocked class. 	
Silent Study Hall will be assigned for the same day if a student does not have his/her homework fully completed.	
COURSE EXPECTATIONS	
ATTENDANCE	
<ul style="list-style-type: none"> • Please call in all absences to the Attendance Office (See student code of conduct for more information). • Assignments missed due to an excused absence should be made up within the number of days the student was absent. 	
CLASS BEHAVIOR	
At Intrinsic, our learning community is defined by four core values: <ol style="list-style-type: none"> 1. Empathy: the capacity to recognize emotions that are being experienced by another 2. Perseverance: the steady persistence in reaching goals even in the face of difficulties or obstacles 3. Independence: the willingness to set goals, take initiative, and solve problems on your own and with others. 4. Curiosity: the desire to know, ask questions, and learn new things. 	
These values are reinforced through our student code conduct. The student code of conduct outlines specific behavioral expectations and consequences for not meeting them. The student code of conduct will be strictly enforced in every course.	
COURSE MATERIALS <i>(update for your course)</i> You are required to have the following: <ul style="list-style-type: none"> • Charged Chromebook • Agenda Book • Pencils and pens • Notebook Paper/Spiral Notebook • Binder • <i>Other supplies</i> 	

INTRINSIC SCHOOL COURSE PLANNING TEMPLATES

Please have all materials by insert date and bring them to class daily. Being prepared for class is the first step in being successful in this course. If you have questions about the materials, please see me as soon as possible.

GRADE DETERMINATION

Each course at Intrinsic Schools is composed of learning objectives. These objectives are aligned to the content and skills from the College Readiness Standards (these standards are measured on the EXPLORE, PLAN, and ACT) and/or from the Common Core State Standards. You will be supported until you reach mastery of all critical learning objectives. Your grade in this course will be determined by the following categories and percentages:

Category	Grade Percentage

Retakes - *Fill in based on department policy.*

COURSE SUCCESS

In order to be successful in this course, you should:

- Be present and engaged during each class.
- Complete all practice assignments on time and to the best of your ability.
- Focus on improvement and making progress in all areas of study.
- Actively seek help when needed either from the teacher or a peer.
- Attend Office Hours as needed.
- Participate in discussions.
- Study your notes on a daily basis.
- Make corrections on all assignments.

COURSE TIMELINE *(include all key dates)*

LEARNING OBJECTIVES and COURSE OUTLINE

Over the next semester, we will cover the following units and topics aligned to these corresponding standards:

INTRINSIC SCHOOL COURSE PLANNING TEMPLATES

Intrinsic Schools Year-At-A-Glance Curriculum Map Template

COURSE NAME 2014-2015		TEACHER NAME(S):	
<i>This plan is a living document, so all items do not have to be set in stone. For now, it will be helpful to list the types of texts that students might use, even if those change once you get into your units. Plan from the assessment calendar (keep school-wide assessments, holidays, progress reports and end of quarter dates in mind while planning). If you prefer, you can also complete this plan in a Google Spreadsheet.</i>			
Unit Name Dates Unit Length	Standards and (CRS and/or CCSS)	Curriculum Resources	Assessments
Unit 1: <Insert Unit Title/Topic of Study Here> Start-End Dates XX days or weeks	List the standard # and standard narrative. List the standards together that will be taught together.		
Unit 2: <Insert Unit Title/Topic of Study Here> Start-End Dates XX days or weeks			
Unit 3: <Insert Unit Title/Topic of Study Here> Start-End Dates XX days or weeks			
Unit 4: <Insert Unit Title/Topic of Study Here> Start-End Dates XX days or weeks			

INTRINSIC SCHOOL COURSE PLANNING TEMPLATES

Intrinsic Schools Unit Plan Template

COURSE NAME 2014-2015	TEACHER NAME(S):
Course/Subject:	Course/Subject:
Level:	Level:
Unit Topic/Title:	Unit Topic/Title:

DESIRED RESULTS

Standards: *For 7th & 8th Grade Courses, list the Common Core State Standards. For 9th –12th Grade Courses, list the College Readiness Standards and CCSS. If applicable, include other content standards.*

Understanding(s): *What are the big ideas? How do they relate to prior units/learning? What is the relevance of these ideas to future units/learning?(Students will understand that...)*

Essential Question(s): *What provocative questions will foster inquiry, understanding, and transfer of learning?*

Prior Knowledge: *What do students need to know prior to this unit? Include prerequisite terms and concepts.*

Unit Learning Goals: *What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill? Why does this matter to students?(Students will know...Students will be able to...) Include key terms and vocabulary acquired. (You may cut and paste from your curriculum map).*

Spiraling Learning Goals (if applicable): *Many (or most) of your learning goals will repeat across units because you'll gradually build students' skills throughout the year. What key knowledge and skills will be reiterated or continued in more depth during this unit? Why does this matter to students?*

ASSESSMENT EVIDENCE

Through what other evidence (e.g. performance tasks, quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?

LEARNING PLAN

What learning experiences and instruction will enable students to achieve the desired results? Give a day by day and/or lesson by lesson plan using the WHERETO Protocol. Please include the following:*

- *A pre-unit assessment (or a diagnostic) to gauge prior knowledge, determine curriculum compacting, and/or flexible groupings.*
- *Bloom's verbs for each activity: Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering (include each verb at least once)*
- *Leveled readings and/or differentiated assignments (based on students' needs and/or interests). Collaboration with Special Education and Support Staff may be required.*
- *Resources to remediate and extend (based on in-class diagnostic/assessment evidence). Collaboration with Special Education and Support Staff may be required.*
- *Formative assessments per lesson objective(s).*
- *Summative assessments to gauge learning goal acquisition and mastery.*
- *Details (frequency, format, redo/retake) on feedback opportunities from teacher to student and student to student.*
- *Differentiated Instructional strategies.*
- *Opportunities for students to reflect on the Intrinsic Core Values and the Growth Mindset within assignments.*

INTRINSIC SCHOOL COURSE PLANNING TEMPLATES

INSTRUCTIONAL RESOURCES

- *Include a blend of static and interactive resources.*
- *Cite all texts and websites.*
- *Include any teacher-created documents.*

* Consider the WHERETO Protocol: How will the design –

W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?

H = hook all students and hold their interest?

E = equip students, help them experience the key ideas, and explore the issues?

R = provide opportunities to rethink and revise their understandings and work?

E = allow students to evaluate their work and its implications?

T = be personalized to the different needs, interests, abilities of learners?

O = be organized to maximize initial and sustained engagement as well as effective learning?

Design Principles: <http://jaymctighe.com/wordpress/wp-content/uploads/2011/04/Design-Standards-2005.pdf>

Curricular Integration: <http://jaymctighe.com/wordpress/wp-content/uploads/2013/04/NGSS-Graphic.pdf>

Exemplars: <http://www.region1schools.org/page.php?pid=76>

Templates: <http://jaymctighe.com/resources/downloads/>

INTRINSIC SCHOOL COURSE PLANNING TEMPLATES

Intrinsic Schools Lesson Plan Template

Week-At-A-Glance		Dates:		
Monday	Tuesday	Wednesday	Thursday	Friday
Date:				
Lesson Objective:		SWBAT		
CRS and CCSS:				
Essential Questions:				
Assessment/Exit ticket:				
Resources and/or materials needed:				
Accommodations and/or modifications:				
Lesson Agenda (include timing and what the teacher(s) will be doing in that point in the lesson and what students will be doing in that point in the lesson). Outline the role and responsibility of the co-teacher, when applicable:				
Do Now:				
Introduction to New Material (3 - 5 key points/terms):				
Method (how will you get your points across effectively to your students?):				
Guided Practice: (What examples are you going to work through together?)				
Checking For Understanding: (What questions need to be answered from students as evidence for understanding of the material?)				
Independent Practice:				

INTRINSIC SCHOOL COURSE PLANNING TEMPLATES

Closing: HW:	
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7th Grade English Language Art Curriculum Map

A. Year-long Curriculum Map

	7th Grade ELA
Essential Questions/Big Ideas	<p><u>Unit 1</u> Why are reading strategies needed to guide our reading practice? How do you build an effective argument using evidence and academic language?</p> <p><u>Unit 2</u> What is identity? What factors shape the people we become? How do people in our lives influence our identity? Is it necessary to change one's identity? How do authors develop themes and engage readers through language and/or images? What is imagery? Why is imagery important in writing?</p> <p><u>Unit 3</u> How does perspective/point of view develop? In what ways is a person's narrative influenced by perspective? How do authors establish perspective? What impact does perspective in literature have on the reader? What are strategies for reading informational text? How can reading strategies assist with better understanding what is read?</p> <p><u>Unit 4</u> What defines a community? What responsibility does a person have to the community? What responsibility does the community have to the person? How does literature act as a source of explaining history? How does literature influence the choices we make?</p>
Unit Title(s) & Timing	<p>Unit 1: Reading Informational Text: Introduction to ThinkCERCA (2 weeks)</p> <p>Unit 2: Understanding Self (12 weeks)</p> <p>Unit 3: Understanding Perspective (10 weeks)</p> <p>Unit 4: Understanding Community (12 weeks)</p>
Assessments	<p>Unit 1: Formative Assessments through ThinkCERCA</p> <p>Unit 2: Vignettes (Student Narratives)</p> <p>Unit 3: Fishbowl Discussion</p> <p>Unit 4: Editorial on Community to which Student Belongs</p>
Assessment Goals/Benchmarks	<ul style="list-style-type: none"> • At least 70% of students meet their growth targets on NWEA MAP. • At least 50% of students are at the 50th percentile by the end of year as measured by NWEA MAP. • 100% of students reflecting and setting goals based on NWEA data. • All students are also expected to read one novel (at their level) a month and complete a quiz on Accelerated Reader.

B. Unit Plan

Course/Subject: English	Created by: Farrah Pradhan
Level: 7th	Grade(s): 7th
Unit Topic/Title: Identity	Approximate length/dates (weeks): 7
<p>DESIRED RESULTS</p> <p><u>Standards:</u></p> <p>RL.7.1 RL.7.3 RL.7.4 RL.7.6 W.7.1 W.7.3a W.7.3b W.7.3d W.7.3e W.7.4 W.7.10 L.7.2 L.7.3a L.7.4c</p> <p><u>Understanding(s):</u></p> <p>Individual identities are complex and formed by many factors. A person's identity and sense of self can change. These understandings can be applied to understanding the people around us as well as fictional characters.</p> <p>A claim supported with specific and relevant evidence builds a strong argument.</p> <p><u>Essential Question(s):</u></p> <p>What factors shape the people we become? How do people in our lives influence our identity? Is it necessary to change one's identity? How do authors develop themes and engage readers through language and/or images?</p> <p><u>Prior Knowledge:</u></p> <p>Identity, Mexican Migration</p> <p><u>Unit Learning Goals:</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -use ThinkCERCA software to build an argument -make a claim and support it with textual evidence (developing) -explain their rationale for including specific evidence (developing) -provide the counterargument for a claim (developing) 	

- revise a piece of writing based on rubric feedback (developing)
- use academic language while having a discussion (developing)
- understand and demonstrate appropriate academic behaviors and associated rubric (developing)
- identify multiple factors that contribute to a person's identity
- reflect on their individual identities and key factors of influence on their identities
- identify elements of a fictional character's identity & give textual evidence
- understand how to convey brief, poignant moments through short, written pieces
- create vignettes to tell the story of their identities
- proofread their work through self and peer review (developing)
- understand the use and purpose of nouns and verbs

*Learning goals connected to the theme of identity will serve as a basis for content discussions throughout the year as students explore topics that require analysis of identity for both fictional and historical people.

Spiraling Learning Goals (if applicable): 1st Unit N/A

ASSESSMENT EVIDENCE

Performance Tasks:

Series of two vignettes focused on critical moments of personal identity development

Other Evidence:

ThinkCERCA argumentative writing
 Snapshot writing assignments
 Contributions to small group discussion/Lit circles
 Weekly Vocab assessments
 Weekly grammar assessments
 Written responses to novel

Self Assessment & Reflection:

Teacher will walk students through the ThinkCERCA rubric and model assessing. Students will write an entry ticket based on their TC rubric score that sets a personal goal for the week (next assignment). At the end of the unit students will choose one TC piece of writing to revise and resubmit based on the rubric/teacher & peer feedback. Students will reflect on their learning from the entire unit by selecting work that they feel demonstrates mastery of learning objectives/they are proud of. Student may retake any of the weekly assessments after submitting a written reflection on their work.

LEARNING PLAN

Pre-Unit Assessments:

- BOY Assessment
- Word sort with key words/phrases/themes from novel
- Wk1 of ThinkCERCA (ungraded, rubric based writing assessment): Why Do We Make Arguments?/ThinkCERCA Tools
- All About Me Letters/Small group discussion of elements of identity

Writing and Leveled Readings:

ThinkCERCA articles (same Mini-lesson/writing rubric, different texts)

Week 2: Claim/Identity

Week 3: Evidence/The Impact of Video Games

Week 4: Reasoning/The Government Role in Exercise and Healthy Eating

Week 5: Counterargument/Social Media

Week 6: Audience/Sports and Fitness

Week 7: Introductions/Conclusions/Focusing at School

Common Core English:

Each week students will receive direct instruction in both English and reading skills correlating to the Common Core. They will then apply those skills through independent practice.

English: No Red Ink & teacher created practice

Reading: Questions & assignments based on novel

Vocabulary

Will be pulled from their TC texts and supplemented with novel-based vocabulary. Students will have opportunities to practice using vocab in authentic writing (TC) and discussions.

Novel Study:

Close shared reading (facilitated by teacher)

Assessment questions (based on Common Core)

Small group discussions/literature circles

Turn & Talk discussions

Written responses to prompts connected to identity theme

Resources to Support, Remediate and Extend:

-Audiobook support with novel for struggling readers/remediation

-Additional texts/assignments for extension based on issues of identity

-Small group flexible grouping to remediate/reteach based on CRS weekly assessments

-TC teacher conferences/goal setting (during independent work time)

*More specific resources to be discussed/created with SPED Teacher

Feedback, Reflection, & Revision:

-Weekly rubric/written feedback on TC writing (see self-assessment/reflection above)

-Weekly rubric feedback on academic behaviors

-Weekly assessment feedback w/option to write reflection & retake

Intrinsic Core Values & Growth Mindset:

Empathy: Discussed during exploration of factors in identity. Connecting to the idea that we never fully 'know' a person and the importance of trying to understand difference. The novel study also brings up many issues that connect well to building empathy: challenges of fitting in, stereotypes, difficult home lives, addiction, & poverty.

Perseverance: The many opportunities to reflect, revise, and retake will be framed within the context of perseverance. Novel discussion around how the main character demonstrated perseverance in the face of many challenges.

Independence: Our focus on routine/procedures/academic behavior during this first unit are the foundation for building & supporting student independence throughout the year.

Curiosity: IR reading is based on student choice and there will be a focus in this first unit on helping students choose books that interest them/spark their passions. We also believe that by exploring their own identities, students will better understand themselves and what drives them in life/academics.

Growth Mindset: Supported by consistent, varied, and frequent assessments as well as reflection, goal setting, and opportunities for revision.

INSTRUCTIONAL RESOURCES

- The House on Mango Street by Sandra Cisneros
- Baseball in April by Gary Soto
- ThinkCERCA (see above for details)
- No Red Ink
- Daily Paragraph Editing (Grammar Practice)

C. Lesson Plan

Date: Monday, October 20

Standards:	Essential Question(s):	Objective(s):
<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence</p>	<p>What is identity?</p> <p>What factors shape the people we become?</p> <p>How do people in our lives influence our identity?</p>	<p>Students will be able to define metaphor and create one representing their lives.</p> <p>Students will be able to construct a written argument using textual evidence.</p>

Agenda (including time codes, teacher and student roles)

<p>Do Now</p>	<p>(5 minutes)</p> <p>In Journals:</p> <p>What is the one thing you most want in your life? (five sentence minimum)</p>
<p>Direct Instruction</p>	<p>(35 minutes)</p> <p>1- Vocab: Week 4 (5 minutes)</p> <ul style="list-style-type: none"> • Assign Week 4 Vocabulary • Read the list of words: teacher reads and then students repeat • Students to complete parts of speech and definitions for homework (due tomorrow) <p>Metaphors (30 minutes)</p> <p>1- Read aloud "Boys and Girls"</p> <p>2- Ask the following questions upon completing the vignette:</p> <ul style="list-style-type: none"> • How do the boys and girls on Mango Street behave with each other? • How does Esperanza feel about this? • What can we infer about the Vargas kids? • What is it that Esperanza wants in her life? • She says, "Until then I am a red balloon, a balloon tied to an anchor." <i>What does she mean by this?</i> Have students create this image in their notebooks. Discuss the impact of the visual ->imagery. Show students the visual of the red anchor metaphor from <u>The House on Mango Street</u>. https://www.sites.google.com/site/mrreitzsroom/2nd-period-announcements <p>2- What is the impact on the reader by saying, "Until then I am a red balloon, a balloon tied to an anchor" versus saying that Esperanza feels a lot of responsibility or that she has no choice in her life? Lead into the use of metaphors in writing.</p> <p>(Students to take notes. Below is written on chart paper.)</p> <ul style="list-style-type: none"> • <i>Define metaphor: Type of figurative language that makes a comparison saying that one thing is another thing.</i> • <i>Example: That assignment was a breeze.</i> • <i>Example: The grass is greener on the other side.</i> • <i>Example: It is going to be clear skies from now on.</i> <p>3- Play and read Firework by Katy Perry. Ask students to pick out the metaphors. (Time permitting)</p> <p>4- What is the difference between a simile and a metaphor?</p> <p>*Simile- use of like/as</p>

	<p>*Metaphor- one thing 'is' another thing</p> <ul style="list-style-type: none"> - Have students complete the Simile and Metaphor worksheet- will be homework if not completed in class. <p>5- Have students create a metaphor about the school year is going for them. Students to share: Turn and Talk</p> <p>6- Have students create a metaphor about their lives, using Esperanza's as an example. Depending on time, have students work on translating their written metaphors into drawings.</p> <ul style="list-style-type: none"> • They will rewrite their metaphors on a notecard and attach it to their illustrations. • Construction paper will be distributed along with markers/crayons. Students will be informed that their illustrations will be displayed in class.
Coastline	<p>(35 minutes)</p> <p>ThinkCERCA</p> <p>Mini-lesson: Counterargument</p> <p>Applied Lesson: Sports and Society (Leveled Reading)</p>
<p>Assessment/Exit Slip</p> <p>Metaphor and Simile Worksheet</p> <p>Metaphor about the school year</p> <p>Metaphor describing life with illustration</p>	
<p>Homework</p> <p>Vocab: Week 4- Part of speech and vocab</p> <p>Metaphor and Simile Worksheet (if not done in class)</p> <p>Metaphor describing life with illustration</p>	
<p>Materials</p> <p>Vocab: Week 4</p> <p>Metaphor and Simile Worksheet</p> <p>Construction Paper</p> <p>Markers/Crayons</p>	

Notecards

7th Grade Mathematics Curriculum Map

COURSE DESCRIPTION: Seventh grade mathematics is about (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

ESSENTIAL QUESTIONS

- How are proportional relationships used in daily life?
- How do we use rational numbers within an expression?
- How do we measure two and three dimensional shapes?
- How do we use samples to make inferences (educated guess/assumption) about a population?

A. Year-long Curriculum Map

Rationale for Module Sequence in Grade 7

In Module 1, students build on their Grade 6 experiences with ratios, unit rates, and fraction division to analyze proportional relationships. They decide whether two quantities are in a proportional relationship, identify constants of proportionality, and represent the relationship by equations. These skills are then applied to real-world problems including scale drawings.

Students continue to build an understanding of the number line in Module 2 from their work in Grade 6. They learn to add, subtract, multiply, and divide rational numbers. Module 2 includes rational numbers as they appear in expressions and equations—work that is continued in Module 3.

Module 3 consolidates and expands students' previous work with generating equivalent expressions and solving equations. Students solve real-life and mathematical problems using numerical and algebraic expressions and equations. Their work with expressions and equations is applied to finding unknown angles and problems involving area, volume, and surface area.

Module 4 parallels Module 1's coverage of ratio and proportion, but this time with a concentration on percent. Problems in this module include simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error. Additionally, this module includes percent problems about populations, which prepare students for probability models about populations covered in the next module.

In Module 5, students learn to draw inferences about populations based on random samples. Through the study of chance processes, students learn to develop, use and evaluate probability models.

The year concludes with students drawing and constructing geometrical figures in Module 6. They also revisit unknown angle, area, volume, and surface area problems, which now include problems involving percentages of areas or volumes.

COURSE FORMAT

Students will have math for 90 minutes on Monday, Tuesday, Thursday, and Friday and for 60 minutes on Wednesday.

During class, students go through four rotations. In the first rotation, students will watch a video and take notes on the concepts discussed. In the station after the video, students will be taught by myself through guided practice and direct instruction. After instruction, students will perform collaborative/group work, and then they will practice independently. During practice, there should be another teacher available for assistance. If there is not a teacher available. Students may contact me by email after school or attend office hours. On Wednesdays, students will take assessments.

Students will be using Khan Academy and ST Math for independent learning. These are online programs that will be introduced later in the semester.

Curriculum Resources:

- Engage NY
- ST Math
- Khan Academy

Assessment Benchmarks/Goals:

- 80% or above on all end of unit module assessments (mandatory study sessions and retakes for students scoring below 70%)
- At least 70% of students meet their growth targets on NWEA MAP.
- At least 50% of students are at the 50th percentile by the end of year as measured by NWEA MAP.
- 100% of students reflecting and setting goals based on NWEA data.

The following pacing chart is from the EngageNY Common Core Curriculum.

Module and Approximate Number of Instructional Days	Common Core State Standards
Module 1: Ratios and Proportional Relationships (30 days)	<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</p>

	<p>7.RP.2 Recognize and represent proportional relationships between quantities.</p> <ol style="list-style-type: none"> Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. <p>7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <ol style="list-style-type: none"> Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? <p>Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p>7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p>
Module 2: Rational Numbers (30 days)	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p>

	<p>a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</p> <p>b. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p> <p>c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p> <p>d. Apply properties of operations as strategies to add and subtract rational numbers.</p> <p>7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</p> <p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p> <p>7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers. Use properties of operations to generate equivalent expressions.</p> <p>7.EE.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.” Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p>
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<p>Module 3: Expressions and Equations (35 days)</p>	<p>Use properties of operations to generate equivalent expressions.</p> <p>7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p>7.EE.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.” Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</p> <p>7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p> <p>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p> <p>7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p>
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	<p>7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p> <p>7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p>
Module 4: Percent and Proportional Relationships (25 days)	<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</p> <p>7.RP.2 Recognize and represent proportional relationships between quantities.</p> <ol style="list-style-type: none"> Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. <p>7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge;</p>

	<p>this estimate can be used as a check on the exact computation. Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p>7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p>
Module 5: Statistics and Probability (25 days)	<p>Use random sampling to draw inferences about a population.</p> <p>7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p> <p>7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</p> <p>Draw informal comparative inferences about two populations.</p> <p>7.SP.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variability, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</p> <p>7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</p> <p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $1/2$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p>

	<p>7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</p> <p>7.SP.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <ol style="list-style-type: none"> Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies? <p>7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <ol style="list-style-type: none"> Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?
	<p>Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p>7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</p> <p>7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p> <p>Solve real-life and mathematical problems involving angle measure, area, surface area, and</p>

	<p>volume.</p> <p>7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p> <p>7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p>
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B. Unit Plan

Unit 1: Ratios and Proportional Relationships

Each Lesson is one day.

- Topic A: Proportional Relationships (**7.RP.A.2a**)
 - Lesson 1: An Experience in Relationships as Measuring Rate
 - Lesson 2: Proportional Relationships
 - Lessons 3–4: Identifying Proportional and Non-Proportional Relationships in Tables
 - Lessons 5–6: Identifying Proportional and Non-Proportional Relationships in Graphs
- Topic B: Unit Rate and the Constant of Proportionality (**7.RP.A.2b, 7.RP.A.2c, 7.RP.A.2d, 7.EE.B.4a**)
 - Lesson 7: Unit Rate as the Constant of Proportionality
 - Lessons 8–9: Representing Proportional Relationships with Equations
 - Lesson 10: Interpreting Graphs of Proportional Relationships
- **Mid-Module Assessment and Rubric**
Topics A through B (assessment 1 day, return 1 day, remediation or further applications 2 days)
- Topic C: Ratios and Rates Involving Fractions (**7.RP.A.1, 7.RP.A.3, 7.EE.B.4a**)
 - Lessons 11–12: Ratios of Fractions and Their Unit Rates
 - Lesson 13: Finding Equivalent Ratios Given the Total Quantity
 - Lesson 14: Multi-Step Ratio Problems
 - Lesson 15: Equations of Graphs of Proportional Relationships Involving Fractions
- Topic D: Ratios of Scale Drawings (**7.RP.A.2b, 7.G.A.1**)
 - Lesson 16: Relating Scale Drawings to Ratios and Rates
 - Lesson 17: The Unit Rate as the Scale Factor
 - Lesson 18: Computing Actual Lengths from a Scale Drawing
 - Lesson 19: Computing Actual Areas from a Scale Drawing
 - Lesson 20: An Exercise in Creating a Scale Drawing
 - Lessons 21–22: An Exercise in Changing Scales
- **End-of-Module Assessment and Rubric**

Topics A through D (assessment 1 day, return 1 day, remediation or further applications 2 days)

Focus Standards

- Analyze proportional relationships and use them to solve real-world and mathematical problems.
7.RP.A.1, 7.RP.A.2, 7.RP.A.3
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
7.EE.B.4
- Draw, construct, and describe geometrical figures and describe the relationships between them.
7.G.A.1

Foundational Standards

- Understand ratio concepts and use ratio reasoning to solve problems.
6.RP.A.1, 6.RP.A.2, 6.RP.A.3
- Solve real-world and mathematical problems involving area, surface area, and volume.
6.G.A.1, 6.G.A.3

Focus Standards for Mathematical Practice

- MP.1:** Make sense of problems and persevere in solving them.
- MP.2:** Reason abstractly and quantitatively.

Terminology

New or Recently Introduced Terms

- Proportional To** (Measures of one type of quantity are *proportional to* measures of a second type of quantity if there is a number $k > 0$ so that for every measure x of a quantity of the first type the corresponding measure y of a quantity of the second type is given by kx , i.e., $y = kx$.)
- Proportional Relationship** (A one-to-one matching between two types of quantities such that the measures of quantities of the first type are proportional to the measures of quantities of the second type.)
- Constant of Proportionality** (If a proportional relationship is described by the set of ordered pairs that satisfies the equation $y = kx$, where k is a positive constant, then k is called the *constant of proportionality*. For example, if the ratio of y to x is 2 to 3, then the constant of proportionality is $\frac{2}{3}$ and $y = \frac{2}{3}x$.)
- One-to-One Correspondence** (Two figures in the plane, S and S' , are said to be in one-to-one correspondence if there is a pairing between the points in S and S' , so that each point P of S is paired with one and only one point P' in S' , and likewise, each point Q' in S' is paired with one and only one point Q in S .)
- Scale Drawing and Scale Factor** (For two figures in the plane, S and S' , S' is said to be a *scale drawing* of S with *scale factor* r if there exists a one-to-one correspondence between S and S' so that under the pairing of this one-to-one correspondence, the

distance $|PQ|$ between any two points P and Q of S is related to the distance $|P'Q'|$ between corresponding points P' and Q' of S' by $|P'Q'| = r|PQ|$.)

Familiar Terms and Symbols

- Ratio
- Rate
- Unit Rate
- Equivalent Ratio
- Ratio Table

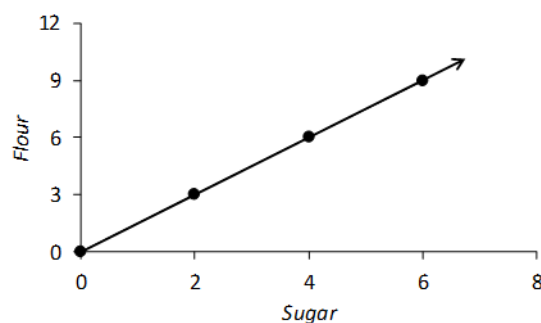
Suggested Tools and Representations

- Ratio Table (See example below)
- Coordinate Plane (See example below)
- Equations of the form $y = kx$

Ratio Table

<i>Sugar</i>	<i>Flour</i>
2	3
4	6
6	9

Coordinate Plane



Assessment Summary

Assessment Type	Administered	Format	Standards Addressed
Mid-Module Assessment Task	After Topic B	Constructed response with rubric	7.RP.A.2
End-of-Module Assessment Task	After Topic D	Constructed response with rubric	7.RP.A.1, 7.RP.A.2, 7.RP.A.3, 7.EE.B.4a, 7.G.A.1

C. Lesson Plan

Date:	9/16
Lesson Objective:	<u>Group A/B:</u> <ul style="list-style-type: none"> Students decide whether two quantities are proportional to each other by graphing on a coordinate plane and observing whether the graph is a straight line through the origin Students study examples of quantities that are proportional to each other as well as those that are not.
CCSS:	7.RP.2.a
Essential Questions:	How are proportional relationships represented on a graph? What do non-proportional relationships look like?
Resources and/or materials needed:	Engage NY Lesson module 1, Lesson 4, Exercises, Practice Problems. Youtube lesson 4, guided notes. Do Now, Engage NY Exit Ticket
Accommodations and/or modifications:	Group B: Independent vs dependent variables will be reinforced. X and Y variables will be defined for them. We will start with (0, 0) reinforcing the origin as the starting point / center of a graph.
Method (how will you get your points across effectively to your students?):	Reinforcement through lesson then video. They will see the pattern between all proportion relationships that they are linear. X is independent and Y is dependent. (0,0) is starting point. Relate the equation created to the linear line. Have students come up to the board to place their own points and have students draw the line through them.
Lesson Agenda (include timing and what the teacher(s) will be doing in that point in the lesson and what students will be doing in that point in the lesson). Outline the role and responsibility of the co-teacher, when applicable:	<p>Do Now / HW check / Attendance - 5 minutes (TA will help check HW and answer questions)</p> <p>Students split</p> <p>Group B: Video - 20 minutes (TA will make sure students are on task, answering questions.)</p> <p>ROTATE</p> <p>Group A: Lesson - 20 minutes (I will deliver EngageNY lesson 4)</p> <p>BREAK</p> <p>Group B: starts with group work 15 minutes (co-taught, Ms. H follows group B)</p> <p>Group A: starts with indie work 15 minutes</p> <p>SWITCH</p> <p>ET: 10 minutes</p>

Do Now:	Have students complete a proportional table
Guided Practice with teacher: (What examples are you going to work through together?)	<u>BOTH A/B:</u> will work on classwork 1 with the teacher. Group B will be provided scaffolding discussed in the method section. Group A will create the graph and infer as to where a higher point might be that is outside the line.
Independent Practice:	<u>Group A/ B:</u> All questions on the problem set
Group work:	<u>Group A/B:</u> Students will work on Example 2/3
Exit slip/Assessments:	Students will complete EngageNY exit ticket
HW:	Have HW created just in case student finish independent work. If they don't finish, that will be HW. If they do finish have this HW ready.

7th Grade Music Curriculum Map

A. Year-long Curriculum Map

Essential Questions/Big Ideas	<p>What is the student's creative process, how can they better understand it and apply that knowledge to music and other disciplines?</p> <p>What role has music played in affecting our society, history and culture?</p> <p>What does music mean to me? How can I broaden my understanding of music to enhance my understanding of the world around me?</p>
Standards	<p><u>National Core Arts Standards (NCAR)</u></p> <p>Creating Anchor Standard #1 – Generate and conceptualize artistic ideas and work Anchor Standard #2 – Organize and develop artistic ideas and work Anchor Standard #3 – Refine and complete artistic work</p> <p>Performing/Presenting/Producing Anchor Standard #4 – Analyze, interpret, and select artistic work for presentation Anchor Standard #5 – Develop and refine artistic work for presentation Anchor Standard #6 – Convey meaning through the presentation of artistic work</p> <p>Responding Anchor Standard #7 – Perceive and analyze artistic work Anchor Standard #8 – Interpret intent and meaning artistic work Anchor Standard #9 – Apply criteria to evaluate artistic work</p> <p>Connecting Anchor Standard #10 – Synthesize and relate knowledge and personal experiences to make art. Anchor Standard #11 – Relate artistic ideas and works with societal, cultural and historical context to deepen understanding</p> <p><u>National Standards for Music Education (NSME)</u> 1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 3. Improvising melodies, variations, and accompaniments. 4. Composing and arranging music within specified guidelines. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. 9. Understanding music in relation to history and culture.</p>
Unit Titles & Timing	Unit 1 – Introduction: 2 weeks

	<p>Unit 2 – Beat and Rhythm: 4 weeks</p> <p>Unit 3 – Instruments and Encyclopedia: 10 weeks</p> <p>Unit 4 – American Music and Blues: 6 weeks</p> <p>Unit 5 – Jazz Music: 6 weeks</p> <p>Unit 6 – Rock N Roll: 6 weeks</p> <p>Unit 7 – World Music: 6 weeks</p>
Academic Goals/Benchmarks	<p>Students will acquire a musical vocabulary and be able to describe music using academic and musical language.</p> <p>Students will publish original and synthesized work using online programs to share publicly on the internet.</p> <p>Students will be able to explain the cultural and historical impacts of Hip Hop, Blues, Jazz and Rock N Roll music. They will understand how these genres have affected our society and how these styles of music have affected their personal lives. Students will demonstrate this understanding through discussion and written responses.</p> <p>Students will critique and analyze professional music by applying a set of criteria to the works of art while interpreting the intent of the artists.</p>
Assessments	<p>7th grade will meet once a week. Each class will be a complete lesson including teaching, practice, assessment and reflection episodes with variations depending on the material. For the 7th grade curriculum both formal and informal assessments will be given each week. An exit ticket or performance will typically be the formal assessment while observations, conversations, class discussions and peer feedback will cover the informal assessments.</p>

B. Unit Plan

	Instruments and Encyclopedias - Part 1
Essential Questions/Big Ideas	<p>How are instruments categorized into the 4 instrument families?</p> <p>Students will gain a basic understanding of the physics of sound and how the physical features of an instrument affect its timbre.</p> <p>Students will learn how to categorize instruments into the four instrument families and how to identify instruments based on their timbre.</p>
Standards	<p><u>NCAR</u> Anchor Standard #11 – Relate artistic ideas and works with societal, cultural and historical context to deepen understanding</p> <p><u>NSME</u> 6. Listening to, analyzing, and describing music.</p>

	<p>7. Evaluating music and music performances.</p> <p>8. Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <p>9. Understanding music in relation to history and culture.</p>
Lesson plan titles	Physics of Sound, Strings Family, Brass Family, Woodwind Family, Percussion Family
Activities	<p>Gain an understanding of basic waveforms by reading texts and viewing various forms of media.</p> <p>Analyzing waveforms to predict certain aspects of the sound they will produce by applying knowledge of amplitude, frequency and waveform shape.</p> <p>Evaluating and analyzing professional recordings of string instruments. Learning to identify string instruments based on timbre.</p> <p>Evaluating and analyzing professional recordings of brass instruments. Learning to identify brass instruments based on timbre.</p> <p>Evaluating and analyzing professional recordings of woodwind instruments. Learning to identify woodwind instruments based on timbre.</p> <p>Evaluating and analyzing professional recordings of percussion instruments. Learning to identify percussion instruments based on timbre.</p>
Assessments	Students will demonstrate their understanding of instrument families by taking several listening tests. Each listening test will focus on the family of instrument that was studied that week but will also include examples from other families to reinforce differences between instrument families.

	Instruments and Encyclopedias - Part 2
Essential Questions/Big Ideas	<p>Students will learn skills for independent research, collaboration and how to correctly cite information acquired from the internet.</p> <p>Students will synthesize their research to create a class encyclopedia about the four instrument families and publish the encyclopedia on the internet.</p>
Standards	<p><u>NCAR</u> Anchor Standard #11 – Relate artistic ideas and works with societal, cultural and historical context to deepen understanding</p> <p><u>NSME</u> 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts.</p>

	9. Understanding music in relation to history and culture.
Lesson plan titles	Instrument Research, Research Continued, Introduction to Wiki Pages, Wiki Pages continued, Publication and marketing
Activities	<p>Understand criteria for finding quality sources of information from the internet.</p> <p>Partner research about a specific instrument. Students will research the history, how it is made, materials used, timbre variations and professional players.</p> <p>Group synthesis of information with other group that shared same instrument. This will lead to first draft of encyclopedia article.</p> <p>Learn to navigate Wiki Pages and become fluent in its software.</p> <p>Group-plan the structure of their families encyclopedia article.</p> <p>Write encyclopedia articles, provide peer feedback and complete multiple rounds of revisions to their groups article.</p> <p>Site information properly and legally on the website.</p> <p>Market and promote their class encyclopedia.</p>
Assessments	The final assessment will be the completed class encyclopedia coupled with an in-depth peer evaluation. The peer evaluation will be completed by the students' partner, instrument group and instrument family.

C. Lesson Plan

Title	Strings Family
Objectives/Goals	Students will be able to identify string instruments based on timbre, explain how string instruments create sound and why string instruments sound like string instruments.
Materials/Environment	<ul style="list-style-type: none"> - Guitar - Powerpoint Presentation about string instruments - Google Form for students to complete during the presentation
Procedure	<ul style="list-style-type: none"> - 5 min - Daily Warm-up – Listening Log – Students listen critically to a song, respond to questions asking them to describe the song, their reaction to the song and reflect on various parts of the song. - 5 min – review questions from homework and identify waveform that is the string instrument (guitar) waveform - 5 min – explain how guitar creates sound and how the guitar changes pitch with accompanying demonstrations

	<ul style="list-style-type: none"> - 1 min – students open Google form about string instruments and Power Point Presentation is displayed - 2 min – Quick write about how a guitar makes sound and changes pitch. - 3 min – Know, Want To Know, Learned discussion with the class about how string instruments create sound and change pitch. Encouraged to draw on knowledge learned about guitar - 20 – 30 min – Powerpoint Presentation goes through six string instrument (violin, viola, cello, string bass, guitar, harp). Each instrument is displayed and shown how it is built and how it makes sound. Each instrument is accompanied by at least two listening examples and / or videos. When possible, prominent artists are used as video demonstration (i.e. YoYo Ma playing the cello, Itzhak Perlman playing the violin etc...) Students will follow along and answer questions, respond to prompts for each instrument. Focus is given to timbre variation between instruments and how each instrument is played. - 5 min – Listening test that plays the same audio clips from the presentation. Students are asked in Google form to identify the instruments. - 5 min – Listening test that plays different audio clips. Same instruments are used and a few new instruments that students have not heard and are not part of the string family.
Assessments	Students will demonstrate their ability to identify instruments by timbre by completing the listening tests at the end of the period.

9th Grade Science – Educurious Biology Course Curriculum Map

A. Year-long Curriculum Map

Educurious Course Components

Every Educurious Course includes these major components:

- **Learning Management System** - also known as "the platform." Our suggested LMS is Canvas, but we have designed the materials so that they can be transferred easily over to other LMS's such as Blackboard, Schoology, or Moodle. Most LMS's allow teachers, experts and students to do the same things, although the exact procedures differ.
- **Units** - Each unit, **lasting six to ten weeks**, is organized around a relevant problem and student projects. Units are further broken down into Modules and Parts lasting from one to several days.
- **Printable Teacher guides** are available for the course, for each unit, and for modules.
- **Physical course materials** - Books, games, software, equipment, and supplies may be needed to complete the unit. See the unit introduction for the materials list.
- **Professional development** is an integral part of the Educurious Approach. Teachers attend face-to-face meetings at the summer and winter institutes and virtual meetings through the Professional Learning Network (PLN) as they move ahead through modules and units.
- The **Educurious Expert Network** or TEEN offers professional adult support to teachers and students in a variety of ways.

Essential Questions

- Where do environmental contaminants come from, and how do they affect us?
- How can we use plants and other living things to remove toxins from our environment?

Assessment Goals/Benchmarks:

- At least 60% of students show strand level growth on interims.
- 100% of students reflecting and setting goals based on interim data

Course Overview

This course is a complete 9th grade Biology. The five Biology Units that make up a year of Educurious learning are:

Unit 1: Environmental and Human Health

Context: From farms to cities, environmental contaminants impact ecosystem and human health. In this unit, students explore a field of biology that affects all of us, and investigate the following questions: (1) Where do environmental contaminants come from, and how do they affect us? and (2) How can we use plants and other living things to remove toxins from our environment? One way to address



environmental contaminants is to use a process called bioremediation, in which bacteria, fungi, or plants remove contaminants from a natural area. By studying this process, students will strengthen connections between their everyday practices, their communities, and the environment, and learn about cellular and organismal structures and processes that help remove contaminants from the environment.

Project: Students carry out studies testing the efficacy of various species of fast-growing plants (brassica spp) in removing metals and other contaminants from water. They analyze and graph their experimental data and communicate their findings in a formal research report, which is critiqued by peers and experts.

Approach: Students design and conduct experiments to understand how plants can be used to remove chemical contaminants from environments, a process called phytoremediation. They report the implications of their scientific work to their peers and professionals in scientific and environmental fields via a multimedia digital journal.

Literacy Design Collaborative (LDC) Template Task: Students will engage in extended reading and scientific writing as they maintain a research journal and complete research design plans outlining their investigations.

Unit 2: Contemporary Approaches to Genetics

Context: Advances in technology and research have enabled unprecedented progress in our understanding of genetics and genomics. In this unit, students ponder questions such as: (1) How can sequences of DNA help us understand problems related to species identification? and (2) How do the proteins fold, and what are the relationships between protein folding and protein functions? Students learn important ideas and concepts related to genetics (e.g., DNA structure, transcription, translation, protein synthesis, mechanisms associated with heredity, and inheritance). They employ various scientific practices, such as research design (e.g., asking testable questions and designing investigations), data analysis, and formulating scientific arguments using evidence as they participate in a DNA project.

Project: Students complete background research on a species identification problem of their choice, design a DNA barcoding investigation, collect DNA sequence data, and then write a scientific abstract for their study.

Approach: Students explore genetics using their own questions about disease, inheritance, and other topics of interest. Students pose these questions throughout the unit so that teachers and genetics experts are able to use student-generated questions and related experiences as vehicles through which to teach the content associated with the unit. Students conduct a series of hands-on labs, online simulations, and scientific games. In addition, students are able to pose their own research questions in their DNA barcoding project.

Literacy Design Collaborative (LDC) Template Task: Students will engage in extended reading and scientific writing as they complete research design plans outlining their investigations.

Unit 3: Exploring the Diversity of Life: Past, Present, and Future

Context: Scientists study biodiversity to understand the health of ecosystems and life on Earth. Natural selection helps us understand how living organisms are related. In this unit, students will investigate questions such as: (1) Why is biodiversity important? and (2) How can natural selection help explain biodiversity? *Exploring the Diversity of Life* is presented as a mystery, in which students use fossil and DNA evidence to construct an argument for where to place whale species in the phylogenetic tree.

Project: Students work in groups to produce a scientific poster that explains their hypothesis regarding how many species of orca exist in the world. The poster will include written components in addition to a student-created phylogenetic tree to illustrate the evolutionary history of this group of whales, based on multiple lines of evidence.

Approach: *Exploring the Diversity of Life* is presented as a challenge, in which students address an authentic question in evolutionary biology. Students use evidence from fossils and DNA sequence data to construct their own hypothesis of how orca whale species are related to each other and where they fit onto the tree of life. Students develop an understanding of the mechanisms of evolution and the principles of natural selection through two different types of simulations, a variety of examples from nature, and class discussions. Students then use both fossils and DNA sequence data to understand connections between species, as well as how to interpret and represent a species' evolutionary history through a phylogenetic tree. Students consider how environmental conditions have led to the diversity of life in particular places and why biological diversity is important. After investigating evidence from either the past or the present, teams will unite to share their understanding and create scientific posters to share what they have learned. Literacy Design Collaborative (LDC) Template Task: Students will engage in extended reading of primary literature and scientific writing as they complete background research on orca species to create their posters.

Unit 4: The Ecological Impacts of Climate Change

Context: Climate change is arguably the most pressing ecological threat of our time. To better understand the impacts of climate change, scientists employ various tools and technologies to monitor changes in species distribution and ecosystem functioning, which enables researchers to make resource management and policy decisions that may lessen the impacts of these changes. In this unit, students investigate the questions: (1) What are the ecological impacts of climate change? and (2) How do scientists study climate change? Students use online citizen science databases, Geographic Information System (GIS), and field and wet lab activities to investigate the ecological impacts of climate change and understand the tools and practices scientists used to study climate change.

Project: Students' lab, field, and background research culminates in an infographic poster session that fosters authentic scientific discourse between student peers and experts within the community.

Approach: Students use hands-on labs, projects, and activities that connect them to authentic scientific practices that relate to the study of climate change. Students develop background knowledge by exploring public controversies around climate change, and engage in discipline-specific discussions about the evidence supporting this theory. Students design in-class experiments to study the possible

impacts of climate change on plants, and construct infographic posters to share their findings with peers and experts in their community. In addition to their project-based research, students collect information on local species abundance and distribution and upload their data to an online citizen science database, and use GIS mapping, climate models, and global species case studies to predict the long-term impacts of climate change on species around the globe.

Literacy Design Collaborative (LDC) Template Task: Students will engage in extended reading and writing in science as they write a position paper on the cause of climate change.

Unit 5: Predicting and Preventing Infectious Disease

Context: Epidemic modeling allows for in-depth investigations of the conditions and parameters that help or hinder infectious diseases as they spread through populations. In this unit, students consider questions such as: (1) How do infectious diseases constantly outsmart us and continue to threaten human populations around the globe? and (2) What is it that causes us to get sick? This context provides motivation for diving deeper to explore cell structure and function, the immune system, virology, viral evolution, and vaccines and herd immunity.

Project: Students design and conduct an investigation that uses online epidemiological or social networking analysis tools in order to better understand problems of disease transmission.

Approach: Students explore transmission of infectious pathogens from the cellular to the global level by using game-based learning and by conducting interdisciplinary investigations. Students delve deeply into the human immune system through a game called Pathogenika. In addition, they design and conduct investigations with software tools and data analysis techniques that are currently used by scientists (e.g., social network analysis of disease transmission or global epidemic and mobility modeling). Students also employ various scientific practices, such as research design (e.g., asking testable questions and designing and carrying out investigations), modeling, and formulating evidenced-based scientific arguments.

Literacy Design Collaborative (LDC) Template Task: Students will engage in extended reading and writing in science as they complete research design plans outlining their investigations.

Standards Alignment

Educurious Courses and Units are designed to help students address Common Core State Standards (for ELA) and Next Generation Science Standards (for Biology). Each Unit helps students practice a number of standards. Key assessments are tied to one or more central standards. An overview of the standards that students practice and work towards mastering is provided below.



Key: X = standard introduced and practiced; XX = standard introduced, practiced, and assessed		BI01 phyto	BI02 genetics	BI03 Diversity/ evol	BI04 climate	BI05 disease
NGSS	Performance Indicator					
HS-LS1-1.	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.	x	xx			
HS-LS1-2.	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	xx	x			xx
HS-LS1-3.	Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	x			x	x
HS-LS1-4.	Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.		xx			
HS-LS1-5.	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.	xx				
HS-LS1-6.	Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.	xx			x	
HS-LS1-7.	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and	xx			x	
HS-LS2-1.	Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.				xx	
HS-LS2-2.	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.			x	xx	
HS-LS2-3.	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.	xx			x	

HS-LS2-4.	Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	xx			x	
HS-LS2-5.	Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.	xx			x	
HS-LS2-6.	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.			x		
HS-LS2-7.	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*	xx		x		
HS-LS2-8.	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.			x	x	
HS-LS3-1.	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.		xx			
HS-LS3-2.	Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.		xx			
HS-LS3-3.	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.		xx	x		
HS-LS4-1.	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.			xx		

HS-LS4-2.	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.			XX		
HS-LS4-3.	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.			XX		
HS-LS4-4.	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.			XX		
HS-LS4-5.	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.			XX	X	
HS-LS4-6.	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.*	XX				
HS-ESS2-4.	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.				XX	
HS-ESS2-5.	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.				XX	
HS-ESS2-6.	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.				XX	
HS-ESS2-7.	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.			XX		
HS-ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.	XX			X	

HS-ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.*	XX			X	
HS-ESS3-3.	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.	X				
HS-ESS3-4.	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.*	XX			X	
HS-ESS3-5.	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.				XX	
HS-ESS3-6.	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.				XX	
HS-ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.	XX	X		X	X
HS-ETS1-2.	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	X	X			
HS-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as as possible social, cultural, and environmental impacts.	X			XX	
HS-ETS1-4.	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.				XX	

B. Unit Plan

Unit 3: Exploring the Diversity of Life: Past, Present, and Future

Essential Question: What can fossils and DNA evidence tell us about biodiversity and evolution of species?

Unit Overview: Scientists study biodiversity to understand the health of ecosystems and life on Earth. Natural selection helps us understand how living organisms are related. *Exploring the Diversity of Life* is presented as a mystery, in which students use fossil and DNA evidence to construct an argument for where to place whale species in the phylogenetic tree.

Project: The final project for the unit is presented as a challenge in which students address an authentic question in evolutionary biology. Students use evidence from fossils and DNA sequence data to construct their own hypothesis of how orca whale species are related to each other and where they fit onto the Tree of Life. At the beginning of the unit, students develop an understanding of the mechanisms of evolution and the principles of natural selection through simulations, examples from nature, and class discussions. Students then use both fossils and DNA sequence data to understand connections between species, as well as how to interpret and represent a species' evolutionary history through a phylogenetic tree. Students consider how environmental conditions have led to the diversity of life in particular places, and why biological diversity is important. Students then choose to continue investigating either fossils (Team Past) or DNA evidence (Team Present) to complete the Orca Challenge, using the knowledge and techniques that they have gained. After investigating evidence from either the past or the present, teams will unite to share their understanding and create scientific posters to share what they have learned about species, phylogeny (how species are related), mechanisms of evolution, and the importance of understanding species relationships and natural selection.

Learning Standards

Students' work addresses the following Next Generation Science Standards:

- HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
- HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
- HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
- HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.



- HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Common Core Standards

- WHST 9-10.1 Write arguments focused on discipline-specific content. [...]
- WHST 9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST 9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST 9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- WHST 9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
- WHST 9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- RST.9-10.2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
- RST.9-10.5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
- RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

- RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
- RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

LDC Major Reading and Writing Task

Students will engage in extended reading of primary literature and scientific writing as they complete background research on orca species to create their posters.

LDC Task: After conducting background research by reading and researching applicable texts about the physical, behavioral, and genetic attributes of whales, as well as related species (both ancestral and current), write a synthesis of your research. What conclusions or implications can you draw? Cite at least five sources, discussing key evidence from each source to support your synthesis and conclusions/implications. Identify any unanswered questions that you still have after conducting this background research about the biodiversity of whales. Make sure to include a reference list. **(Informational or Explanatory/Synthesis)**

Unit Road Map – 36 days

Module 1 Part A: Introduction, Pre Test, And Sorting The Diversity Of Life	1	Diversity of Life Pre-Test Card sort Activity Discussion 1.1 Diversity of Life Card Sort
Module 1 Part B: Classifying The Diversity Of Life	1	Video How NOAA saves species Discussion 1.2 Video Response: "How NOAA Saves Species" Classification and Biodiversity Slides Video Taxonomy Lives Filing System
Module 1 Part C: The Importance Of Biodiversity	1	Video: Ecosystem Services- Whats nature worth Assignment 1.1: Dog Biodiversity Expert Discussion Questions
Module 2 Part A: Introducing Natural Selection	2	Video: Artifical selection in dogs Natural Selection Slides Pepper Moth Hands On Simulation Assignment 2.1: Modeling Natural Selection
Module 2 Part B: Natural Selection	1	Online simulation from PB Assignment 2.2: Evolution in Action Module 2 Mini-Quiz: Natural Selection

		Video resistance and mutation Video Bowerbirds sexual selection
Module 3 Part A: Introduction To Fossils	1	Fossil slides Isotope Simulation Activity
Module 3 Part B: Microfossils	1	Discussion 3.2 Dr. Greg Wilson's video, Unearthing Evolutionary Mysteries Dichotomous key practice
Module 3 Part C: Identifying And Classifying Microfossils	2	Fossil sorting activity Assignment 3.1: Reflection on Microfossil Sorting
Module 4 Part A: Quiz & Intro To Orca Challenge	1	Assignment 4.1: Orca Challenge Clue 1 Reflection Module 4 Quiz: Natural Selection Read Orca Challenge intro document
Module 4 Part B: Orca Challenge Clue 1	1	Team Past and Present Sorting Cards Assignment 4.1 Orca Challenge Clue 1 Video: Phylogenetic Tree and Fossils at Burke Museum
Module 5 Part A: Representing Relatedness	1	Video: how to make a cladogram Module 5 Quiz: Transitional Organisms Phylogenetic tree slides
Module 5 Part B: Evidence of Evolutionary History	2	Evolution of birds document Module 5 quiz: transitional organisms
Module 6 Part A: Multiple Lines Of Evidence For Evolution	1	Video: Unlocking secrets of Whale DNA PBS all in the Family online interactive Assignment 6.1: All in the Family
Module 6 Part B: Using DNA Evidence With Phylogenetic Trees	1	Whales closest relative document Download unknown DNA sequence from NWABR website Analyzing DNA with BOLD database document
Module 7 Part A: Quiz & Orca Challenge Clue 2	2	Module 7 Quiz: Drawing Conclusions & Phylogenetic Trees Assignment 7.1: Clue 2
Module 7 Part B: Connections With Research	1	Assignment 7.2: Previous Experience with Background Research
Module 7 Part C: Clue 3	2	Instructions for team past and present
Module 7 Part D: Writing And Peer Review Process	3	Diversity of Life LDC rubric Complete Team exploration documents

Module 7 Part E: Revision And Final Draft For Expert Review	2	Expert Assignment Submissions-Final Phylogenetic Tree & Explanation for Expert Review Assignment 7.3: Final Phylogenetic Tree & Explanation for Teacher Review
Module 8 Part A: Natural Selection & Speciation	1	Discussion 8.1: How Does Evolution Really Work?
Module 8 Part B: Biodiversity & Conservation	2	Discussion 8.2: NOVA Whale Evolution Video Reflection Assignment 8.1: Investigating Endangered Species
Module 9 Part A: Final Revision And Formation Of United Teams	1	Respond to expert feedback and revise United Teams Collaboration rubric Analyze sample NOAA and project posters United teams
Module 9 Part B: United Teams : Sharing Research Findings And Academic Poster Creation	3	Orca Challenge: United Teams Collaboration Rubric Create poster with template Assignment 9.1: Academic Poster
Module 9 Part C: Academic Poster Session	1	Class Poster session Orca Challenge Poster Evaluation
Module 9 Part D: Diversity Of Life Post Test	1	Diversity of Life Post-Test

Planning Notes

PRE-TEST: Students begin the unit by taking the **Diversity of Life Pre-Test**.

MODULES 1 and 2: (Foundations of Evolution and Natural Selection) In preparation for the rest of the unit, students learn about the ways that scientists classify the diversity of life on earth. They are also challenged to engage in authentic scientific discussion by reflecting on how to define a species and consider the different types of biodiversity that exist on earth. Further, they are challenged to think about the different types of biodiversity, and why biodiversity is important. Next, students inquire about how biodiversity is generated through evolutionary processes, specifically natural selection. Students learn about this fundamental mechanism of evolution through a video, simulations demonstrating the principles of natural selection, and class discussion. Throughout the unit, expert interaction takes place through a discussion forum on the online platform, starting with students' questions about evolutionary biology content and careers. Through a video from NOAA and follow-up discussion, students are introduced to their challenge for this unit's project: How many species of orca whale are currently in existence, and where do orca whales fit into the Tree of Life (phylogenetic tree)?

MODULES 3 and 4: (Using Fossils and Morphology as Scientific Evidence) This section of the unit transitions to learning about fossils, the processes involved in doing fieldwork and how scientists use fossil specimens as evidence for understanding organisms' evolutionary history. Students first watch a video about these aspects, and then use the tools of paleontology to sort and identify microfossils from a

fieldwork site in Montana. In so doing, they examine microfossil species richness and abundance, connecting back to biodiversity and natural selection from Modules 1 and 2. Students then form research partnerships (joining either Team Past or Team Present) and evaluate either fossil or other physical characteristics of different orca whales to make initial hypotheses about the whales' evolutionary history and how many species of orca there are. They continue to use the expert discussion board to ask questions, but are also encouraged to start providing responses to other students' questions as their knowledge deepens.

Quiz: Biodiversity, Principles of Natural Selection, Fossils

Completion of Clue 1 of the Orca Challenge as part of either Team Past or Team Present

MODULES 5 and 6: (Phylogenetic Trees and DNA Sequences) Evolutionary biologists construct phylogenetic trees /cladograms based on physical characteristics and DNA sequence evidence in order to investigate species' relationships, evolutionary history, and membership. In this section of the unit, students will develop their own skills in these realms by completing a series of activities about phylogenetic trees to learn how to visually represent how organisms are related. Additionally, they will use DNA sequence data to build a phylogenetic tree that includes an organism and its closest relatives. Students will also consider transitional forms of organisms on an evolutionary timescale, through a discussion of vestigial traits and an activity on bird evolution.

Quiz: Drawing Conclusions from Evidence; Building and Interpreting Phylogenetic Trees

MODULES 7 – 9 (Completion of the Orca Challenge): In the final section, students bring together all of the skills they have built through the unit to complete the final project: the Orca Challenge. They will first complete the final 2 clues that present further lines of evidence for students to consider when deciding how orca whales are related to other organisms, and how many species of orca whale currently exist. Students' will send their phylogenetic trees and explanations for the Orca Challenge will to experts for review. While waiting to receive their expert feedback, students will engage in discussion and activities to integrate their knowledge of natural selection and speciation processes into ideas about species conservation. Students will then come together in larger research teams to reach a final conclusion based on multiple lines of evidence, and create a scientific poster with their phylogenetic tree and explanations of orca whales' evolutionary history and current species status. The unit culminates with an academic poster session, in which students present their findings and reasoning to each other, their larger community, and experts in evolutionary biology.

Scientific Poster

Completion of Clues 2 and 3 of the Orca Challenge

POST-TEST: Students take the **Diversity of Life Post-Test** and present their scientific posters on orca whales' evolutionary history.

Tips & Tactics for Teaching about Evolution:

- As discussed in more depth in the resources below, evolutionary biology does not have to conflict with beliefs, which are well outside the realm of science and the biology classroom. Additionally, there is consensus within the scientific community about the overwhelming evidence for evolution—it is **not considered** a “controversial topic” by any means.
- A useful tactic is to make connections between evolutionary biology and the nature of science, by which we can make conclusions based on evidence in the natural world. It may also be helpful to discuss the differences between the everyday and scientific uses of terms such as “theory.” Ideally, this will not be the first time that students connect to the nature of science; draw parallels to previous relevant content and curriculum, especially if students have done other Educurious units.
- Other teachers have found it useful to frame this as an open-ended discussion or Socratic seminar, either just at the beginning of the unit, or also at the end, so that students can draw from what they have learned during the Educurious curriculum. This suggestion is **not** about equating beliefs with scientific evidence, or debating the evidence for evolution, but could be useful to surface students’ prior ideas so that you, as a teacher, know where they are coming from. Additionally, it may provide a space for students to voice their opinions, and then they can move on to engage with the curricular content. **Be sensitive** to the fact that students may have many different belief systems and ways of thinking about the world.

Useful Resources:

- **National Center for Science Education:** <http://ncse.com/>

In-depth information for teaching about evolutionary biology, designed for teachers.

- **Berkeley’s Understanding Evolution Site:** <http://evolution.berkeley.edu/evosite/evohome.html>

Breaks down complex content, and highlights strategies for engaging students about evolutionary concepts (also links to the student-friendly Evolution 101 website).

- **Evolution and the Nature of Science Institutes:** <http://www.indiana.edu/~ensiweb/>

Resources and teaching tools for connecting evolutionary biology to the nature of science.

- **PBS Roundtable Discussion on Science and Faith:** <http://www.pbs.org/wgbh/evolution/religion/faith/>

Discussion with panelists who recognize that there is no conflict between science and their beliefs.

- **National Academy of Sciences: Teaching about Evolution and the Nature of Science: (free download at link below)**
http://www.nap.edu/openbook.php?record_id=5787&page=1

An in-depth resource for considering why and how to teach about evolutionary biology. Includes ideas and resources for classroom activities. Links, resources, and Q&A for teaching and learning about evolution.

- **National Science Teachers Association: Evolution Resources** <http://www.nsta.org/publications/evolution.aspx>



Academic Vocabulary

Educurious recommends that students learn vocabulary within the context of the various tasks and other project work in the course. The following terms are key to the course:

- abundance: the number of individuals of a single species compared to the number of individuals of all species in area
- adaptive radiation: divergent evolution of several species or varieties from a single ancestor to fill available niches (example Darwin's Finches)
- allele: one of two or more alternative forms of a gene found at the same location on a chromosome
- analogous: Structures performing the same function in different species having evolved from different origins.
- artificial selection: human-directed breeding of plants and animals to achieve a desired result.
- autotrophic: an organism able to produce its own food through photosynthesis or chemosynthesis
- biodiversity: the variation of life found within a given ecosystem, biome, or the whole earth.
- biotic: the living part of an ecosystem
- cast fossil: a mold that is filled in with surrounding minerals, resulting in a 3-D replica of original organism.
- cladogram: a diagram of a phylogenetic tree,
- classification: placing organisms into categories
- curator: a person who is charge of a collection at a museum
- decomposer: an organism which lives by breaking down the remains formerly living organism.
- dichotomous key: a series of yes / no questions describing and organism which lead after a series of steps and links to the identification of the organism.
- ecosystem diversity: variety of different environments produced by interactions between biotic and abiotic factors in an ecosystem
- endemic: a plant or animal that is restricted to a certain area
- evolve/evolution: the natural process by which new speices originate from common ancestors.
- extant: still existing and living
- extant: still existing, surviving
- extinct: a group or species with no living members
- fossil: The remains or impression of a prehistoric organism preserved in petrified form or as a mold or cast in rock.
- gene pool: the total collection of genes in a population.
- genetic data: DNA sequences information which can indicate relatedness of organisms
- genetic diversity: diversity of genes within a species
- half-life: the period of time it takes for half of an isotope sample to decay
- heritable: able to be passed on through genes
- heterotrophic: an organism that feeds on other organisms



- homologous: Structures derived from the same structure in a common ancestor.
- imprint fossil: indentation on a rock made by a thin organism/part Example: feather or leaf
- isotope: each of two or more forms of an element differing in the number of neutrons in their nuclei
- mass extinction: the extinction of many species during a short period of geological time.
- microfossil: a fossil or fragment of a fossil that can be seen only with a microscope
- mold fossil: empty space, holding the shape of an organism, left behind on rock after organism has decayed.
- morphological: having to do with the form and structure of organisms
- morphology: form and structures of an organism
- multicellular: an organism with many cells.
- natural selection: the process in which organisms which are better adapted to their environment survive and pass on their genes leading to evolution
- paleontologist: scientists who study fossils
- parsimony: in an evolutionary context the notion the simplest explanation that fits the evidence and requires the fewest evolutionary changes.
- phenotype: the observable characteristics of an organism resulting from genetic and environmental factors
- phylogenetic tree, or the tree of life, or cladogram
- phylogeny: how species are related
- protocol: A specific set of instructions for completing a complicated technical task.
- radioactive isotope: a form of an element with an unstable nucleus that eventually decays
- radiometric dating: (radio carbon dating) a method for establishing the age of a material using the predictable decay rate of a radioactive isotope.
- radiometric: using radioactive decay of isotopes to measure age
- richness: the number of species in an area
- sexual selection: any characteristic that affects an organism's ability to secure mates.
- sexually dimorphic: male and female of the same species look different
- species diversity: variety of species/living things in a given area
- taxonomy: the practice of describing, identifying, naming, and classifying living things
- trace fossil: provide evidence of organism activity Example: foot prints, burrow, nest, trail
- trait: a physical characteristic that is coded by genes and influenced by the environment
- transitional feature: A trait that is intermediate between a trait found in an ancestral species and a trait found in a descendant species.
- variation: diversity of versions genes (alleles) in a population and among populations

- vestigial: a structure that has no purpose or a reduced function in a particular species but is derived from a structure which did have function in an ancestor.

Credits

About Educurious

Educurious is a nonprofit organization on a mission to fundamentally transform the K–12 education experience. Our vision is an effective education system in which young people learn in meaningful and inspiring ways and classrooms are a place they want to be. To achieve our vision, we bring together teachers, students and professionals to work on project-based courses through an online platform that opens the classroom to the world. You can learn more about Educurious at our website [Educurious.org](https://educurious.org). Research and development of the Educurious curriculum has been led by learning scientists at the Institute for Science & Math Education at the University of Washington (UW) in collaboration with a network of partner teachers and disciplinary experts.

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C. Lesson Plan(s)

Module 1: Foundations of Evolution: Taxonomic Classification and Biodiversity

Essential Questions:

- How do we use taxonomy to classify organisms?
- What evidence can we use to define species?
- What is biodiversity and why is it important?



Module Overview

In this module, students will take the **Diversity of Life Pre-Test** and use a card sort activity and class discussions consider 2 important questions in evolutionary biology: 1) what is a species? and 2) why is biodiversity important? During this module, students will be able to describe their initial ideas about evolution, natural selection, and what a species is, as well as explain what biodiversity is and why it is important.

Background Knowledge

This module begins with one of the fundamental questions of evolutionary biology: “What is a species?” Many students think that a species is a fixed entity, with absolute boundaries that are agreed upon by all scientists, but there are actually many different types of criteria that biologists use to define a species. This comes from the fact that science, at its core, is a human-imposed framework through which we attempt to better understand the natural world. As soon as scientists establish one way to define a species, they quickly find exceptions to that definition. (See the **What is a Species? Background Information** in the Teacher Materials section of the online platform for more on this topic.) Scientists have derived an entire system, known as taxonomy, to classify organisms into groups (including species) organized by their degree of relatedness.

Biodiversity is the degree of variation within 3 different levels of the natural world. The first is genetic diversity: the variety of alleles in a population or species, important for the continuation of a species. Second is species diversity, which is defined as the variety and abundance of species present in a certain area. The last level of biodiversity is ecosystem diversity: the variety of communities and abiotic components in a region. Connecting biodiversity to ecosystem services (services, products, and benefits that humans gain from ecosystems) can help students to consider how/why biodiversity can have an impact on their lives.

Biodiversity is a measure of the [health of ecosystems](#), but ecosystems vary in their natural biodiversity levels. For example, biodiversity generally increases as one moves closer to the equator, so Polar Regions are naturally much less biodiverse than tropical regions. Highly diverse ecosystems are considered more resilient in the face of natural and human-caused disturbances. With a greater number of species in an area, there is likely more variation among individuals and organisms, which can allow for adaptation in the face of environmental change. Some areas of exceptionally high biodiversity are called “hotspots,” and many conservation efforts are aimed at protecting these areas.

Connection to Student Project Investigations

Students will begin to develop necessary background knowledge about species definitions, taxonomic classification, and biodiversity in order to solve the mystery of orca whale speciation.

Learning Standards

Primary Learning Standards



NOTE: This module addresses the core ideas outlined in the “Biological Evolution: Unity and Diversity” Next Generation Science Standards performance expectation. However, this module and the course itself may not address the core ideas using the exact practices and crosscutting concepts listed in the standard. The course targets the core idea as a whole, but individual modules may not address the core idea in its entirety. Teachers, schools, and/or districts using this curriculum will want to align this course with their own applicable state standards, and modify aspects of the curriculum as needed.

- HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
- NRC Practices: Asking Questions, Developing & Using Models, Analyzing & Interpreting Data, Constructing Explanations, Engaging in Argument from Evidence, Obtaining, Evaluating, & Communicating Information

Instructional Sequence, Platform Use, and Timing

Part A: Introduction, Pre-Test, and Sorting the Diversity of Life (1 Day)

1. In order to find out more about what students already know about these subjects, they will take the **Diversity of Life Pre-Test**. It will also provide a preview of the concepts students will be learning about in this unit. Ask students to go to the pre-test link on the online platform. Encourage students to complete as much of the test as they can, even if they are not completely sure of their answers. Have them take the test individually with other browser windows closed, no headphones, and no talking.
2. After students finish the pre-test, have them update their online profiles to include information about their thoughts on evolutionary biology including the following questions.
 - What do the words “evolution” and “biodiversity” mean to you?
 - What interests you about the field of evolutionary biology?
 - What do you know about orca whales? How did you first learn about orca whales?
 - What are you excited to learn about in this unit?
3. Have students who finish early begin the **Diversity of Life Sorting Activity**. (10 minutes) The sorting cards show pictures of various plants and animals. The following instructions should be included with each set of sorting cards:
Directions: Your task is to sort the cards into categories. Group them in any way that make sense to you, into just a few or into many different categories. As an example, if you were asked to sort household items, you might choose to put them into these categories:
 - **Tools:** hammer, screwdriver, wrench
 - **Appliances:** microwave, refrigerator, hairdryer
 - **Sports equipment:** tennis racket, football, basketball, hockey stick

After you sort the cards, make a list of your categories and the plants and animals you sorted into each of them, either in the Diversity of Life online discussion board or in your lab notebook (as your teacher directs).

4. Ask students to post their sorting categories and answer the questions in the Diversity of Life online discussion board. If they have time, they can try sorting the organisms again, using different criteria. After students finish the activity, they can partner up to share their sorting groups.
5. Debrief the **Diversity of Life Sorting Activity** through a class and/or online platform discussion.
 - a. Have students look over other students' categories, either in class or on the online platform, and discuss how they sorted the living organisms and why.
 - b. Probing questions for debrief:
 - What criteria did you use to create your categories? (e.g., where the organisms live, physical features, etc.)
 - What prior knowledge did you draw on to create your categories?
 - Were there any animals/plants that were unfamiliar? How did you categorize them?
 - Would your categories change if you didn't know anything about the animals? What if you categorized them based solely on what they looked like?
 - c. Discuss with students the connections between this activity and how scientists categorize living organisms on earth. As described in the Background Knowledge section above, the ways scientists categorize life on earth can vary based on the different lines of evidence used—ranging from physical characteristics to ecological traits to DNA sequence data.

Part B: Classifying the Diversity of Life (1 Day)

1. If needed, finish up the **Diversity of Life Sorting Activity** and engage students in a debrief discussion.
2. As a class, watch the Educurious video: "How NOAA Saves Species," in which 3 NOAA (National Oceanic and Atmospheric Administration) scientists are interviewed. You can prompt students to watch and listen for how the scientists explain the importance of categorizing animals.
3. Debrief the video and introduce the project for this unit, the Orca Challenge: (10 minutes)
 - *Challenge: Investigate how orca whales fit onto the evolutionary tree of life. As you learn about what fossils and DNA can tell you about biodiversity, evolution, and natural selection, you will apply your knowledge to address the following questions:*
 1. *How are orca whales related to other organisms? How many species of orca are currently in existence?*
 2. *What happened during the evolutionary history of orca whales? (e.g., How did whales transition from land to water? What was the process?)*
 3. *What is your evidence for how whales are related to other organisms? You will use multiple lines of evidence (e.g., DNA sequence data, morphology, feeding ecology, reproductive behavior, etc.)*
 4. *What is a species? Why is it important to understand what a species is and how species are related?*
 5. *What are your team's conservation recommendations for orca whales? What follow-up studies do you recommend?*

4. Students will begin formal work on the Orca Challenge in Module 4. However, they can start thinking about the project by discussing questions like the ones below about what evidence they think scientists use to determine how organisms are related. They can draw on what they learned from the NOAA video, the **Diversity of Life Sorting Activity** or anything else they may know. Also, ask them what they know about orcas (killer whales).
 - a. How do scientists categorize things? What types of evidence do they use (past = fossil; present = DNA, behavior, range)?
 - b. What do you know about orcas? Have you seen them before in person—in the wild or in a theme park? On TV or the internet?
5. In order to understand how living organisms are related, scientists classify them as species. Ask students: What do you think a species is?
6. Use the first 6 slides of the “Classification & Biodiversity” Slides to engage students in thinking more deeply about how to define a species. For each slide, ask students if the pictures are of different species or the same species. Ask students for their evidence – how can they tell if they are similar species or different species? **See the presenter’s notes at the bottom of the slides for notes and the organisms’ species identifications.**

NOTE: Please *do not* teach students a “correct” definition of species. You may discuss various definitions, but emphasize that the definition of a species is not a clear-cut concept in the scientific community. See the What is a Species? Background Information document in the Teacher Materials section of the online platform for more detailed information on species definitions. As Phil Morin says in the Educurious video: “How NOAA Saves Species,” the idea of a species is a human construct. As part of this module and their final project, students will be constructing their own arguments for what they consider a species to be.

7. Next, use students’ ideas about species to lead into a larger conversation about how scientists classify organisms through a system known as taxonomy. An organism’s species classification is just the smallest level of classification, moving up all the way up to Kingdom and Domain, and helps us to think about the relatedness between different species, as well as the variability in biodiversity in different parts of the Tree of Life. Emphasize to students that, these groups help you think about how different species are related. Each group shares things in common that make it fit into that group. As you work down towards the species classification, fewer and fewer living things share characteristics that put them into the same group. All of these taxonomic groups are formed based on different lines of evidence (mainly morphology—the form and structure of an organism—and more recently, by using genetic data). (15 minutes)
 - a. Use the **Classification and Biodiversity Slides** for a mini-lecture/discussion of taxonomic classification.
 - b. Optionally, use other preferred resources for teaching taxonomic classification at this point.
8. OPTIONAL: Show the [Crash Course Biology video: “Taxonomy: Life’s Filing System”](#) and have students take notes on key ideas from the video. It provides an informative and entertaining introduction to taxonomy and how it relates to evolutionary processes

and biodiversity. Use all or part of this video (it runs about 12 minutes long) to continue class discussion about taxonomy and deepen student understanding of connections that will be made throughout the Diversity of Life unit.

Part C: What is Biodiversity and Why is it Important? (1 Day)

1. After a brief re-cap of the previous day's discussion on evolution and taxonomy, introduce the concept of biodiversity, defined as: The variation of life found within a given ecosystem, biome, or the whole Earth. Discuss with students why there are so many different species in the natural world. Further, why do they think it might be important to have different species of trees or dogs or fish, as well as bacteria, fungi, protists, and archaea?
 - a. The **Classification & Biodiversity Slides** that can be used to help guide discussion. In particular, students may be interested in the quote from the Convention on Biological Diversity (slide 15), and by having students make connections to things in their own lives that ultimately come from natural and biological resources.
 - b. Some examples of the importance of biodiversity are: ecosystem services and functions (for the species that live there and for humans), such as providing crops and other foods, medicines, nutrient and energy cycling, understanding fatal diseases, and protection against natural disasters.
 OPTIONAL: View the Institute on the [Environment video: "What is Nature Worth?"](#) (2.5 minutes) about human impacts and ecosystem services to stimulate discussion.
2. Use this discussion to segue into the 3 different types of biodiversity:
 - genetic diversity: variation of genetics of individuals within a species
 - species diversity: variety of different species/living things
 - ecosystem diversity: variety of different environments produced by interactions between biotic and abiotic factors in an ecosystem
3. To engage students in an example of these different levels of biodiversity, use the example of domestic dogs from the previous day's discussion. Have students break into small groups of 2-3 and download and complete **Assignment 1.1: Dog Biodiversity** and turn it in on the online platform). (20 minutes) Note: Emphasize to students that this activity isn't about getting the "right answer," but instead to use what they know to answer the questions.
4. Have students compare answers across their groups, either through a jigsaw process (one person from each group combine into new groups and share out their dog diversity assignments), combining 2 groups together, or as a class discussion. Some of the **Classification and Biodiversity Slides** with the points below that can be used to help guide a debrief discussion:
 - a. The differences between all of the dog groups exemplifies **genetic diversity**: The dogs are sometimes considered all the same sub-species (*Canis lupus familiaris*) of the gray wolf, but all of the different ways that dogs can look (their phenotype) represents the high levels of genetic diversity within the sub-species.
 Note: If your class has already covered genetics in-depth, prompt students to make connections to the basis for genetic diversity: During meiosis, the processes of crossing over and independent assortment, which result in different allelic combinations. A species that contains higher genetic diversity will be more likely to continue on and be able to adapt to environmental shifts.

- b. The number of species in a given area is **species diversity**. The number of species that students were able to associate with the coyote/wolf/fox should be higher than the domestic dog, which by its very nature is associated mainly with humans and human-dominated habitats.
 - c. Lastly, the **ecosystem diversity** should also be generally higher for the coyote/wolf/fox, given that they live in more diverse habitats than those of the domestic dog.
5. Expert Interaction: Students post questions or comments in an ongoing online discussion with experts. The experts have expertise in evolutionary biology, paleontology, and/or genetics. Ask students to read the expert profiles, and to get them started in this practice of interacting with experts, ask students to work in groups to come up with questions they have to the experts. These may be questions related to biodiversity and evolution, and/or the experts' career paths, research, or educational background. Make sure all students who contribute to a question list their names in the online posts. (5 minutes; this could also be completed at any other point in the module)

Planning Notes

- Upload any necessary resources to the online platform and look over the **Diversity of Life Pre-Test**, which is listed as a quiz on the online platform.
- Review the background on species definitions (see the **What is a Species? Background Information document** in Teacher Materials section on the online platform).

Possible Challenges and Associated Strategies

- Check to make sure that you can play the videos for this unit. You may need to first download video-player software, so check with your school technology team to see which is most compatible with your system.
- Students may have many different conceptions about evolution, or believe that evolution and religion are mutually exclusive. Depending on your knowledge of your students, it may be important for students to express their ideas at the beginning of this unit. This will also give you an opportunity to better understand their current thinking about evolution.
 - Useful resources:
 - National Center for Science Education: <http://ncse.com/>
 - Berkeley's Understanding Evolution Site: <http://evolution.berkeley.edu/evosite/evohome.html>
 - Evolution and the Nature of Science Institutes: <http://www.indiana.edu/~ensiweb/>
 - PBS Roundtable Discussion on Science and Faith: <http://www.pbs.org/wgbh/evolution/religion/faith/>
 - National Academy of Sciences: Teaching about Evolution and the Nature of Science (free download at link below): http://www.nap.edu/openbook.php?record_id=5787&page=1
 - National Science Teachers Association: Evolution Resources <http://www.nsta.org/publications/evolution.aspx>



- **See the Teaching Evolution Tips & Resources document in Module 0 for more details and ideas about approaches to navigating these topics.**

Engagement Strategy and Learner Choice

Students begin to sort organisms by traits they find important, and start to develop their own definition of species. By using the familiar species of domestic dog to engage about biodiversity, students should be able to more readily connect to the concepts. Additionally, as discussed above, surfacing students' prior ideas in relation to evolutionary concepts may be a crucial engagement strategy.

Educational Assets

Students bring many areas of expertise into the classroom. Making these visible to other students, experts, and teachers allows for expertise to be tapped in the classroom and during instruction.

Expert Involvement

Students generate questions for experts in the online discussion based on the expert profiles, or questions about classification and biodiversity. Emphasize that experts will be able to address general questions related to evolutionary concepts. Experts will interact by responding to student questions, reviewing student work, posing additional questions, and providing additional resources. Students will continue to pose questions throughout the unit.

Elective Learning Activities

- Students are able to expand personal profiles as much as they would like throughout the unit, as long as they post only appropriate information.
- Resources for learning more about biodiversity on a global scale:
 - Biodiversity Hotspots world map
http://www.conservation.org/where/priority_areas/hotspots/Pages/hotspots_main.aspx
 - Bird Biodiversity by latitude (shows how biodiversity increases closer to the equator)
<http://nothinginbiology.org/2011/11/15/a-post-on-one-of-biologys-most-confounding-riddles-the-latitudinal-gradient-in-biodiversity/>
- There are more activities in Module 8 about biodiversity, conservation, and modes of speciation. Any of these could be used during this module as well.

Ways to Locally Adapt the Module

The **Dog Biodiversity Activity** is meant to engage students in thinking about biodiversity by using a familiar species; if there is another local group of organisms that students are familiar with (such as salmon, regional bird species, or marine organisms), feel free to use it instead.

Assessments

Students take the **Diversity of Life Pre-Test** in Part A of this module.

Resources

Online/Digital Resources

Videos:

1. Educurious video: “How NOAA Saves Species”
2. [Crash Course Biology video: “Taxonomy: Life’s Filing System”](#)
3. OPTIONAL: Institute on the [Environment video: “What is Nature Worth?”](#)

Documents:

1. **Diversity of Life Pre-Test**
2. **Classification and Biodiversity Slides**
3. **What is a Species? Background Information** (for teachers)
4. **Teaching Evolution Tips and Resources document in Module 0** (for teachers)

Physical Resources

1. **Diversity of Life Sorting Cards** (1 set per student)
2. **Assignment 1.1: Dog Biodiversity** (if students want to draw on it)

Key Words

- autotrophic: an organism able to produce its own food through photosynthesis or chemosynthesis
- biodiversity: the variation of life found within a given ecosystem, biome, or the whole earth.
- biotic: the living part of an ecosystem
- classification: placing organisms into categories
- decomposer: an organism which lives by breaking down the remains formerly living organism.
- ecosystem diversity: variety of different environments produced by interactions between biotic and abiotic factors in an ecosystem
- genetic data: DNA sequences information which can indicate relatedness of organisms
- genetic diversity: diversity of genes within a species
- heterotrophic: an organism that feeds on other organisms
- morphology: form and structures of an organism
- multicellular: an organism with many cells.
- natural selection: the process in which organisms which are better adapted to their environment survive and pass on their genes leading to evolution
- phenotype: the observable characteristics of an organism resulting from genetic and environmental factors

- phylogenetic tree, or the tree of life, or cladogram
- phylogeny: how species are related
- sexually dimorphic: male and female of the same species look different
- species diversity: variety of species/living things in a given area
- taxonomy: the practice of describing, identifying, naming, and classifying living things unicellular: a complete organism having a single cell

9th Grade English Language Arts Curriculum Map

A. Year-long Curriculum Map

Course Description

This course focuses on developing core English Language Arts competencies essential for post secondary success and world changing endeavors. Instruction in English and reading is designed to challenge every student, regardless of where they begin. Standards and skills drive our work, while the content serves to bring them alive. We will continually apply new skills to critical inquiry around our set of essential questions. Students will be exposed to and produce work from a variety of literary genres and mediums. Course materials represent global voices and perspectives as well as our local Chicago communities.

9th Grade ELA Overarching Essential Questions

- What factors shape our personal identities?
- How is our identity changed by how others perceive us?
- Why do people share their personal stories?
- How does our experience of literature change when it is delivered in different mediums?
- Does science fiction bring us to a greater understanding of what could be or make us fear the unknown?
- How does an individual fight against an unjust or corrupt society?
- How should problems be solved in democracy?

Common Core State Standards

Reading Literature

- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

- RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. Integration of Knowledge and Ideas.
- RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work.

Range of Reading and Level of Text Complexity

- RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text – Key Ideas and Details

- RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

- RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

- RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

Text Types and Purposes

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and

style are appropriate to task, purpose, and audience.

- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

- W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Course Format

Each day, students will rotate between two different stations. At each station, students will either be receiving direct instruction from a teacher, collaborating with a small group, or working independently. Each day will be focused on literature, grammar, and/or composition. Weekly assessments will take place every Friday.

We will be using four core adaptive learning platforms to support differentiated instruction in our classroom: ThinkCERCA, NoRedInk, MasteryConnect, Accelerated Reader

*Note: This course is co-taught by Ms. H. & Mr. P. This means that students will receive instruction, grades, and feedback from both instructors.

Academic Goals/Benchmarks:

- All students are also expected to read one novel (at their level) a month and complete a quiz on Accelerated Reader.
- At least 60% of students show strand level growth on interims.
- 100% of students reflecting and setting goals based on interim data

Course Timeline:

- Unit 1: September 8th - October 24th (7 Weeks)
Interim Assessment 1: October 22nd
- Unit 2: October 27th - January 7th (8 Weeks)
Interim Assessment 2: December 10th
- Unit 3: January 8th - March 5th (4 Weeks)
Interim Assessment 3: February 18th
- Unit 4: March 6th - May 22nd (10 Weeks)
Interim Assessment 4: April 22nd
- Unit 5: May 25th - June 16th (4 Weeks)

COURSE OUTLINE:

Unit 1: Identity

In this unit, students will look deep inside themselves to discover their identity, as well as what factors have contributed to forming their identity. Through multiple readings, students will also explore the identities of fictional characters and how elements of identity form/change through experiences. Students will focus on making claims and identifying strong supporting evidence.

- **EQs:**

- What factors shape our personal identities?
- What is a family?
- **Performance Task:** Using Mindmap software, create an evidence-based identity map about the main character of the book “The Absolutely True Diary of a Part-Time Indian.” In addition, create a Google Docs Identity Portfolio that consists of all documents from this unit.
- **Selected Readings:** The Absolutely True Diary of a Part-Time Indian, Sherman Alexie

Unit 2: Self & Culture Through Memories

In this unit, students will think critically about how identity is shaped by family, community, and culture. Through the lens of their own identities, as well as fictional/historical characters, students will explore how outside perceptions and stereotypes contribute to a person's sense of self. They will read one extended memoir as well as analyzing memories communicated through photography, oral storytelling, music, etc. Students will also work on expressing their own memories throughout the unit.

- **EQs:**
 - How do our families and culture shape the people we become?
 - How is our identity changed by how others perceive us?
 - Why do people share their personal stories?
 - How can we confront incorrect or harmful perceptions about our identities?
- **Performance Task:** Using Google Slides, create a group presentation about the memoir you read that demonstrates the critical thinking skills needed to understand the memoir.
- **Selected Readings:** The Glass Castle, Jeannette Walls; Long Way Gone, Ishmael Baeh; Red Scarf Girl, Ji-Li Jang; Persepolis, Marjane Satrapi; also included are various memoirs told through TED talks, Poetry, Photography, Music, and other multimedia presentations

Unit 3: Exploration of Utopias and Dystopias through Science Fiction

Through the exploration of dystopian sci-fi short stories, students will take a glimpse into the future as imagined by different authors. Students will read one short story per week as they explore the themes of utopia/dystopia, the individual vs. society, technology, & the role of government. In addition, students will think critically about the plot of each story as they analyze each element of the given story's plot.

- **EQs:**
 - How does conflict affect the plot of a story?
 - Why do we write & read science fiction?
 - Does science fiction bring us to a greater understanding of what could be or make us fear the unknown?
 - How are the rights of individuals connected to the needs of a society?
- **Performance Task:** Given a sci-fi short story, create a detailed plot diagram of the story that demonstrates a thorough understanding of the story's elements and how they correlate to one another on a plot diagram.
- **Selected Readings:** Various Science Fiction short stories written by Ray Bradbury and Kurt Vonnegut.

Unit 4: Historical Fiction

In this unit, students will identify the elements of historical fiction, make connections between the characters of historical fiction and the characters of present day fiction, make connections between the characters of historical fiction and their own lives, connections between historical fiction and historical non-fiction, and respond to historical fiction.

- **EQs:**
 - Why do some people standby during times of injustice while others try to do something to stop or prevent injustice?
 - How does an individual fight against an unjust or corrupt society?
 - What obstacles keep individuals from getting involved in their communities and larger world?
 - What factors encourage participation? What can fiction do that history cannot?
- **Performance Task:** Given historical events from novels, plot/organize each event on a timeline and continuously update it as you continue to read. At the end of the unit, you will write a literary analysis paper that demonstrates critical thinking of the characters and events within the novel.
- **Selected Readings:** The Book Thief/In The Time of The Butterflies

Unit 5: Poetry

Through basic poetry lessons, students will discover the various structural and literary elements that comprise poetry. Students will also learn why individuals choose to write poetry over prose. Using models from various authors, as well as the poetic elements introduced to them, students will compose their own poetry as a final product.

- **EQs:**
 - How do poets use vivid imagery to convey powerful experiences to others?
 - How do poets communicate the complexities of different stages of life?
 - How do poets use the traditional form of the sonnet to how ideas in new ways?
 - How do poets see themselves and their humanity reflected in the natural world?
- **Performance Task:** Create and perform original poetry in a coffee house-esque setting.
- **Selected Readings:** Selections from: Everyday People, Kevin Covall Learn then Burn, Odes, Gary Soto, Louder than a bomb, Pablo Neruda

B. Unit Plan

Course/Subject: English	Approximate length/dates (weeks): 7
Unit Topic/Title: Unit 1: Identity	Grade(s): 9th
DESIRED RESULTS <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. • CCSS.ELA-LITERACY.W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 	

- CCSS.ELA-LITERACY.W.9-10.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.SL.9-10.1.A
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-LITERACY.L.9-10.4.A
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- CCSS.ELA-LITERACY.L.9-10.5.A
Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

College Readiness Standards:

English- 302, COP 503, COU 402, SST 202, SST 302, COU 201, SST 502, SST 602

Reading- SUP 401, MOW 401, MID 401, SUP 301, SUP 201, MOW 301, MOW 201, MID 301

Understanding(s):

Individual identities are complex and formed by many factors. A person's identity and sense of self can change. These understandings can be applied to understanding the people around us as well as fictional characters. A claim supported with specific and relevant evidence builds a strong argument.

Essential Question(s):

What factors shape our personal identities?

How and why do our identities change over time?

What is a family?

Prior Knowledge:

Identity, Native American/Reservation

Unit Learning Goals:

Students will be able to:

- use ThinkCERCA software to build an argument
- make a claim and support it with textual evidence (developing)
- explain their rationale for including specific evidence (developing)
- provide the counterargument for a claim (developing)
- revise a piece of writing based on rubric feedback (developing)
- use academic language while having a discussion (developing)
- understand and demonstrate appropriate academic behaviors and associated rubric (developing)
- identify multiple factors that contribute to a person's identity
- identify elements of their own identity
- reflect on their work and choose pieces to add to their portfolio
- use Google doc folders to organize a portfolio
- identify elements of a fictional character's identity & give textual evidence
- identify/infer the main idea of a passage
- identify important details of a passage

-determine the meaning of words/simple figurative language based on context (developing)
 *Learning goals connected to the theme of identity will serve as a basis for content discussions throughout the year as students explore topics that require analysis of identity for both fictional and historical people.

Spiraling Learning Goals (if applicable): 1st Unit N/A

ASSESSMENT EVIDENCE

Performance Tasks:

Google Docs personal identity portfolio (curated documents from the unit)
 Evidence based character identity maps (mindmap software)

Other Evidence:

Interim CRS assessment
 ThinkCERCA argumentative writing
 Personal Identity Maps
 Contributions to small group discussion/Lit circles
 Weekly Vocab assessments
 Weekly grammar assessments
 Written responses to novel and supplemental non-fiction texts

Self Assessment & Reflection:

Teacher will walk students through the ThinkCERCA rubric and model assessing. Students will write an entry ticket based on their TC rubric score that sets a personal goal for the week (next assignment). At the end of the unit students will choose one TC piece of writing to revise and resubmit based on the rubric/teacher & peer feedback. Students will reflect on their learning from the entire unit by selecting work that they feel demonstrates mastery of learning objectives/they are proud of for their digital portfolio. Student may retake any of the weekly assessments after submitting a written reflection on their work.

LEARNING PLAN

Pre-Unit Assessments:

-BOY Explore Assessment (CRS English/Reading)
 -Word sort with key words/phrases/themes from novel
 -Wk1 of ThinkCERCA (ungraded, rubric based writing assessment): Why Do We Make Arguments?/ThinkCERCA Tools
 -Independent Identity Maps/Small group discussion of elements of identity

Writing and Leveled Readings:

ThinkCERCA articles (same Mini-lesson/writing rubric, different texts)
 Week 2: Summarizing/Types of Learners
 Week 3: Claim/Identity
 Week 4: Evidence/Creating a Family
 Week 5: Reasoning/Social Media
 Week 6: Counterargument/ Improving Student Learning

CRS English:

Each week students will receive direct instruction in both English and reading skills correlating to the CRS. They will then apply those skills through independent practice.

English: No Red Ink & teacher created practice
Reading: Questions & assignments based on novel

Vocabulary

Will be pulled from their TC texts and supplemented with roots/affixes. Students will have opportunities to practice using vocab in authentic writing (TC) and discussions.

Novel Study:

Close shared reading (facilitated by teacher)
Assessment questions (based on CRS)
Small group discussions/literature circles
Turn & Talk discussions
Written responses to prompts connected to identity theme

Resources to Support, Remediate and Extend:

- Audiobook support with novel for struggling readers/remediation
- Additional texts/assignments for extension based on issues of censorship or Native American issues
- Small group flexible grouping to remediate/reteach based on CRS weekly assessments
- TC teacher conferences/goal setting (during independent work time)
- *More specific resources to be discussed/created with new sped teacher

Feedback, Reflection, & Revision:

- Weekly rubric/written feedback on TC writing (see self-assessment/reflection above)
- Weekly rubric feedback on academic behaviors
- Weekly assessment feedback on CRS w/option to write reflection & retake

Intrinsic Core Values & Growth Mindset:

Empathy: Discussed during exploration of factors in identity. Connecting to the idea that we never fully 'know' a person and the importance of trying to understand difference. The novel study also brings up many issues that connect well to building empathy: challenges of fitting in, stereotypes, difficult home lives, addiction, & poverty.

Perseverance: The many opportunities to reflect, revise, and retake will be framed within the context of perseverance. Novel discussion around how the main character demonstrated perseverance in the face of many challenges.

Independence: Our focus on routine/procedures/academic behavior during this first unit are the foundation for building & supporting student independence throughout the year.

Curiosity: AR reading is based on student choice and there will be a focus in this first unit on helping students choose books that interest them/spark their passions. We also believe that by exploring their own identities, students will better understand themselves and what drives them in life/academics.

Growth Mindset: Supported by consistent, varied, and frequent assessments as well as reflection, goal setting, and opportunities for revision.

INSTRUCTIONAL RESOURCES

- The Absolutely True Diary of a Part-Time Indian, Sherman Alexie
- ThinkCERCA (see above for details)
- No Red Ink
- MindMeister (MindMapping Software)
- *World Book Night: Cops are called as Idaho teen hands out challenged book*, Molly Driscoll. Christian Science Monitor <http://www.csmonitor.com/Books/chapter-and-verse/2014/0428/World-Book-Night-cops-are-called-as-Idaho-teen-hands-out-challenged-book>
- *Some Parents Seek to Ban 'The Absolutely True Diary...'*, Ruth Fuller. Chicago Tribune <http://www.goodreads.com/topic/show/160930-some-parents-seek-to-ban-the-absolutely-true-diary-of-a-part-time-india>
- *Why the Best Kids Books are Written in Blood*, Alexie Sherman. The Wall Street Journal <http://blogs.wsj.com/speakeasy/2011/06/09/why-the-best-kids-books-are-written-in-blood/>

C. Lesson Plan

Date: Monday, 9/29

<p>Learning Goals: Students will be able to:</p> <ul style="list-style-type: none"> -Locate simple details at the sentence and paragraph level in uncomplicated passages -Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases and statements in uncomplicated passages -Locate important details in uncomplicated passages 	<p>Essential Questions:</p> <p>What is claim? What makes a strong claim?</p> <p>What factors influence our personal identities?</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> -Identify important elements of a fictional character's identity. -Understand the requirements of the character map -Use context and prior knowledge to determine the meaning of words. -Understand what a claim is and how to write one.
<p>Agenda (including time codes, teacher and student roles)</p>		
<p>Overview</p>	<p>96 mins total (2-46 min periods)</p> <p>Entry-5 mins</p> <p>Seat assignments projected/student reminder.</p> <p>Do Now:</p> <p>All: Book Number Google Form</p> <p>Coastline: Start on TC Mini-lesson</p> <p>Boards: Vocabulary Introduction</p> <p>First Rotation-</p> <p>Coastline: TC Mini-lesson and start Applied Lesson</p> <p>Boards: Vocab, close reading, Identity Map</p> <p>Break-4 mins</p>	

	<p>Second Rotation- Coastline: TC Mini-lesson and start Applied Lesson Boards: Vocab, close reading, Identity Map</p> <p>Exit- HW reminder (they do not need to work on Identity Map outside of class)</p>
Teacher Guided Work	<p><u>Vocabulary 5 mins</u> As a Do Now, students read through vocab words and highlight any unknown ones. Students attempt to write sentence using each word. Teacher clarifies each word's definition before beginning reading for the day.</p> <p><u>Close Reading 15 mins</u> Students should find the evidence in the text to support their responses during discussion. <i>-What is Arnold's impression of Reardon students before he starts school there? What experience has he had with Reardon students?</i> <i>-What does Arnold mean when he says, "Hope is a mythical creature"? If you don't know the word mythical, how can you use the context to help you?</i> <i>-Why do you think Rowdy punched Arnold?</i> <i>-What are Arnold's first impressions of people at Reardon?</i> <i>-Why does he ask Roger, "What are the rules?"</i></p> <p>*Notes: Groups at the little board should take the first five minutes to review the factual events in the story before beginning the discussion.</p> <p><u>Identity Maps 20 mins</u> Students open Performance task description (in agenda) Teacher walks students through the expectations, asking questions to check for understanding, answering any student questions. Students then continue to work on their identity maps using MindMeister.</p>
Independent Work	<p><u>ThinkCERCA</u> Mini-lesson: Claim Applied Lesson: Personal Identities *Students should work at their own pace, but remember that their goal is to finish their CERCA by Thursday at the end of class. This week they will all be reading articles about identity, but the articles might be different. **Students should use the dictionary link on the agenda (bookmark it!) when they encounter unfamiliar words. This is especially important during the comprehension check quiz at the end of the mini-lesson.</p> <p><u>Additional Support:</u></p>

	<p>Teacher A or C pulls the following students once they have finished watching the mini-lesson (but before they complete the quiz). Teacher reviews key concepts of mini-lesson:</p> <p>A claim is “an opinion, or point of view, the author would like others to accept”. A good claim should be:</p> <p>Specific Debatable Significant Defensible</p> <p>Teacher should then go over each question/response of the quiz with students (as they complete it). *Make sure to discuss the vocabulary of the questions and how students should problem solve.</p> <p>If time remains, students should begin the applied lesson independently.</p>
<p>Assessment/Exit slip: Mini-lesson Comprehension check Observational notes during close reading Academic Behavior (Prepared--Headphones, charged Chromebook, Part-Time Indian Book)</p>	
<p>Homework: Read pages 66 - 74 and answer guided questions:</p> <p style="padding-left: 40px;">Why does Arnold realize that his self-worth is solely dependent on Rowdy's fists?</p> <p style="padding-left: 40px;">Why does Arnold like his grandma so much?</p> <p style="padding-left: 40px;">What's so important about Arnold showing up to school on a motorcycle?</p>	
<p>Materials Performance Task Description Vocabulary sheet</p>	

9th Grade Music Curriculum Map

A. Year-long Curriculum Map

Essential Questions/Big Ideas	<p>What is the students' creative process, how can they better understand it and apply that knowledge to music and other disciplines?</p> <p>What role has music played in affecting our society, history and culture?</p> <p>What does music mean to me? How can I broaden my understanding of music to enhance my understanding of the world around me?</p>
Standards	<p><u>National Core Arts Standards (NCAR)</u></p> <p>Creating Anchor Standard #1 – Generate and conceptualize artistic ideas and work Anchor Standard #2 – Organize and develop artistic ideas and work Anchor Standard #3 – Refine and complete artistic work</p> <p>Performing/Presenting/Producing Anchor Standard #4 – Analyze, interpret, and select artistic work for presentation Anchor Standard #5 – Develop and refine artistic work for presentation Anchor Standard #6 – Convey meaning through the presentation of artistic work</p> <p>Responding Anchor Standard #7 – Perceive and analyze artistic work Anchor Standard #8 – Interpret intent and meaning artistic work Anchor Standard #9 – Apply criteria to evaluate artistic work</p> <p>Connecting Anchor Standard #10 – Synthesize and relate knowledge and personal experiences to make art. Anchor Standard #11 – Relate artistic ideas and works with societal, cultural and historical context to deepen understanding</p> <p><u>National Standards for Music Education (NSME)</u> 1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 3. Improvising melodies, variations, and accompaniments. 4. Composing and arranging music within specified guidelines. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. 9. Understanding music in relation to history and culture.</p>
Unit Title(s) &	Unit 1 – Introduction: 3-4 weeks

Timing	<p>Unit 2 – GarageBand Skills: 8 weeks</p> <p>Unit 3 – Blues and Jazz: 8 weeks</p> <p>Unit 4 - Hip Hop: 8 weeks</p> <p>Unit 5 – Rock N Roll: 8 weeks</p>
Academic Goals/Benchmarks	<p>Students will master the ability to manipulate, compose, record and edit sound clips and music, both original and professional, using GarageBand software, electronic keyboards, beat machines and microphones.</p> <p>Students will be able to imitate styles from various artists and genres and replicate their music using GarageBand software, electronic keyboards, beat machines and microphones.</p> <p>Students will be able to explain the cultural and historical impacts of Hip Hop, Blues, Jazz and Rock N Roll music. They will understand how these genres have affected our society and how these styles of music have affected their personal lives. Students will demonstrate this understanding through discussion, written responses and original musical compositions.</p> <p>Students will create a portfolio of original compositions from various genres that imitate various styles and artists. Students will work to refine their music, improve compositions through multiple forms of feedback and convey a sense of meaning through their music.</p> <p>Students will critique and analyze professional and peer music by applying a set of criteria to the works of art while interpreting the intent of the artists.</p>
Assessments	<p>Unit 1 – Introduction</p> <p>1) Music Review Writing</p> <p>Students will demonstrate ability to critically listen to, analyze, critique using set criteria and describe a piece of music. These skills will be part of an on-going assessment during the semester.</p> <p>Unit 2 – GarageBand Skills</p> <p>1) Editing Music</p> <p>Students will demonstrate GarageBand skills including cutting, copying, looping, sound manipulation, source editing, splicing, and mastering by manipulating a professional piece of music.</p> <p>2) Recording Music</p> <p>Students will demonstrate the ability to record original sounds using GarageBand software, digital keyboards and microphones by imitating a professional piece of music to create a cover or parody of that song.</p> <p>Unit 3 – Blues and Jazz</p> <p>1) Blues Improvisation</p> <p>Students will demonstrate mastery of Blues Scale, understanding of the concept of improvisation and understanding of Blues chord changes by recording an improvised blues solo over Chicago Blues chord changes.</p> <p>2) Jazz Improvisation</p>

	<p>Students will imitate a jazz artist's style by recording the head of an iconic piece and an original solo over the changes of the chosen artist's song. Students will also demonstrate significance of the artist by describing in writing the artists' influences and contributions to jazz culture.</p> <p>Unit 4 – Hip Hop</p> <p>1) Hip Hop Culture Students will demonstrate understanding of Hip Hop culture by creating an original rap / poem about the historical influence of Hip Hop accompanied by an original work of graffiti art that depicts the topics discussed in the rap / poem.</p> <p>2) Hip Hop Composition Students will collaborate to compose and record an original Hip Hop composition.</p> <p>Unit 5 – Rock N Roll and Pop</p> <p>1) Classic Rock Students will demonstrate their understanding of the origins of Rock N Roll by writing and recording an original classic rock song. Students will explain the relation their original song has the beginnings of Rock N Roll by connecting it to blues and simple/standard chord progressions.</p> <p>2) Evolution of Rock N Roll Students will create a presentation that demonstrates how Rock N Roll evolved into different forms. Students will explain the influences, processes, sounds and characteristics of a particular evolution of Rock N Roll and will compose a compare/contrast song that depicts the evolution of their particular style of Rock N Roll.</p>
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B. Unit Plan

Unit 4 – Hip Hop

	Week 1 – Introduction to Hip Hop Culture
Essential Questions/Big Ideas	<p>What is Hip hop culture?</p> <p>What are the artistic manifestations of Hip Hop?</p>
Standards	<p><u>NCAR</u></p> <p>Anchor Standard #7 – Perceive and analyze artistic work</p> <p>Anchor Standard #8 – Interpret intent and meaning artistic work</p> <p>Anchor Standard #9 – Apply criteria to evaluate artistic work</p> <p>Anchor Standard #11 – Relate artistic ideas and works with societal, cultural and historical context to deepen understanding</p> <p><u>NSME</u></p>

	<p>6. Listening to, analyzing, and describing music.</p> <p>7. Evaluating music and music performances.</p> <p>8. Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <p>9. Understanding music in relation to history and culture.</p>
Lesson plan titles	Introduction to Hip Hop, Hip Hop Characteristics, Hip Hop Aesthetics, Artistic Manifestations of Hip Hop
Activities	<p>Reading, analyzing and responding to texts, videos and various forms of media about the beginnings of Hip Hop.</p> <p>Critically listening to, evaluating and describing first hip hop sounds, beats, and recorded songs.</p> <p>Relating the style, aesthetics and characteristics of hip hop to the situations from which it came.</p> <p>Relating the characteristics of hip hop to its four artistic manifestations – graffiti, MC, DJ and breakdancing.</p>
Assessments	Students will demonstrate their understanding of the characteristics of hip hop (chaos, individualization, competition) by identifying them in the four artistic manifestations of hip hop (graffiti, MC, DJ, breakdancing) and in other aspects of life outside of hip hop.

	Week 2 and 3 – Graffiti Art
Essential Questions/Big Ideas	What is graffiti art and how does it relate to and represent hip hop culture?
Standards	<p><u>NCAR</u></p> <p>Anchor Standard #1 – Generate and conceptualize artistic ideas and work</p> <p>Anchor Standard #2 – Organize and develop artistic ideas and work</p> <p>Anchor Standard #3 – Refine and complete artistic work</p> <p>Anchor Standard #4 – Analyze, interpret, and select artistic work for presentation</p> <p>Anchor Standard #5 – Develop and refine artistic work for presentation</p> <p>Anchor Standard #6 – Convey meaning through the presentation of artistic work</p> <p>Anchor Standard #7 – Perceive and analyze artistic work</p> <p>Anchor Standard #8 – Interpret intent and meaning artistic work</p> <p>Anchor Standard #9 – Apply criteria to evaluate artistic work</p> <p>Anchor Standard #10 – Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11 – Relate artistic ideas and works with societal, cultural and historical context to deepen understanding</p> <p><u>NSME</u></p> <p>n/a</p>

Lesson plan titles	Introduction to Graffiti and History, Graffiti Creation, Graffiti Critique, Graffiti Relation
Activities	<p>Reading, analyzing and responding to texts about the history and origins of graffiti art.</p> <p>Looking at a wide variety of graffiti art and apply criteria to critique and determine the time era, style and purpose.</p> <p>Learning to create graffiti works using either paper/pencil or online software programs.</p> <p>Creating original works of graffiti that imitate a variety of styles and time periods.</p> <p>Creating an original work of graffiti that represents a personal experience.</p> <p>Critiquing peer graffiti works.</p> <p>Responding to critiques and revising original works of graffiti.</p>
Assessments	Students will demonstrate their understanding of graffiti art, its history and cultural impact by creating and creating an original work of graffiti that represents their personal life experiences. The students will identify the three characteristics of Hip Hop within their work of graffiti.

	Week 3 and 4 DJ's in Hip Hop
Essential Questions/Big Ideas	<p>What role did DJ's play in the creation of Hip Hop culture?</p> <p>How did the role of the DJ evolve with Hip Hop?</p> <p>What kind of beats and rhythms do DJs create and how can students imitate these beats?</p>
Standards	<p><u>NCAR</u></p> <p>Anchor Standard #7 – Perceive and analyze artistic work</p> <p>Anchor Standard #8 – Interpret intent and meaning artistic work</p> <p>Anchor Standard #9 – Apply criteria to evaluate artistic work</p> <p>Anchor Standard #11 – Relate artistic ideas and works with societal, cultural and historical context to deepen understanding</p> <p><u>NSME</u></p> <p>2. Performing on instruments, alone and with others, a varied repertoire of music.</p> <p>3. Improvising melodies, variations, and accompaniments.</p> <p>4. Composing and arranging music within specified guidelines.</p> <p>6. Listening to, analyzing, and describing music.</p> <p>7. Evaluating music and music performances.</p> <p>9. Understanding music in relation to history and culture.</p>
Lesson plan titles	Kool Herc and Afrika Bambaataa, Scratching/turntables/technology, Evolution of the DJ, Beats, Beat Creation

Activities	<p>Reading, analyzing and responding to texts and various forms of media about the history and origins of DJs and hip hop culture.</p> <p>Identify and discuss the role of the three characteristics of hip hop within DJs.</p> <p>Compare/contrast Kool Herc and Afrika Bamabaataa, identify their influence and understand the role their music played in the development of hip hop culture.</p> <p>Create a timeline tracking the evolution of DJs that charts various technological and cultural advancements.</p> <p>Analyze and critique a variety of beats and styles from various times and genres of hip hop.</p> <p>Learn to imitate beats in the styles of various DJs from a variety of styles.</p> <p>Create an original hip hop beat using GarageBand software, digital keyboards, beat machines and microphones.</p>
Assessments	<p>Students will demonstrate their understanding of hip hop DJs by imitating existing hip hop beats to create an original beat using GarageBand software, digital keyboards, beat machines and microphones.</p>

	<p>Week 5 and 6 – MCs and poetry in Hip Hop</p>
Essential Questions/Big Ideas	<p>How did the role of the MC evolve in hip hop culture and how did it influence the history and culture of hip hop?</p> <p>Students will learn poetic devices commonly used in rap.</p> <p>Students will create original poetry and learn how to fit poetry to a beat to create rap.</p> <p>How has rap music affected our society? How are MCs and rap music viewed in modern society?</p>
Standards	<p><u>NCAR</u></p> <p>Anchor Standard #1 – Generate and conceptualize artistic ideas and work</p> <p>Anchor Standard #2 – Organize and develop artistic ideas and work</p> <p>Anchor Standard #3 – Refine and complete artistic work</p> <p>Anchor Standard #7 – Perceive and analyze artistic work</p> <p>Anchor Standard #8 – Interpret intent and meaning artistic work</p> <p>Anchor Standard #9 – Apply criteria to evaluate artistic work</p> <p>Anchor Standard #10 – Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11 – Relate artistic ideas and works with societal, cultural and historical context to deepen understanding</p>

	<p><u>NSME</u></p> <p>2. Performing on instruments, alone and with others, a varied repertoire of music.</p> <p>3. Improvising melodies, variations, and accompaniments.</p> <p>4. Composing and arranging music within specified guidelines.</p> <p>6. Listening to, analyzing, and describing music.</p> <p>7. Evaluating music and music performances.</p> <p>8. Understanding relationships between music, the other arts, and disciplines outside the arts.</p> <p>9. Understanding music in relation to history and culture.</p>
Lesson plan titles	MC in Hip Hop, Evolution of the MC, Styles and Flow, Rhyme Schemes, Other Poetic Devices, Free Writing, Poetry to Beats, Flow and Style of the Individual
Activities	<p>Reading, analyzing and responding to texts and various forms of media about the history and origins of MCs and hip hop culture.</p> <p>Listen to and track the evolution of the MC by analyzing flow styles, rhyme schemes, content and structure of songs.</p> <p>Compare and contrast various MC styles.</p> <p>Understand and imitate various rhyme schemes.</p> <p>Write original poetry / rap by imitating rhyming schemes and flow styles of established artists.</p> <p>Learn to fit poetry to a beat by practicing, evaluating, rewriting and restructuring verses.</p> <p>Choose a rap style and flow that the individual most identifies with and imitate the style and flow while writing.</p>
Assessments	Students will demonstrate their understanding of MCs by creating a piece of rap in the style of an established hip hop artist. They will also create an original rap in their own personal style emphasizing the individuality of hip hop culture.

	Week 7 and 8 – Hip Hop Composition
Essential Questions/Big Ideas	What kind of hip hop music will students create?
Standards	<p><u>NCAR</u></p> <p>Anchor Standard #1 – Generate and conceptualize artistic ideas and work</p> <p>Anchor Standard #2 – Organize and develop artistic ideas and work</p> <p>Anchor Standard #3 – Refine and complete artistic work</p>

	<p>Anchor Standard #4 – Analyze, interpret, and select artistic work for presentation</p> <p>Anchor Standard #5 – Develop and refine artistic work for presentation</p> <p>Anchor Standard #6 – Convey meaning through the presentation of artistic work</p> <p>Anchor Standard #7 – Perceive and analyze artistic work</p> <p>Anchor Standard #8 – Interpret intent and meaning artistic work</p> <p>Anchor Standard #9 – Apply criteria to evaluate artistic work</p> <p>Anchor Standard #10 – Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11 – Relate artistic ideas and works with societal, cultural and historical context to deepen understanding</p> <p><u>NSME</u></p> <ol style="list-style-type: none"> 1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 3. Improvising melodies, variations, and accompaniments. 4. Composing and arranging music within specified guidelines. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. 9. Understanding music in relation to history and culture.
Lesson plan titles	Introduction to Hip Hop Composition, Work Time
Activities	Using GarageBand software, electronic keyboards, beat machines and microphones students will compose, record and edit an original hip hop composition.
Assessments	Students will present composition to class and explain the content of the song, any influences or samples used and any inspiration behind the song.

C. Lesson Plan

Title	Introduction to Graffiti and History
Objectives/Goals	Students will be able to identify characteristics of hip hop (chaotic, individualized, competitive) within graffiti art and understand the history and origins of graffiti.
Materials/Environment	<ul style="list-style-type: none"> - Excerpt from article by NYMagazine about origins of Hip Hop - Power Point Presentation created by teacher that show several works of graffiti art and guides students through the process of identifying hip hop characteristics within graffiti

	- Google Form for students to complete during the presentation
Procedure	<ul style="list-style-type: none"> - 5 min - Daily Warmup – Listening Log – Students listen critically to a song, respond to questions asking them to describe the song, their reaction to the song and reflect on various parts of the song. - Power Point presentation is shown on main board - 2 min - Students open “Graffiti” google form and reflect on a quote about hip hop written by either a prominent hip hop artist or iconic cultural figure. - 1 min – share reflection with table partner - 1 min – share out reflections / class discussion about meaning of quote - 5 min – students read article about origins of graffiti art and answer questions in “Graffiti” google form related to article - 2 min – check answers and responses with table partner - during this activity teacher is monitoring student progress, answering questions and doing short checks for understanding by observation and 1:1 questioning / discussions about responses - 1 min – share out answers and responses with class - Students close chromebooks and track Big Board. Teacher begins presentation about graffiti - 2 min – explain graffiti is the visual representation of hip hop culture and it embodies the three characteristics of hip hop(chaos, individualization, competition) - 5 min – show multiple graffiti examples that are chaotic. Class discussion / answer questions as needed - 5 min – show multiple graffiti examples that represent individual style. Class discussion / answer questions as needed - 5 min – show multiple graffiti examples that are competitive. Explain culture of tagging. Class discussion / answer questions as needed. - Students open chromebooks and “Graffiti” google form. - 6 min – students will be shown 3 works of graffiti. For each they must 1) identify the single characteristic of hip hop that is most evident 2) explain why that characteristic was chosen and support their choice with evidence from the work of art. - 4 min – compare answers with table partner and discuss similarities and differences. - 3 min – exit ticket – what are the commonalities and differences you found between your and your partners analysis of the graffiti art?
Assessments	<p>In class observations, questioning and discussions.</p> <p>Completion and submission of “Graffiti” google form – answers checked and reviewed.</p> <p>Exit Ticket to check for use of hip hop characteristics in descriptions.</p>
Differentiation Strategies	<p>Partner work and discussions allow for students with disabilities to ask questions of their partners and also for a time that teachers may check in with those students to be sure they are keeping pace with the class and comprehending the material.</p>

11th Grade Humanities Curriculum Map

A. Year-long Curriculum Map

Unit Title & Length	Texts	Assessment	CCSS	CRS	Essential Questions
Unit 1: Argument! 3 weeks	<ul style="list-style-type: none"> • They Say, I Say • Joys of Summer • This is your brain on summer • "The Story of an Hour • "Girl" 	<ul style="list-style-type: none"> • Summer Essay • Socratic Seminar 	<ul style="list-style-type: none"> • RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn • RI 11.-12.3 • W.11-12.1 	WCH 501/601/701 COU 301...702	How do we argue and persuade?
Unit 2: Personal Dilemmas 3 weeks	<ul style="list-style-type: none"> • Antigone, "An Appointment at Sammarah," • Anxiety: Challenge by another name" by Collier • "Salvation" by Langston Hughes • "Irreconcilable Dissonance" by Doyle • "Stuck on the Couch" by Gupta (A Model For Writers)" 	<ul style="list-style-type: none"> • 3 page essay evaluating a component of Antigone and evaluating its relevance • Socratic Seminar 	<ul style="list-style-type: none"> • RL.11-12.2 Determine two or more themes or central ideas and analyze their development over the course of the text • RL. 11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated from what is really meant • W11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience 	WCH 502 SST 601 (the part with dependent clauses) COP 602 OUC 601 COP 402	How do we decide when "right collides against right," as Hegel describes Antigone's tragic position?

Unit Title & Length	Texts	Assessment	CCSS	CRS	Essential Questions
Unit 3: Nature of Evil! 8 weeks (some partial weeks)	Othello and supplemental readings on Race and the nature of Evil, short of "the Grand Inquisitor"	<ul style="list-style-type: none"> 3-5 page Essay Socratic Seminar 	<ul style="list-style-type: none"> RL 11-12.1 Close Reading RL 11-12.2 RL 11-12.3 W 11.12-3 W 11.12-.7 	SST 601 COP 401/501/601	"What is the nature and origin of Evil?"
Unit 4: Pop Culture! 3 weeks	<ul style="list-style-type: none"> We Talk, You Listen; Show and Tell They Say, I Say; Watching TV Makes You Smarter The Argument Against TV He Doesn't Like to Watch TV Turnoff Week Is Media Violence Free Speech? 	<ul style="list-style-type: none"> Argument essay on Focus Question Synthesis essay on TC Socratic Seminar 	<ul style="list-style-type: none"> RI 11.-12.7 Integrate and evaluate multiple sources of information presented in different media or formats RI 11.12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument 	SST 701 WCH 403	"To What Extent Does Popular Culture Reflect Society's Values?"
Unit 5: Love and Marriage! 4-5 Weeks	<ul style="list-style-type: none"> The Sun Also Rises; Why Marriage is Good for You" "The Story of an Hour" 	<ul style="list-style-type: none"> 3-5 page Essay Socratic Seminar 	<ul style="list-style-type: none"> RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn RL11.12-4 Determine the meaning of words and phrases as 	COP 503/603 OUC 401/501/601 SST 601	<p>What is the role of recurrence in TSAR?</p> <p>How have the purposes and values of Marriage evolved in 20th century?</p>

Unit Title & Length	Texts	Assessment	CCSS	CRS	Essential Questions
			they are used in the text, including figurative and connotative meanings		
Unit 6: War! 6 weeks	<ul style="list-style-type: none"> • A Long Way Gone • Rawl's Veil of Ignorance, Mill's Utilitarianism; • Machiavelli's Prince; • The Price of Silence; • The Lottery • The Case for Torture; • How much torture is ok? • Torture's Terrible Toll, • The Bill of Rights 	<ul style="list-style-type: none"> • 3-5 page Essay • Socratic Seminar 	<ul style="list-style-type: none"> • RI 11-12.9 • W 11.12.3 • W 11.12.7 	<p>WCH 503</p> <p>SST 601</p> <p>COP 701</p> <p>TOD 402/502/602</p>	<p>In the opening "Man's search for Meaning," Victor Frankel writes a terrible truth known to those who, like him, have survived the Haulocaust: "We who have come back, by the aid of many lucky chances or miracles— whatever one may choose to call them—we know: the best of us did not return."</p> <p>Do Wars make people less human—or more?</p> <p>Is morality the side effect of</p>

Unit Title & Length	Texts	Assessment	CCSS	CRS	Essential Questions
					leisure and safety? (Think Maslow's Hierarchy)
Unit 7: Family! 5 weeks	<ul style="list-style-type: none"> • The Glass Castle; • "The Magic of the Family Mea" Nancy Gibbsl • "Only Daughter" by Cisneros; • Words Left Unspoken; • "Daddy" by Sylvia Plath, • "Kin and Kind" by Jonah Lehrer (connect to Antigone) 	<ul style="list-style-type: none"> • 3-5 page Essay • Socratic Seminar 	<ul style="list-style-type: none"> • RI 11.-12.1 • RL 11.12-7 • W 11.1-12.2 	WCH 602 OUC 602/603/701	<p>Is it selfish to prioritize family members over others</p> <p>What are our obligations to our family members?</p> <p>How do we define family?</p>
Unit 8: Education Research Paper 4 weeks	<ul style="list-style-type: none"> • Newman, "The Idea of a University;" • Plato's "Meno," • NPR's "Is This Working," • Slate's "Change Teacher Behavior" • Margaret Talbot "Best in Class," • Goss v. Lopez (1975), James Baldwin • "A Talk to Teachers," Horace Mann 	<ul style="list-style-type: none"> • 10 page paper 	<ul style="list-style-type: none"> • RI 11.12.8 • RI 11.12.9 • W 11.12-1 • W. 11.-12.6 • W. 11.-12.8 		

Unit Title & Length	Texts	Assessment	CCSS	CRS	Essential Questions
	<ul style="list-style-type: none"> • "Report of the Massachusetts Board of Education," • Todd Gitlin "The Liberal Arts in an Age of Info Glut," • "Norman Rockwell "Spirit of Education (painting)" • Floyd Norris "US students fare badly in International Survey of Math Skills (With Table)" 				
Assessment Benchmarks/Goals: <ul style="list-style-type: none"> • All students are also expected to read one novel (at their level) a month and complete a quiz on Accelerated Reader. • At least 65% of students score at/above (exemplary or mastery) on writing rubrics. • At least 40% of students score at/above benchmark on the English and Reading sections on retired ACT exams. • 100% of students reflecting and setting goals based on interim data 					

B. Unit Plan

Unit 1: Argument!

Unit Description: In this unit, students will be introduced to the fundamentals of argument and rhetoric. Focus will be placed on structuring all written responses in Claim-Evidence-Reasoning format. Students will be introduced to the "They Say, I Say" method of structuring longer responses and the basic elements of rhetorical analysis, with heavy emphasis on the Rhetorical triangle and Aristotelian appeals, Ethos, Pathos, and Logos. Students will then practice implementing each of these argumentative techniques as they debate the value of homework and the purpose of summer vacation.

Date	Objective	Text	Standard	Product of Lesson (POL)	Criteria for Success (Feedback to give Students)	Enrichment	Differentiation
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Monday	SWBAT articulate how language can provide power SWBAT connect core values of R-C to the "Homemade Education"	"Homemade Education"	Aligned to Vision	articulate goals of course and connect those goals to personal goals	Student knows outcome towards which we are driving and feels personally invested in it		
Tuesday	SWBAT use evidence, reasoning to argue a claim	"Slip or Trip"	SUP 601, OER	Write a one paragraph response using the claim, evidence, reasoning format about "Slip or Trip"	3 pieces of evidence from the text to draw inferences from. Evidence is aligned to the argument. Inferences are logical and match the evidence.	Write a counter argument	template with CER
Wednesday	SWBAT describe the approach of "They Say, I Say" and use "standard view" or "ongoing debate" templates to introduce a claim	"They Say, I Say" pg. 19-26	GEN 701(502), OER, OUC 503	Revise "Slip or Trip" argument to include either or both	The student can say the purpose of TS, IS is to formulate arguments as responses to others arguments and demonstrate this ability in their own writing	N/A	see provided template
Thursday	SWBAT locate the verb of a sentence and identify its basic tense (i.e. is it the infinitive, is it the participle, signal verbs)	None	COU 301-702 (sva)	Exit Ticket asking students to identify and classify verbs in complex sentences and/or tenses	80% on exit ticket	N/A	reduce number of tense choices
Friday	Pre-EPAS						
Tuesday	SWBAT articulate the central idea of "The Joys of Summer" and use claim, evidence, reasoning to summarize	"The Joys of Summer"	MID 701	A Paragraph summary of "The Joys of Summer" that includes use of templates of They Say, I Say	Student can articulate not only that Albom thinks summer should be free from stresses, but also why and puts this into the claim, evidence, reasoning format	Add a counter argument	template with CER, annotated copy of text reduce length of essay,

							sample outline
Wednesday	SWBAT articulate the central idea of "This is Your Brain on Summer" and use claim, evidence, reasoning to summarize	"This is Your Brain on Summer"	MID 701	A Paragraph summary of "This is Your Brain on Summer" that includes use of templates of They Say, I Say	Student will identify the loss of learning over the course of the summer that significantly impacts students from low-income communities citing evidence from the article	N/A	template with CER, annotated copy of text
Thursday	SWBAT use "They Say, I Say" to structure an argumentative response to "This is Your Brain on Summer"	"They Say, I Say" pg 55-66	OER	A Paragraph argumentative response of "This is Your Brain on Summer" that includes use of templates of They Say, I Say	Student successfully disagrees and explains why, agrees but with a difference, or agrees/disagrees simultaneously using at least 2 templates and 2 quotes from the text	Agree and disagree simultaneously	template with CER, annotated copy of text
Friday	Assessment						
Monday	SWBAT describe the function of a subject blocker and locate the subject of any sentence	None	COU 301-702 (sva)	Exit ticket where students can identify the verbs and subjects of sentences, regardless of text between	Students can identify the verbs and subjects of any sentence in their own or other's writing as demonstrated by 80% mastery on exit ticket	N/A	modified exit ticket with simplified sentences
Tuesday	SWBAT organize and revise Summer argument essay (INTRO to FBCS)		COU 301-702 (sva)	Summer essay draft 1	Students have an accurate summary of both articles followed by at least 2 paragraphs that situate their own argument as a response to another's. They should have 2 quotes. Students include templates and the verbs discussed in previous classes.	Revise for diction	template/outline provided

Wednesday	SWBAT define and describe ethos, pathos, and logos and vary their rhetoric according to a given appeal	"Everything is an Argument" pg 33-37 OR Everyday Use 162-169	OER, GEN 701	Write an appeal for _____ using _____ appeal	Student successfully uses each appeal in a meaningful way	JFK's April 10, 1962 speech to steel companies	pre-annotated/ reduced text, graphic organizer for appeal activity
Thursday	SWBAT define and describe ethos, pathos, and logos and vary their rhetoric according to a given appeal and plan for summer essay		OER	Analyze how Smink and Albom use rhetorical devices (ethos, pathos, logos) to make their argument compelling. Who does it more effectively? Discussion/written response	Correctly identifies 4 examples of the appeals and connects them to their effects on the audience		Shortened written response using template
Friday	Assessment						
Monday	SWBAT identify redundancy and revise to include or exclude it for rhetorical effect	excerpt of "Letter from a Birmingham Jail" MLK	WCH 501-701	1. understanding of KISS 2. Analyze rhetorical effect of redundancy in text (exit ticket with reading)	1. Students are able to talk about how redundancy can be used to reinforce or to undermine a concept 2. There are few to no examples of wordiness in student written product		simplified examples, modified exit ticket
Tuesday	(Subject blocker moved to here, redundant moved forward)		OER	Socratic seminar	All students at "Developing" and 80% of students at "Proficient" for Socratic Seminar Rubric Bands C.1., E.1., and L.1.		Sentence starters, pre-planning guide given earlier

Wednes day	SWBAT peer edit and revise their Summer argument essay		OER	Summer essay draft 2	All students at "Proficient" for Claim, 50% of students at "Mastery." All students proficient for "Content," 50% of students at "Mastery."	Evaluate argument	Peer-editing checklist/ protocol
Thursda y	SWBAT analyze Letter from a Birmingham jail for rhetorical devices		OER	Socratic seminar and Summer Essay due	All students at "Developing" and 80% of students at "Proficient" for Socratic Seminar Rubric Bands C.1., E.1., and L.1.		Reduced length essay
<p>Unit 1 Assessment:</p> <p>Rubric: 11.3 OER (Organization, Evidence, Reasoning)</p> <p>Question: In a well-developed essay, take a position on the purpose of summer. Support your argument with appropriate evidence and examples from "This is Your Brain on Summer" by Jeff Smink, "The Joys of Summer" by Mitch Albom, and if you want two other sources from the New York Times resource packet.</p> <p>Skill: Creating an argument using multiple sources/evaluation of an argument</p>							

C. Lesson Plan

Essential Question: *What is the relationship between the individual and the community?*

Standards: MID 601: Infer the main idea of challenging passages or their paragraphs, 11.1 OER

Learning Plan:

15 minutes	Do Now
5 minutes	<p>5min Intro: Intro to <i>Antigone</i>, Civil Disobedience Defined</p> <ul style="list-style-type: none"> - Goal for today: - Civil disobedience has deep roots in history: <ul style="list-style-type: none"> - Galileo goes to jail FOR SCIENCE! (1660) - Events leading up to Revolutionary War such as Boston Tea Party, curfew defiance (1770) - Thoreau goes to jail (1848) - Gandhi & the Indian Independence Movement (1930s) - Rosa Parks (1955) - Kent State peaceful protest (1968) - Antigone (441 BC)
20 minutes	Read & discuss in groups (guided questions handout)
10 minutes	Share: Groups share their most interesting conclusion
7 minutes	Written response: What is the relationship between the individual and the community?

10 minutes	Discuss: Answer the question together using evidence from LFBJ.
5 minutes	Feedback: Evaluate the quality of the group's CER.
5 minutes	Edit response & turn in

Central Question: What is the relationship between the individual and the community?

1. How does King's choice to address this letter to "My dear Fellow Clergymen" instead of "eight white religious leaders" appeal to the ethos of his audience? (paragraph 1)
2. What is King's tone in paragraph 1? Is he serious or sarcastic?
3. How does the phrase "injustice anywhere is a threat to justice everywhere" explain King's purpose for being in Birmingham? How does King set up the clergymen for this profound claim? (paragraph 4)
4. How does King's word choice in paragraph six reinforce his appeal to pathos?

Central Question: What is the relationship between the individual and the community?

1. Describe King's tone at the top of the page. What point is he trying to make? How does his word choice reinforce that point?
2. Why does King reference Socrates (a classical Greek philosopher credited as one of the founders of Western philosophy) and Reinhold Niebuhr (an American theologian, ethicist, and professor)?
3. How does the use of the long sentence in paragraph 11 reinforce King's appeal to pathos?

Central Question: What is the relationship between the individual and the community?

1. Examine King's shift in tone from the bottom of page 1 to the top of page 2. What are his intentions?
2. According to King, what is the difference between a "just" law and an "unjust" law?
3. How can a law be "unjust in its application," according to King? (paragraph 5)
4. How do King's examples of Hitler and Hungary reinforce his appeal to pathos? (paragraph 7)

5. Explain and evaluate King’s assertion that “shallow understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will.” (paragraph 8)

Central Question: What is the relationship between the individual and the community?

1. Why does King condemn “extremist” black national groups in paragraph 2? What is his intended effect on his readers? What rhetorical device is at play?
2. Evaluate King’s use of repetition in paragraph 4. What mood is he trying to create? Is he successful?
3. Describe King’s tone in the last paragraph on page 4. Is he serious or sarcastic? Is his tone consistent or does it change? What is his intended effect on his readers?

Central Question: What is the relationship between the individual and the community?

1. Evaluate King’s shift in tone at the top of page 5. Why does he wait this long to mention his disappointment in the white church? What would change about his letter had he started here?
2. How does King’s use of American icons like Lincoln and Jefferson (paragraphs 9-10) extend his appeal to ethos from previously mentioned religious examples?
3. What rhetorical appeal does King use in the last paragraph on page 5? Is it effective? Why or why not?
4. What is King’s critique of the church? What does he mean when he says “it is...wrong...to use moral means to preserve immoral ends”? (top of page 6)
5. What is King’s underlying final message to the clergymen in his last paragraph?

Socratic Seminar Rubric

Discussion Rubric					
	Mastery (3)	Proficient (2)	Developing (1)	Not Evident (0)	Band

Claim	Always responds using Habits of Discourse (agreeing with a difference, disagreeing and explain why, or qualifying) to make an original point	Sometimes responds using Habits of Discourse (agreeing with a difference, disagreeing and explain why, or qualifying) to make an original point	Rarely responds using Habits of Discourse (agreeing with a difference, disagreeing and explain why, or qualifying) to make a point	Never responds using Habits of Discourse (agreeing with a difference, disagreeing and explain why, or qualifying) or fails to make a point	C.1
	When commenting on or disagreeing with another's arguments, conclusions, or solutions briefly restates what they said.		When commenting on or disagreeing with another's arguments, conclusions, or solutions, student attempts to restate what they said		C.2
	Avoid overgeneralizations, simplifications, and clichés	Occasionally oversimplifies or generalizes, rarely makes off topic comments	Often oversimplifies or generalizes, sometimes responds with off topic comments	Responds with largely off-topic or inaccurate oversimplifications or overgeneralizations	C.3
Content (Evidence)	Always uses evidence (when appropriate)	Sometimes uses evidence (when appropriate)	Rarely uses evidence or often uses inappropriate evidence	Never uses evidence or references inaccurate evidence	E.1
	Always provides relevant and insightful comments, makes new connections, plays Devil's Advocate, or challenges a peer to strengthen argument	Sometimes provides relevant and insightful comments, makes new connections, plays Devil's Advocate, or challenges a peer to strengthen argument	Rarely provides relevant and insightful comments, makes new connections, plays Devil's Advocate, or challenges a peer to strengthen argument	Comments are completely irrelevant	E.2
	Demonstrates logical and organized thinking	Thinking is mostly clear and organized	Thinking is confused, disorganized, or stays at a superficial level	Thinking makes no sense	E.3

	Moves discussion to a deeper level through "So What?" questions and comments	Attempts to move discussion to a deeper level			E.4
Language	Is always civil, doesn't interrupt, and shares airtime	Is usually civil, rarely interrupts and monitors airtime	Is too quiet and does not contribute substantial	Is aggressive, combative, and disruptive	L.1
	Speaks clearly and concisely, without distracting verbal tics	Speaks clearly, without distracting verbal tics	Speaks with some repetition and some distracting verbal tics	Response is inaudible or unintelligible	L.2
	Talks to other students (rather than the teacher)	Shifts between teacher and students	Directs most comments to teacher but will include students	Directs all comments to teacher	L.3
	Actively listens by nodding and tracking	Sometimes demonstrates listening by nodding and tracking	Rarely demonstrates listening by nodding and tracking	Does not track or actively listen	L.4
Unit 1	80% P and 100% D	C.1., E.1., L.1.			
Unit 2	100% D and 20% P	C.2., E.2., E.3.			
Unit 3	80% P and 100% D	C.3., L.3., L.4			
Unit 4	100% D and 20% P	E.3			
Unit 5	80% M and 100% P	C.1., E.1., L.1.			
Unit 6	100% P and 20% M	C.2., E.2., E.3.			
Unit 7	80% M and 100% P	C.3., L.3., L.4			
Unit 8	100% P and 20% M	E.3			

Writing Feedback

Look for ...	Constructive Feedback "Next time try..."
Claim	Refining your claim by being more specific or using more precise language (for example, telling exactly how or why, or substituting specific nouns for vague pronouns; C.3)
	Making your claim more general (for example, if it reads as a topic sentence that introduces one piece of evidence: "Iago is jealous of Othello's rank" should be revised to "Iago's jealousy reveals his own insecurity" C.3)

	Situating your claim in context of what others say (for example, using a standard move C.1.)
	<i>Adding a qualifying phrase or accounting for exceptions (Although... while... though this is does not solve the larger issue of A, B successfully... C.1)</i>
	Making your claim more meaningful (for example, moving your claim from answering the “what?” to answering the “so what?” C.1)
	<i>Extending your claim by connecting the claim to its logical consequences or origins (Because... as a result of... C.1)</i>
	<i>Making your claim more original (everyone knows that education is important or that Iago is jealous; C.1)</i>
Evidence (Content)	<i>Adding a piece of evidence so that all parts of the claim are supported (for example, if a claim is made about a topic, there should be corresponding evidence; E.1.)</i>
	Choosing a more relevant piece of evidence to support your point (E.1.)
	<i>Choosing a more compelling piece of evidence to support your point (for example, using evidence from a more important moment; E.2)</i>
	<i>Only using the most important words or phrases and paraphrasing the remainder of a quotation (for example, selecting words you would not use yourself or words with particularly interesting connotations E.2.)</i>
Reasoning (Development)	Removing summary or summarizing your evidence less (E.4.)
	<i>Explaining how your evidence connects to your claim without restating either (This means that... E.4.)</i>
	<i>Analyzing the language or implications of your evidence (for example, using subtle inferences or diction analysis to reinforce your claim; E.3.)</i>
	<i>Answering the “Who Cares?” question by identifying those with a stake in your claims (for example, “This interpretation/finding challenges those who have long assumed that...” E.4.)</i>
	<i>Answering the “So What?” question by linking your argument or evidence to a larger concern or greater meaning (For example, “This has important implications for the broader domain of” or “Although X may seem to of concern to only a small group of A, it should in fact concern anyone who cares about B” E.4.)</i>
Organization	<i>Organizing and introducing your evidence in chronological order (for example, the order that the events happen in the play; E.3.)</i>
	<i>Organizing and introducing your evidence in order of importance (for example, from most to least persuasive or from least to most persuasive; E.4.)</i>

	<i>Linking sentences and paragraphs by topic or referring back to earlier points (for example, maintaining only one topic in a paragraph or by returning to your claim in the conclusion of a body paragraph; E.3.)</i>
	<i>Using transition words and FANBOYS to indicate the relationships between ideas (for example, “therefore,” “however,” “so,” and “but;” E.3.)</i>
	<i>Using words like “this,” “these,” “those,” and “such” in combination with a new noun to point a previous word or thought (for example, after saying “Mr. Glowzynski,” start a sentence with “This math teacher...” E.3.)</i>
	<i>Creating coherence by repeating key words or phrases (don’t overuse! E.3.)</i>

11th Grade Mathematics - Algebra II with Trigonometry Curriculum Map

A. Year-long Curriculum Map

Unit Name and Length	Common Core State Standards (CCSS)	College Readiness Standards (CRS)	Curriculum Resources	Assessments
<p>Unit 1: Algebra Basics</p> <p>2 weeks</p>	<ul style="list-style-type: none"> F.BF.1: Sets of Numbers, Properties of Real Numbers, Square Roots, Simplify Algebraic Expressions, Properties of Exponents, Relations and Functions, Function Notation. Exploring Transformations. And Introduction to Parent Functions 	<ul style="list-style-type: none"> XEI 302: Solve one-step equations having integer or decimal answers XEI 303: Combine like terms XEI 401: Evaluate algebraic expressions by substituting integers for unknown quantities XEI 403: Solve routine first-degree equations XEI 501: Solve real-world problems using first-degree equations XEI 601: Manipulate expressions and inequalities XEI 603: Solve linear inequalities that require reversing the inequality sign XEI 604: Solve quadratic equations XEI 702: Write equations and inequalities that require planning, manipulating, and/or solving 	<p>Flipped Math Unit 1</p> <p>Khan Academy - Practice</p> <p>Balanced assessment in Mathematics Birthday card http://balancedassessment.concord.org/hl009.html</p> <p>Think Through Math</p>	<p>Pre-Assessment</p> <p>Mid Unit</p> <p>End Unit</p> <p>Quizzes</p> <p>From - Illuminate</p> <p>Exit slips (homework and class)</p> <p>From www.Socrative.com</p>

<p>Unit 2: Linear Functions</p> <p>3 weeks</p>	<ul style="list-style-type: none"> • A.REI.3 and A.CED.1 Solving Linear Equations and Inequalities • A.REI.10 and F.IF.7a Graphing Linear Functions • A.CED.2, F.IF.6 Writing Linear Functions • F.IF.7a, A.REI.10, A.CED.2 Linear Inequalities in two variables 	<ul style="list-style-type: none"> • GRE 502: Determine the slope of a line from points or equations • GRE 503: Match linear graphs with their equations 	<p>Flipped Math Unit 2</p> <p>Khan Academy - Practice</p> <p>Problems of the Week (POW)</p> <p>Think Through Math</p>	<p>Pre-Assessment</p> <p>Mid Unit</p> <p>End Unit</p> <p>Quizzes</p> <p>From - Illuminate</p> <p>Exit slips (homework and class)</p> <p>From www.Socrative.com</p>
<p>Unit 3: Absolute Values and Piecewise Functions</p> <p>2 weeks</p>	<ul style="list-style-type: none"> • F.IF.7b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. • F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. • F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically) 	<ul style="list-style-type: none"> • XEI 604: Solve absolute value equations • XEI 703: Solve simple absolute value inequalities • GRE 601: Interpret and use information from graphs in the coordinate plane • GRE 605: Recognize special characteristics of parabolas and circles • GRE 702: Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ • GRE 704: Analyze and draw conclusions based on information from graphs in the coordinate plane 	<p>Flipped Math Unit 3</p> <p>Khan Academy - Practice</p> <p>POW</p>	<p>Pre-Assessment</p> <p>Mid Unit</p> <p>End Unit</p> <p>Quizzes</p> <p>From - Illuminate</p> <p>Exit slips (homework and class)</p> <p>From www.Socrative.com</p>

	in tables, or by verbal descriptions).			
<p>Unit 4: Linear Systems of Equations</p> <p>2 weeks</p>	<ul style="list-style-type: none"> A.CED.3, A.REI.11 Solving Systems of Equations by Graphing (A.REI.11) Solving Systems of Equations by Substitution and Elimination 	<ul style="list-style-type: none"> XEI 606: Find solutions to systems of linear equations GRE 601: Interpret and use information from graphs in the coordinate plane. 	<p>Flipped Math Unit 4</p> <p>Khan Academy - Practice</p> <p>POW</p> <p>Think Through Math</p>	<p>Pre-Assessment</p> <p>Mid Unit</p> <p>End Unit</p> <p>Quizzes</p> <p>From - Illuminate</p> <p>Exit slips (homework and class)</p> <p>From</p> <p>www.Socrative.com</p>
<p>Unit 5: Quadratics</p> <p>3 weeks</p>	<ul style="list-style-type: none"> A.SSE.1, A.SSE.2 Factoring using Common Factors; Factoring Quadratic Trinomials ($a = 1$, $a > 1$ and prime, $a > 1$ and grouping); Factoring – Difference of Two Squares F.IF.4, F.IF. 8, F.IF.8c, F.IF.9 Graphing Quadratic Functions F.IF.7c Solving Quadratic Functions by Graphing A.REI.4b Solving Quadratic Functions by the Square Root Method A.SSE.3a Solving Quadratic Functions by Factoring 	<ul style="list-style-type: none"> XEI 605: Solve quadratic equations XEI 505: Factor simple quadratics FUN 401: Evaluate quadratic functions, expressed in function notation, at integer values 	<p>Flipped Math Unit 5</p> <p>Khan Academy - Practice</p> <p>POW</p> <p>Think Through Math</p>	<p>Pre-Assessment</p> <p>Mid Unit</p> <p>End Unit</p> <p>Quizzes</p> <p>From - Illuminate</p> <p>Exit slips (homework and class)</p> <p>From</p> <p>www.Socrative.com</p>

	<ul style="list-style-type: none"> • A.REI.4a, A.REI.4c Completing the Square • A.REI.4b, A.CED.1 Solving Quadratic Functions by the Quadratic Formula 			
<p>Unit 6: Non-Real Numbers</p> <p>3 weeks</p>	<ul style="list-style-type: none"> • N.CN.1 Graphing Complex Numbers • N.CN.2 Operations with Complex Numbers • N.CN.1 Evaluate powers of i • N.CN.7 Solve Quadratic Equations with Complex Solutions 	<ul style="list-style-type: none"> • NCP 605: Multiply two complex numbers • NCP 703: Apply properties of complex numbers • XEI 605: Solve quadratic equations 	<p>Flipped Math Unit 6</p> <p>Khan Academy - Practice</p> <p>POW</p>	<p>Pre-Assessment</p> <p>Mid Unit</p> <p>End Unit</p> <p>Quizzes</p> <p>From - Illuminate</p> <p>Exit slips (homework and class)</p> <p>From</p> <p>www.Socrative.com</p>
<p>Unit 7: Polynomial Functions</p> <p>3 weeks</p>	<ul style="list-style-type: none"> • A.APR.1 Classification of Polynomials • A.APR.1a Operations with Polynomials (including long and synthetic division) • A.APR.2, A.APR.3 Factoring Polynomials • A.APR.3, F.IF.4, F.IF.7c Investigating Graphs of Polynomial Functions 	<ul style="list-style-type: none"> • FUN 501 Evaluate polynomial functions, expressed in function notation, at integer values. • NCP 506 Work with problems involving positive integer exponents • NCP 604 Apply rules of exponents • XEI 504 Add, subtract and multiply polynomials • GRE 702: Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ 	<p>Flipped Math Unit 7</p> <p>Khan Academy - Practice</p> <p>POW</p>	<p>Pre-Assessment</p> <p>Mid Unit</p> <p>End Unit</p> <p>Quizzes</p> <p>From - Illuminate</p> <p>Exit slips (homework and class)</p> <p>From</p> <p>www.Socrative.com</p>

<p>Unit 8: Exponents and Radical Functions</p> <p>3 weeks</p>	<ul style="list-style-type: none"> • N.RN.1, N.RN.2 Radical Expressions and Rational Exponents • F.IF.7b Graphing Radical Functions • A.REI.2 Solving Radical Equations 	<ul style="list-style-type: none"> • NCP 604 Apply rules of exponents • NCP 505 Work with squares and square roots of numbers • GRE 702: Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ 	<p>Flipped Math Unit 8</p> <p>Khan Academy - Practice POW</p>	<p>Pre-Assessment Mid Unit End Unit Quizzes From - Illuminate</p> <p>Exit slips (homework and class) From www.Socrative.com</p>
<p>Unit 9: Exponential and Logarithmic Functions</p> <p>3 weeks</p>	<ul style="list-style-type: none"> • F.IF.7e, F.BF.1b Exponential Growth and Decay Functions; Graphing Exponential Growth and Decay Functions • F.BF.4a Inverse of relations and functions • F.LE.4 Logarithmic Functions; Properties of Logarithms (expand and condense) • A.REI.11 Solving Exponential and Logarithmic Equations 	<ul style="list-style-type: none"> • NCP 604 Apply rules of exponents • NCP 702 Exhibit knowledge of logarithms and geometric sequences • GRE 702: Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ 	<p>Flipped Math Unit 9</p> <p>Khan Academy - Practice POW</p>	<p>Pre-Assessment Mid Unit End Unit Quizzes From – Illuminate Exit slips (homework and class) From www.Socrative.com</p>
<p>Unit 10: Rational Functions</p> <p>3 weeks</p>	<ul style="list-style-type: none"> • A.APR.7 Simplify Rational Expressions; Adding, Subtracting, Multiplying and Dividing Rational Expressions • A.REI.2 Solving Rational Equations 	<ul style="list-style-type: none"> • GRE 702: Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ • NCP 508 Determine when an expression is undefined 	<p>Flipped Math Unit 10</p> <p>Khan Academy - Practice POW</p>	<p>Pre-Assessment Mid Unit End Unit Quizzes From - Illuminate</p> <p>Exit slips (homework and class)</p>

	<ul style="list-style-type: none"> N.RN.1, N.RN.2 Radical Expressions and Rational Exponents 	<ul style="list-style-type: none"> NCP 701 Draw conclusions based on number concepts, algebraic properties and/or relationships between expressions and numbers 		From www.Socrative.com
<p>Unit 11: Conic Sections</p> <p>3 weeks</p>	<ul style="list-style-type: none"> G.GPE.1-3 Derive the equation of a parabola given a focus and directrix; Translate between the geometric description and the equation for a conic section. 	<ul style="list-style-type: none"> GRE 605: Recognize special characteristics of parabolas and circles 	<p>Flipped Math Unit 11</p> <p>Khan Academy - Practice</p> <p>POW</p>	<p>Pre-Assessment</p> <p>Mid Unit</p> <p>End Unit</p> <p>Quizzes</p> <p>From - Illuminate</p> <p>Exit slips (homework and class)</p> <p>From www.Socrative.com</p>
<p>Unit 12: Matrices</p> <p>2 weeks</p>	<ul style="list-style-type: none"> N.VM.6 Properties of Matrices N.VM. 8 Operations with Matrices (addition, subtraction, and scalar multiplication) N.VM.6, A.REI.11 Solving Systems of Equations using matrices 	<ul style="list-style-type: none"> PSD 303: Read tables and graphs PSD 304: Perform computations on data from tables and graphs 	<p>Flipped Math Unit 12</p> <p>Khan Academy - Practice</p> <p>POW</p>	<p>Pre-Assessment</p> <p>Mid Unit</p> <p>End Unit</p> <p>Quizzes</p> <p>From - Illuminate</p> <p>Exit slips (homework and class)</p> <p>From www.Socrative.com</p>
<p>Unit 13: Trigonometry</p> <p>2 weeks</p>	<ul style="list-style-type: none"> G.SRT.6, G.SRT.8 Right Triangle Trigonometry F.TF.1, F.TF.2 Angles of Rotation, The Unit Circle F.TF.8 Trigonometric Identities 	<ul style="list-style-type: none"> FUN 502 Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths 	<p>Khan Academy - Video and Practice</p> <p>POW</p>	<p>Pre-Assessment</p> <p>Mid Unit</p> <p>End Unit</p> <p>Quizzes</p> <p>From - Illuminate</p>

	<ul style="list-style-type: none"> F.TF.5 Graphs of Sine and Cosine Functions 	<ul style="list-style-type: none"> FUN 603 Apply basic trigonometric ratios to solve right-triangle problems FUN 702 Use trigonometric concepts and basic identities to solve problems FUN 703 Exhibit knowledge of unit circle trigonometry FUN 704 Match graphs of basic trigonometric functions with their equations 		<p>Exit slips (homework and class) From www.Socrative.com</p>
<p>Unit 14: Probability</p> <p>1 week</p>	<ul style="list-style-type: none"> S.IC.1, S.IC.2, S.IC.3, S.IC.4, S.IC.5, S.IC.6 Probability, Data Analysis and Statistics 	<ul style="list-style-type: none"> PSD 403: Determine probability of a simple event PSD 404: Exhibit knowledge of simple counting techniques PSD 503: Compute straightforward probabilities for common situations PSD 504: Use Venn diagrams in counting PSD 604: Compute a probability when the event and/or sample space are not given or obvious PSD 701: Distinguish between mean, median and mode for a list of numbers 	<p>Khan Academy - Video and Practice</p> <p>POW</p>	<p>Pre-Assessment Mid Unit End Unit Quizzes From - Illuminate</p> <p>Exit slips (homework and class) From - www.Socrative.com</p>

		<ul style="list-style-type: none"> PSD 703: Exhibit knowledge of conditional and joint probability 		
<p>Unit 15: Sequences and Series</p> <p>2 weeks</p>	<ul style="list-style-type: none"> F.BF.1 Write a function that describes a relationship between two quantities. F.BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. F.LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). 	<ul style="list-style-type: none"> NCP 702 Exhibit knowledge of logarithms and geometric sequences 	<p>Khan Academy - Video and Practice</p> <p>POW</p>	<p>Pre-Assessment Mid Unit End Unit Quizzes From - Illuminate</p> <p>Exit slips (homework and class) From - www.Socrative.com</p>
Assessment Goals/Benchmarks:				

- 80% or above on all unit tests (mandatory study sessions and retakes for students scoring below 70%)
- At least 40% of students score at/above benchmark on the Mathematics section on retired ACT exams.
- 100% of students reflecting and setting goals based on interim data 100% of students reflecting and setting goals based on interim data

B. Unit Plan

Unit 5: Quadratics – 2 weeks

Standards:

College Readiness Standards

- XEI 605 Solve quadratic equations
- XEI 505 Factor simple quadratics
- FUN 401 Evaluate quadratic functions, expressed in function notation, at integer values

Common Core State Standards

- A.SSE.1 Interpret expressions that represent a quantity in terms of its context.
- A.SSE.2 Use the structure of an expression to identify ways to rewrite it.
- F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
- F.IF.7c Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
- F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
- F.IF.8c Translate among different representations of functions and relations: graphs, equations, point sets, and tables.
- F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
- A.SSE.3a Factor a quadratic expression to reveal the zeros of the function it defines.
- A.REI.4b Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .

- A.REI.4a Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
- A.REI.4c Demonstrate an understanding of the equivalence of factoring, completing the square, or using the quadratic formula to solve quadratic equations.
- A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Understanding(s):

Students will understand that:

- Graphs are visual representation of solutions to equations.
- Quadratics can be graphed by using transformation in the same way that absolute values and all their function can be graphed.

Essential Question(s):

- How do you determine the maximum and minimum value of a quadratic function from the equation?
- How does the concept of zero product property allow you to find the roots of a quadratic function?
- How do you use the concept of factoring by grouping to factor a quadratic trinomial?
- How can the quadratic formula be used to find solutions to quadratic functions?
- When would you use the quadratic formula to find the roots of a quadratic function?

Prior Knowledge:

- Graphing absolute value functions.

Assessment:

Students will complete homework and assess using an answer key. Since this is the beginning of the year they will have spot checks to ensure they are actually checking and correcting their work.

Pre-assessment will be given before the unit begins to determine which skills students have and which prerequisite skills they require.

Students will have entrance tickets. These will be used by the teacher to group students and re-mediate.

Quizzes will be given in class to check student skills. Students will make corrections on the quiz.

Students will be observed during group work as they work on problems. Teachers will answer questions and provide guidance on student skills as well as math skills.

A test will complete the unit. Students who receive less than 80% will have to take a retake of the assessment. They will come to office hours after doing corrections to work with the teacher.

Learning Plan

- Pre-assessment: has 3-4 problems of increasing difficulty for each major goal. Students will be required to show work. Looking at student work will also give information about arithmetic support they may need.
- Lesson
- Compacting/supporting: Students who show mastery on a skill will have an extension for that skill based on the support/challenge chart below.

Lessons	Support topic (below level support plan)	Extension topic (above level support plan)
Graph in vertex form	Review graphing by plotting points. Review graphing absolute value functions.	3.1 Pre-Calculus (PC) domain and discontinuities
Graphs in standard form	Review quadratic formula	3.2 PC Extrema
Solve by factoring	Factoring	3.3 PC Piecewise functions
Factoring special cases	More factoring practice	Unit 2 PC review
Solve by square roots	Simplifying radicals	

- Daily assessment of learning: An exit ticket is given each day to gauge student understanding.
- Remediation: Each topic has an assignment and a corrective assignment. The corrective assignment will be used when students need additional practice on a given skill.
- Quizzes will be given twice a week to more formally gauge student skills. These will be given back to student for corrections. This will help them reflect on their progress.

- Teachers will hold individual conferences with students during the first 20 minutes of class each day. These will enable 1-1 assistance and support, goal setting, reflection. There will be a rotation to ensure all students (not only struggling students) are met with weekly as well as as-needed meeting for students who require additional support. This will provide opportunities to reflect on the Intrinsic Core Values and Growth Mindset.
- Khan Academy will provide students will opportunity to re-mediate skills as well as extend their learning in a personalized format. Teachers will assign topics related to the unit. However, when students have completed the assigned topics they will have the opportunity to explore topics based on their interests.
- Problem of the Week:
 - (Birthday card) Students will apply their knowledge to the problems of the week in order to create models and analyze why the trick worked
 - (Blirts and Gorks) Students will apply their understanding of changing units and unit analysis to an unfamiliar system. They will have to create a method for evaluating the success of their solution.

INSTRUCTIONAL RESOURCES

- Teacher website was constructed using Flippedmath.com videos and resources
- Khan Academy will be used to provide students with individualized instruction
- Balanced Assessment in Mathematics

C. Lesson Plan

Week-At-A-Glance

Monday	Tuesday	Wednesday	Thursday	Friday
5.1 Graph in Vertex form +Factoring leading coefficient 1	5.2 Graph in standard form +Factoring leading coefficient not 1	KHAN ACADEMY DAY	5.3 Solve by Factoring	5.4 Factoring Special Cases
POW: POW 9				

Tuesday Lesson Plan

Lesson Objective:	5.2 Graph in standard form +Factoring leading coefficient not 1
CRS and CCSS:	<p><i>College Readiness Standards</i></p> <ul style="list-style-type: none"> • XEI 605: Solve quadratic equations • XEI 505: Factor simple quadratics • FUN 401: Evaluate quadratic functions, expressed in function notation, at integer values <p><i>Common Core State Standards</i></p> <ul style="list-style-type: none"> • F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i> • F.IF.7c Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. • F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. • F.IF.8c Translate among different representations of functions and relations: graphs, equations, point sets, and tables. • F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i> • A.SSE.3a Factor a quadratic expression to reveal the zeros of the function it defines. • A.REI.4b Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b. • A.REI.4a Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. • A.REI.4c Demonstrate an understanding of the equivalence of factoring, completing the square, or using the quadratic formula to solve quadratic equations. • A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
Essential Questions:	How is graphing quadratics similar and different to graphing absolute value functions? How does factoring help us solve and graph linear equations and functions? How is finding the vertex in standard form related to

	the quadratic formula? Why do we get to answers when we solve by taking a square root? How do you simplify radicals?
Resources and/or materials needed:	5.2 Packet + factoring sheet with leading coefficient not 1
Accommodations and/or modifications:	Students who have homework reduction will have the option of doing odds or evens for part of all of the assignment. This should limit the amount of work they are taking home.
Method (how will you get your points across effectively to your students?):	Students will be given time to work in groups on problem sets. Time will be spent with small groups of students on differentiated material.
Lesson Agenda (include timing and what the teacher(s) will be doing in that point in the lesson and what students will be doing in that point in the lesson). Outline the role and responsibility of the co-teacher, when applicable:	<p>1-5: Takes attendance and do now. Ms. O explains the day and checks homework</p> <p>5-25 2Ms. O works with E Supervises group work. Ms. A works with solving group on evaluating linear functions making table of values (order of operations), plotting points. (Intervention S) Mr. M. supervises rest of students working on entrance ticket and group work (silent in 4th period level 1 in 1st and 2nd)</p> <p>25-55: Ms. O Works with D Ms: A continues work (Intervention S) Mr. M Works with B Ms. O, Ms. A, and Mr M monitor coastline for on task periodically.</p> <p>55-85: Ms. O Works with A Ms: A Work with select group on Khan Academy goals (Intervention K) Mr. M works with C Ms. O, Ms. A, and Mr M monitor coastline for on task periodically.</p>

	<p>85-96:</p> <p>Ms. O select group on Khan Academy goals (Intervention K)</p> <p>Ms. A pulls students who need focusing help. (Intervention F)</p> <p>Mr. M circulates throughout class monitoring on task</p>
Do Now:	Problems from homework.
Guided Practice with teacher: (What examples are you going to work through together?)	Teachers will go over practice problems based on difficulties students had with past assignment or notes.
Independent Practice:	Khan Academy, suggested topics
Group work:	<p>5.2 Graph in standard form</p> <p>+Factoring leading coefficient not one</p>
Exit slip/Assessments:	Factoring leading coefficient not 1
HW:	<p>Due Wednesday</p> <p>Watch video and complete the packet. http://algebra2.flippedmath.com/52-graph-in-standard-form.html</p> <p>Complete factoring worksheet: http://cdn.kutasoftware.com/Worksheets/Alg1/Factoring%201.pdf</p> <p>Check your work. Video for application help available.</p> <p>Due FRIDAY:</p>

	POW 9
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11th Spanish I Curriculum Map

A. Year-long Curriculum Map

Prerequisites: None; completion of diagnostic placement test highly encouraged for heritage learners. Semester 1							
Timeframe	Unit	Standards		Content	Essential Questions/ Big Ideas	Students will be able to...	Assessments
Weeks 1-4 Target Language Goal: 85% Written and Oral Mastery: 85%	Unit 1 El mundo	Common Core	ACTFL	Greetings	Why is learning a second language important?	Greet people and say goodbye	Informal Formative: Classroom participation, partner introductions
		CC ELA: 4, 5 Reading 4, 5, 6 Writing 1, 2, 3 Speaking and listening	1.1, 1.2, 1.3 2.1, 2.2 4.1, 4.2 5.2	Alphabet	Who speaks Spanish?	Introduce yourself and others	Informal Summative: Classroom Conversation targets, cultural comparison (oral)- How is X similar and different to my community?
				Countries		Ask and say how to spell names	
				Numbers 0 to 10	How do I begin a conversation with someone in Spanish?	Say where you are from	Formal Formative: Do-nows, Exit Slips, Daily conversation Formal Summative: 4th week assessment (exam)
				Days of the Week		Exchange phone numbers	
				Weather Expressions		Say what day of the week it is	
				Classroom Commands		Describe the weather	
						Respond to classroom instructions	

						<p>Correctly pronounce the Letter “h” and vowels</p> <p>Identify Spanish speaking communities and countries</p>	
<p>Weeks 5- 11</p> <p>Target Language Goal: 85%</p> <p>Written and Oral Mastery: 85%</p>	<p>Unit 1</p> <p>Las identidades públicas y privadas</p>	<p>Common Core</p> <p>CC ELA: 4, 5 Reading 4, 5, 6 Writing 1, 2, 3 Speaking and listening</p>	<p>ACTFL</p> <p>1.1, 1.2, 1.3 2.1, 2.2 3.1 4.1, 4.2</p>	<p>Ser</p> <p>Personal adjectives (appearance and personality)</p> <p>Family and relation vocab</p> <p>Tener with age, physical descriptions, etc.</p> <p>Making comparisons using más/menos/ tan como & irregular comparisons</p> <p>Gustar with nouns and infinitives</p>	<p>Who are we?</p> <p>Who are the people around me?</p> <p>How are we different? How are we the same?</p> <p>What do we like and dislike and why?</p>	<p>Describe themselves and others.</p> <p>Make comparisons between two or more things.</p> <p>Read and hear descriptions of people or things and then be able to describe or select them.</p> <p>Present information about a partner after conducting an interview with that partner.</p>	<p>Informal Formative: Classroom participation</p> <p>Informal Summative: Classroom Conversation targets</p> <p>Formal Formative: Do-nows, Exit Slips, Daily conversation</p> <p>Formal Summative: 10th week assessment (exam), Quarterly writing assignments</p> <p>Classroom presentation (Who am I?- paper, classroom discussion, presentation) Quarter 1 Writing Assessment</p>

Weeks 12-17	Unit 3 La vida contemporanea	Common Core	ACTFL	Estar with emotions and locations	What is my every day like?	Discuss how they are feeling	Informal Formative: Classroom participation
Target language use: 90%		CC ELA: 4, 5 Reading 4, 5, 6 Writing 1, 2, 3 Speaking and listening	1.1, 1.2, 1.3 2.1, 2.2 3.1 4.1, 4.2 5.1	Prepositions of location Ser vs estar Present tense –AR, -ER, IR -the verb ir (and ir + a construction) School day & classroom activities Adverbs of frequency Telling time Tener +que	How does my school day compare to the school day of others around the world? What do I do to be successful in school? How does technology affect the education of students?	Describe their day Talk about daily schedules Ask and tell time Say what you have to do and how often using adverbs and tener que construction Correctly pronounce the sound “ch” Describe classes and classroom objects Say where things are located Talk about how you feel in certain situations	Informal Summative: Classroom Conversation targets Formal Formative: Do-nows, Exit Slips, Daily conversation Formal Summative: 15th week assessment (exam), Quarterly writing assignments Group Project: School around the world comparison (research project and presentation (L2) Quarter 2 Writing Assessment: classmate interview and comparison
Weeks 18-20	Review / Cultural Unit	CC ELA: 4, 5 Reading 4, 5, 6 Writing 1, 2, 3 Speaking	1.1, 1.2, 1.3 2.1, 2.2 3.1 4.1, 4.2 5.1	review of units 1-3	How is the high school experience depicted in American cinema vs Puerto Rican cinema?	Analyze the similarities and differences between the two high schools depicted in "Casi Casi" vs "TBD"	Informal formative: classroom discussion of films shown. Formal formative: comprehension questions I target language about Casi Casi.

Written and oral mastery: 85%		and listening			How do personalities affect academic	Make a connection to their personality and approach to school. Depict: Describe a day in their life.	Formal summative: "Day in the life" movie project (in target language) Semester Exam
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<i>Semester 2</i>							
Timeframe	Unit	Standards		Content	Essential Questions/ Big Ideas	Students will be able to...	Assessments
Weeks 1-4 Target Language Goal: 100% Written and Oral Mastery: 90%	Unit 4 A jugar	Common Core	ACTFL	sports	How are athletics viewed around the world?	Identify sports vocabulary and use it with 90% accuracy.	Informal Formative: Classroom participation, conversation
		CC ELA: 4, 5 Reading 4, 5, 6 Writing 1, 2, 3 Speaking and listening	1.1, 1.2, 1.3 2.1, 2.2 4.1, 4.2 5.2	Equipment/ locations Superlatives Stem changing verbs in the present tense (Jugar, e-ie, o-ue, e-l) Present progressive	Which Spanish speaking athletes have played in the U.S. ? How do I discuss sports with others?	Describe and/or rank activities or people using spanish superlatives Conjugate and use stem changing verbs in the appropriate contexts. Use the present progressive with estar to describe/discuss actions that are in progress.	Informal Summative: Classroom Conversation targets, cultural comparison (oral)- How is X similar and different to my community? (Baseball in PR vs baseball in Chicago) Formal Formative: Do-nows, Exit Slips, Daily conversation Formal Summative: 4th week assessment (exam) Cultural presentation: 2 minutes in target language about Latino athletes In the U.S.

						Discuss the importance of soccer in Spain and baseball in the Caribbean.	
Weeks 5-11 Target Language Goal: 100% Written and Oral Mastery:90%	Unit 6 Mi casa	Common Core CC ELA: 4, 5 Reading 4, 5, 6 Writing 1, 2, 3 Speaking and listening	ACTFL 1.1, 1.2, 1.3 2.1, 2.2 3.1 4.1, 4.2	house and community vocabulary Chores Commands (tú & ustedes) Direct and indirect objects Family structure in the US vs the Spanish speaking world	What does our family life look like? How do I help at home?	Describe their home (physical) and community. Discuss daily chores and responsibility. Make a request using a command and understand which type of command to use In The situation. Identify direct and indirect object nouns and replace those with the appropriate pronouns. Place pronouns in the correct part of a sentence. Compare and contrast the structure of various types of families.	Informal Formative: Classroom participation Informal Summative: Classroom Conversation targets: Simon dice Formal Formative: Do-nows, Exit Slips, Daily conversation Formal Summative: 11th week assessment (exam), Quarterly writing assignment: Las reglas para Una familia contenta Classroom presentation: Write a 1 page paper about a dream home and then present that home visually to the class.
Weeks 12-19	Unit 3	Common Core	ACTFL			Effectively negotiates everyday	Informal Formative: Classroom participation

<p>Target language use: 100%</p> <p>Written and oral mastery: 90%</p>	<p>La ciudad</p>	<p>CC ELA: 4, 5 Reading 4, 5, 6 Writing 1, 2, 3 Speaking and listening</p>	<p>1.1, 1.2, 1.3 2.1, 2.2 3.1 4.1, 4.2 5.1</p>	<p>city and building vocabulary</p> <p>Giving directions and understanding directions</p> <p>Shopping and clothing vocabulary</p> <p>Ordering off of a menu</p>	<p>How can I use Spanish in my everyday life?</p>	<p>interactions (simulated and real)</p> <p>Gives written and oral directions and comprehends written and oral directions.</p> <p>Reads and orders off of menu, pays bill, leaves tip all in target language.</p>	<p>Informal Summative: Classroom Conversation targets, in class scenes, prep work for video project</p> <p>Formal Formative: Do-nows, Exit Slips, Daily conversation</p> <p>Formal Summative: 19th week assessment</p> <p>Group Project: Video project: Neighborhood tour (where I live, shopping, having a conversation with a native L1 spanish speaker)</p> <p>Quarter 4 Writing Assessm video project script</p>
<p>Weeks 20</p> <p>Target language use: 100%</p> <p>Written and oral mastery: 100%</p>	<p>Review</p>	<p>Common Core</p>	<p>ACTFL</p>	<p>review of units 1-6</p>	<p>What have I learned this year?</p>	<p>Review all information and complete an assessment in all 6 modes of communication.</p>	<p>formal summative: end of year exam and presentation.</p>

B. Unit Plan

Unit 1: El Mundo Week 1 Big ideas: Why is learning a second language important? Who speaks Spanish? How do I start a conversation in Spanish?	
Performance Standards	Students will be able to...
ACTFL Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied Common Core: 1, 2, 3 Speaking and listening	Greet people and say goodbye Introduce yourself and others Say where people are from Identify Spanish speaking areas of the world. Negotiate meaning from classroom phrases (¿Puedo ir al baño? ¿Me permite...? Saquen la tarea, etc)
Major Content	Assessments
Spanish greetings/goodbyes Introduction and pleasantries ¿De dónde eres? / Soy de... Alphabet in Spanish	Informal: Classroom conversation targets, exit slips Formal: Situational Vocabulary Quiz
Teacher Resources	Recycled information & Culture Focus
Avancemos 1 text & media Chromebook Video: ¿De dónde eres? Maps	Tú vs. usted Vosotros vs ustedes (uses of situational register)
Week 2 Big ideas: Why is learning a second language important? Who speaks Spanish? How do I start a conversation in Spanish?	
Performance Standards	Students will be able to...
ACTFL Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	Greet people and say goodbye Introduce yourself and others Say where people are from Identify Spanish speaking areas of the world.

<p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Common Core: 1, 2, 3 Speaking and listening</p>	<p>Exchange phone numbers</p> <p>Say what day of the week it is</p> <p>Describe the weather</p>
Major Content	Assessments
<p>Spanish greetings/goodbyes</p> <p>Introduction and pleasantries</p> <p>¿De dónde eres? / Soy de...</p> <p>Alphabet in Spanish</p> <p>Numbers 0 to 10</p> <p>Days of the Week</p> <p>Weather</p>	<p>Informal: Classroom conversation targets, exit slips</p> <p>cultural comparison (oral)- How is X similar and different to my community? (focused L1 conversation)</p> <p>Formal: Situational Vocabulary Quiz, skit in target language</p>
Teacher Resources	Recycled Information & Culture Focus
<p><i>Avancemos 1</i> text & media</p> <p>Chromebook</p> <p>Video: ¿De dónde eres?</p> <p>Maps</p> <p>State Department FactBook (digital)</p>	<p>Greetings & pleasantries</p> <p>Spanish speaking countries</p> <p>Tú vs. usted</p> <p>Vosotros vs ustedes</p> <p>(uses of situational register)</p>
<p>Week 3 Big ideas: Why is learning a second language important? Who speaks Spanish? How do I start a conversation in Spanish?</p>	
Performance Standards	Students will be able to...
<p>ACTFL</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p>	<p>Greet people and say goodbye</p> <p>Introduce yourself and others</p> <p>Say where people are from</p> <p>Identify Spanish speaking areas of the world.</p> <p>Exchange phone numbers</p> <p>Say what day of the week it is</p> <p>Describe the weather</p> <p>Compare and contrast two countries (US and X) in L1</p> <p>Understand the importance of register in Spanish</p>

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Common Core: 1, 2, 3 Speaking and listening	
Major Content	Assessments
Spanish greetings/goodbyes Introduction and pleasantries ¿De dónde eres? / Soy de... Alphabet in Spanish Numbers 0 to 10 Days of the Week Weather	Informal: Classroom conversation targets, exit slips Formal: Situational Vocabulary Quiz Presentation (L1): Students will prepare a 2 minute cultural comparison in their L1 comparing and contrasting an assigned Spanish speaking country with the US.
Teacher Resources	Recycled Information & Culture Focus
<i>Avancemos 1</i> text & media Chromebook Video: <i>¿De dónde eres?</i> Maps State Department FactBook (digital)	Greetings & pleasantries Spanish speaking countries Tú vs. usted Vosotros vs ustedes (uses of situational register)

C. Lesson Plan

Weekly Lesson Plan (Unit 1 Week 3) (3 days x 86 minutes)	
Day 1	
Objectives	Students will be able to compare and contrast two countries (U.S. and X) and create a presentation in their L1 (Spanish or English). Students will review material from previous two weeks by accurately negotiating meaning in a simulated authentic setting.

Materials	Chromebook + approved websites for research. Assignment sheet (Country Comparison) Prezi, HaikuDeck, or Google Slides	Information and notes from previous 2 weeks
Procedure	0:00-0:08 Students will enter class and begin work on the Do-Now activity. Teacher will take attendance and return graded material. 0:08-0:12 Students and teacher will review do-now activity (Country identifier) 0:12-0:32 Guided notes-conversation- Teacher will lead students through an activity where they invent a conversation based on the picture given. Students who are not demonstrating are filling out a schematic that goes along with the conversation. 0:32-0:42 Teacher will distribute assignment sheet and explain projects. Students will research using guided questions and prepare a two minute cultural comparison-partner presentation (U.S. and X). Teacher will answer follow up questions. 0:42-0:44 Students and teacher will have a stand and stretch break and move to their workspace. 0:44-0:50 Teacher will give a sample presentation that follows the guidelines of the project. 0:51-0:60 Students will choose their country and presentation medium. Teacher will record their information. 0:61- 0:80 Students will begin working on guided questions to start their information. 0:80-0:88 Students will complete exit slip (digital on Google Forms) and teacher will assign homework. HOMEWORK: Complete research packet for Wednesday.	
Assessments	Informal: Students will accurately negotiate the meaning of conversation during guided activity. Formal: Exit slip assessment of register (tú, usted, ustedes, vosotros)	
Differentiation Strategies	Heritage learners may choose to do presentation in Spanish. Students can choose the medium that works best for them for presentation	
Day 2		
Objectives	Students will be able to compare and contrast two countries (U.S. and X) and create a presentation in their L1 (Spanish or English). Students will review material from previous two weeks by using Kahoot and Chromebooks to review material to be covered in week 4 exam.	
Materials	Chromebook + approved websites for research. Assignment sheet (Country Comparison) Prezi, HaikuDeck, or Google Slides	Information and notes from previous 2 weeks
Procedure	0:00-0:08 Students will enter class and begin work on the Do-Now activity. Teacher will take attendance and check in research packet. 0:08-0:12 Students and teacher will review do-now activity.	

	0:12-0:32: Teacher will lead students in a L1 discussion about their research. What are the similarities and differences between the US and the country they chose? Are there more similarities between country X1 and X2? 0:32-0:52 Students will begin presentation preparation. They are to be working on their visual and notes based off of their research. Students will divide and conquer the material to prepare. One student will be working on the similarities and one student will be working on the differences. 0:52-0:44 Students and teacher will have a stand and stretch break and move to their workspace. 0:44-0:50 Teacher will take any questions regarding the project. 0:51-0:60 REPASO: Teacher will hold a Q&A session in the L2 (¿Qué tiempo hace? ¿Cómo te llamas? Etc) 0:61- 0:80 Kahoot student competition- review of all of Lección Preliminar. (using kahoot.it) Teacher will keep track of data and compare the Kahoot answers to the same activity from two weeks prior. 0:80-0:88 Students will complete exit slip (digital on Google Forms) and teacher will assign homework. HOMEWORK: Complete project for Friday	
Assessments	Informal: Students will accurately negotiate the meaning of conversation during guided activity. Formal: Exit slip assessment of weather and pleanstries.	
Differentiation Strategies	Heritage learners may choose to do presentation in Spanish. Students can choose the medium that works best for them for presentation	
Day 3		
Objectives	Students will present and make a comparisons between two countries. Students will be able to synthesize information from presentations and write a summary. Students will review material from previous two weeks by using Kahoot and Chromebooks to review material to be covered in week 4 exam.	
Materials	Chromebook + approved websites for research. Assignment sheet (Country Comparison) Prezi, HaikuDeck, or Google Slides	Information and notes from previous 2 weeks Note taking sheets for presentations
Procedure	0:00-0:08 Students will enter class and begin work on the Do-Now activity. Teacher will take attendance and have students share digital presentation. 0:08-0:12 Students and teacher will review do-now activity. 0:12-0:16 Teacher will pass out note packet and explain that students are to fill out the information about others' presentations. 0:32-0:62 Groups will present and students will be filling out information. There will be a one minute break between each presentation for set up and to allow students to complete notes. 0:62-0:64 Students and teacher will have a stand and stretch break and move to their workspace. 0:64-0:66 Students will do a self-evaluation of their partner presentation.	

	<p>0:67-0:75 REPASO: Teacher will hold a Q&A session in the L2 (¿Qué tiempo hace? ¿Cómo te llamas? Etc)</p> <p>0:76- 0:82 Teacher will distribute study guide for Week 4 chapter exam and explain exam format</p> <p>0:82-0:88 Students will complete exit slip (digital on Google Forms) and teacher will assign homework.</p> <p>HOMEWORK: Complete study guide for Monday</p>
Assessments	<p>Informal: Students will accurately negotiate the meaning of conversation during guided activity.</p> <p>Formal: Exit slip assessment of numbers and greetings</p>
Differentiation Strategies	<p>Heritage learners may choose to do presentation in Spanish.</p> <p>Students can choose the medium that works best for them for presentation</p>

I N T R I N S I C S C H O O L S A R G U M E N T / W R I T I N G R U B R I C				
	Beginning	Developing	Proficient	Exemplary √
Claims/ Thesis	<ul style="list-style-type: none"> Writer does not include a statement of a claim about a topic or text. Writer does not mention alternate or opposing claims. 	<ul style="list-style-type: none"> Writer introduces claim(s) about a topic or text, but they may not be precisely described. The topic or text may not be substantive. Writer mentions alternate or opposing claims but does not describe them well enough to clearly distinguish them from the claims. 	<ul style="list-style-type: none"> Writer introduces precise claims about a topic or text. Writer acknowledges alternate or opposing claims and clearly distinguishes them from claims. 	
Evidence/ Support	<ul style="list-style-type: none"> Evidence is not relevant enough or sufficient to develop claim(s) and counterclaims. Writer does not provide evidence from literary or informational texts that support the writer's analysis. 	<ul style="list-style-type: none"> Writer provides evidence, but it may not be sufficient or relevant enough to develop claim(s) and counterclaims fairly. Writer draws some evidence from literary or informational texts, but it does not fully support the writer's analysis. 	<ul style="list-style-type: none"> Writer provides relevant and sufficient evidence to develop the claim(s) and counterclaims fairly. Writer effectively draws evidence from literary or informational texts to support analysis, applying reading standards. 	
Reasoning /Analysis	<ul style="list-style-type: none"> Writer does not create an organization that establishes relationships among claim(s), counterclaims, reasons, and evidence. Writer does not point out strengths and weaknesses of the claim(s) and counterclaims and/or does not consider the audience's knowledge and concerns. The writer's choice of words, phrases, and clauses severely limits cohesion and does not clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims. The development and organization are not appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> Writer creates an organization that establishes relationships among claim(s), counterclaims, reasons, and evidence, but not clearly or consistently. Writer points out some strengths and weaknesses of the claim(s) and counterclaims, but without fully considering the audience's knowledge and/or concerns. The writer's choice of words, phrases, and clauses links the major sections of the text, but sometimes limits cohesion and does not always clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims. The development and organization are mostly appropriate to task, purpose, and audience, with some inconsistencies. 	<ul style="list-style-type: none"> Writer creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Writer points out the strengths and weaknesses of the claim(s) and counterclaims in a manner that anticipates the audience's knowledge and concerns. Writer uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims. The development and organization are appropriate to task, purpose, and audience. 	
Conclusion	<ul style="list-style-type: none"> Writer does not attempt to provide a concluding statement or section that relates to the writer's argument. 	<ul style="list-style-type: none"> Writer provides a conclusion, but it may not fully support or follow from the argument presented. The concluding statement or section may be mechanical or simply repetitious without building on evidence or 	<ul style="list-style-type: none"> Writer provides an effective conclusion that follows from and supports the argument presented. The concluding statement or section concisely captures the writer's argument without merely 	

I N T R I N S I C S C H O O L S A R G U M E N T / W R I T I N G R U B R I C				
	Beginning	Developing	Proficient	Exemplary √
		reasoning to capture the writer's argument.	repeating the claim(s).	
Audience Appropriat e Language	<ul style="list-style-type: none"> • Writer does not establish or maintain a formal style or an objective tone. • The style of the writing is not appropriate for the task, purpose, and/or audience. • Writer's language is poorly chosen and does not effectively convey meaning or style. • The writing does not conform to guidelines from a style manual that are appropriate for the discipline and writing type. • Writer uses very little general academic and domain-specific vocabulary at the college and career readiness level, with many inaccuracies. 	<ul style="list-style-type: none"> • Writer establishes a formal style and objective tone but does not maintain them consistently. • The style of the writing is mostly appropriate to task, purpose, and audience, with some obvious inconsistencies. • Writer applies knowledge of language to make some choices for meaning or style, but with a limited effect. • The writing mostly conforms to guidelines from a style manual that are appropriate for the discipline and writing type, with some omissions or problems. • Writer uses some general academic and domain-specific vocabulary at the college and career readiness level, with some inaccuracies. 	<ul style="list-style-type: none"> • Writer establishes and maintains a formal style and objective tone. • The style of the writing is appropriate to task, purpose, and audience. • Writer applies knowledge of language to make effective choices for meaning or style. • The writing conforms to guidelines from a style manual that are appropriate for the discipline and writing type. • Writer accurately uses general academic and domain-specific vocabulary at the college and career readiness level. 	
Conventio ns	<ul style="list-style-type: none"> • Writer demonstrates little or no command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • The writing has many significant errors in the conventions that are identified as a focus for this assignment. 	<ul style="list-style-type: none"> • Writer demonstrates a partial command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • The writing has many errors in the conventions that are identified as a focus for this assignment. 	<ul style="list-style-type: none"> • Writer demonstrates a skillful command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • The writing has few or no errors in the conventions that are identified as a focus for this assignment. 	

I N T R I N S I C S C H O O L S C O L L A B O R A T I O N R U B R I C

<i>Individual Performance</i>	Beginning	Developing	Proficient	Exemplary √
Takes Responsibility for Oneself	<ul style="list-style-type: none"> • is not prepared, informed, and ready to work with the team • does not use technology tools as agreed upon by the team to communicate and manage project tasks • does not do project tasks • does not complete tasks on time • does not use feedback from others to improve work 	<ul style="list-style-type: none"> • is usually prepared, informed, and ready to work with the team • uses technology tools as agreed upon by the team to communicate and manage project tasks, but not consistently • does some project tasks, but needs to be reminded • completes most tasks on time • sometimes uses feedback from others to improve work 	<ul style="list-style-type: none"> • is prepared and ready to work; is well informed on the project topic and cites evidence to probe and reflect on ideas with the team (CC 6-12.SL.1a) • consistently uses technology tools as agreed upon by the team to communicate and manage project tasks • does tasks without having to be reminded • completes tasks on time • uses feedback from others to improve work 	
Helps the Team	<ul style="list-style-type: none"> • does not help the team solve problems; may cause problems • does not ask probing questions, express ideas, or elaborate in response to questions in discussions • does not give useful feedback to others • does not offer to help others if they need it 	<ul style="list-style-type: none"> • cooperates with the team but may not actively help it solve problems • sometimes expresses ideas clearly, asks probing questions, and elaborates in response to questions in discussions • gives feedback to others, but it may not always be useful • sometimes offers to help others if they need it 	<ul style="list-style-type: none"> • helps the team solve problems and manage conflicts • makes discussions effective by clearly expressing ideas, asking probing questions, making sure everyone is heard, responding thoughtfully to new information and perspectives (CC 6-12.SL.1c) • gives useful feedback (specific, feasible, supportive) to others so they can improve their work • offers to help others do their work if needed 	
Respects Others	<ul style="list-style-type: none"> • is impolite or unkind to teammates (may interrupt, ignore ideas, hurt feelings) • does not acknowledge or respect other perspectives 	<ul style="list-style-type: none"> • is usually polite and kind to teammates • usually acknowledges and respects other perspectives and disagrees diplomatically 	<ul style="list-style-type: none"> • is polite and kind to teammates • acknowledges and respects other perspectives; disagrees diplomatically 	

I N T R I N S I C S C H O O L S C O L L A B O R A T I O N R U B R I C

<i>Team Performance</i>	Beginning	Developing	Proficient	Exemplary √
Makes and Follows Agreements	<ul style="list-style-type: none"> • does not discuss how the team will work together • does not follow rules for collegial discussions, decision-making and conflict resolution • does not discuss how well agreements are being followed • allows breakdowns in team work to happen; needs teacher to intervene 	<ul style="list-style-type: none"> • discusses how the team will work together, but not in detail; may just “go through the motions” when creating an agreement • usually follows rules for collegial discussions, decision-making, and conflict resolution • discusses how well agreements are being followed, but not in depth; may ignore subtle issues • notices when norms are not being followed but asks the teacher for help to resolve issues 	<ul style="list-style-type: none"> • makes detailed agreements about how the team will work together, including the use of technology tools • follows rules for collegial discussions (CC 6-12.SL.1b), decision-making, and conflict resolution • honestly and accurately discusses how well agreements are being followed • takes appropriate action when norms are not being followed; attempts to resolve issues without asking the teacher for help 	
Organizes Work	<ul style="list-style-type: none"> • does project work without creating a task list • does not set a schedule and track progress toward goals and deadlines • does not assign roles or share leadership; one person may do too much, or all members may do random tasks • wastes time and does not run meetings well; materials, drafts, notes are not organized (may be misplaced or inaccessible) 	<ul style="list-style-type: none"> • creates a task list that divides project work among the team, but it may not be in detail or followed closely • sets a schedule for doing tasks but does not follow it closely • assigns roles but does not follow them, or selects only one “leader” who makes most decisions • usually uses time and runs meetings well, but may occasionally waste time; keeps materials, drafts, notes, but not always organized 	<ul style="list-style-type: none"> • creates a detailed task list that divides project work reasonably among the team (CC 6-12.SL.1b) • sets a schedule and tracks progress toward goals and deadlines (CC 6-12.SL.1b) • assigns roles if and as needed, based on team members’ strengths (CC 6-12.SL.1b) • uses time and runs meetings efficiently; keeps materials, drafts, notes organized 	
Works as a Whole Team	<ul style="list-style-type: none"> • does not recognize or use special talents of team members • does project tasks separately and does not put them together; it is a collection of individual work 	<ul style="list-style-type: none"> • makes some attempt to use special talents of team members • does most project tasks separately and puts them together at the end 	<ul style="list-style-type: none"> • recognizes and uses special talents of each team member • develops ideas and creates products with involvement of all team members; tasks done separately are brought to the team for critique and revision 	

I N T R I N S I C S C H O O L S P R E S E N T A T I O N R U B R I C

	Beginning	Developing	Proficient	Exemplary √
Explanation of Ideas & Information	<ul style="list-style-type: none"> • does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting evidence; audience cannot follow the line of reasoning • selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information, or the wrong approach) 	<ul style="list-style-type: none"> • presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow • attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed 	<ul style="list-style-type: none"> • presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning (CC 9-12.SL.4) • selects information, develops ideas and uses a style appropriate to the purpose, task, and audience (CC 9-12.SL.4) 	
Organization	<ul style="list-style-type: none"> • does not meet requirements for what should be included in the presentation • does not have an introduction and/or conclusion • uses time poorly; the whole presentation, or a part of it, is too short or too long 	<ul style="list-style-type: none"> • meets most requirements for what should be included in the presentation • has an introduction and conclusion, but they are not clear or interesting • generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea 	<ul style="list-style-type: none"> • meets all requirements for what should be included in the presentation • has a clear and interesting introduction and conclusion • organizes time well; no part of the presentation is too short or too long 	
Eyes & Body	<ul style="list-style-type: none"> • does not look at audience; reads notes or slides • does not use gestures or movements • lacks poise and confidence (fidgets, slouches, appears nervous) • wears clothing inappropriate for the occasion 	<ul style="list-style-type: none"> • makes infrequent eye contact; reads notes or slides most of the time • uses a few gestures or movements but they do not look natural • shows some poise and confidence, (only a little fidgeting or nervous movement) • makes some attempt to wear clothing appropriate for the occasion 	<ul style="list-style-type: none"> • keeps eye contact with audience most of the time; only glances at notes or slides • uses natural gestures and movements • looks poised and confident • wears clothing appropriate for the occasion 	

I N T R I N S I C S C H O O L S P R E S E N T A T I O N R U B R I C

	Beginning	Developing	Proficient	Exemplary √
Voice	<ul style="list-style-type: none"> • mumbles or speaks too quickly or slowly • speaks too softly to be understood • frequently uses “filler” words (“uh, um, so, and, like, etc.”) • does not adapt speech for the context and task 	<ul style="list-style-type: none"> • speaks clearly most of the time • speaks loudly enough for the audience to hear most of the time, but may speak in a monotone • occasionally uses filler words • attempts to adapt speech for the context and task but is unsuccessful or inconsistent 	<ul style="list-style-type: none"> • speaks clearly; not too quickly or slowly • speaks loudly enough for everyone to hear; changes tone and pace to maintain interest • rarely uses filler words • adapts speech for the context and task, demonstrating command of formal English when appropriate (CC 9-12.SL.6) 	
Presentation Aids	<ul style="list-style-type: none"> • does not use audio/visual aids or media • attempts to use one or a few audio/visual aids or media, but they do not add to or may distract from the presentation 	<ul style="list-style-type: none"> • uses audio/visual aids or media, but they may sometimes distract from or not add to the presentation • sometimes has trouble bringing audio/visual aids or media smoothly into the presentation 	<ul style="list-style-type: none"> • uses well-produced audio/visual aids or media to enhance understanding of findings, reasoning, and evidence, and to add interest (CC 9-12.SL.5) • smoothly brings audio/visual aids or media into the presentation 	

INTRINSIC SCHOOLS ONLINE PROGRAMS GRADING CRITERIA

Reading Plus Program Bi-Weekly Cycle Guidelines	Total
Complete all assigned SeeReaders with an average comprehension score of at least 80%	10 points
Complete all assigned SeeReaders with an average comprehension score of at least 75%	9 points
Complete all assigned SeeReaders with an average comprehension score of at least 70%	8 points
Complete all assigned SeeReaders with an average comprehension score of at least 65%	7 points
Complete all assigned SeeReaders with an average comprehension score of less than 65%	6 points
Did not complete all assigned SeeReaders	5 points

ST MATH Program Bi-Weekly Cycle Guidelines	Total
At least 90 minutes total/3-6%* Syllabus Progress/20 minutes on Fluency	10 points
At least 90 minutes total/W% Syllabus Progress/20 minutes on Fluency	9 points
At least 90 minutes total/X% Syllabus Progress/20 minutes on Fluency	8 points
At least 90 minutes total/Y% Syllabus Progress/20 minutes on Fluency	7 points
At least 90 minutes total/Z% Syllabus Progress/20 minutes on Fluency	6 points
Spending less than 90 minutes total time and/or 20 minutes on Fluency	5 points
<i>The syllabus progress goal is determined by the grade level curriculum to student is assigned based on baseline data.</i>	

Think Through Math Program Bi-Weekly Cycle Guidelines	Total
4 lessons attempted, 2 passed, AND post quiz score > pre quiz score	10 points
3 lessons attempted, 2 passed, AND post quiz score > pre quiz score	9 points
2 lessons attempted, 2 passed, AND post quiz score > pre quiz score	8 points
2 lessons attempted, 1 passed, AND post quiz score > pre quiz score	7 points
2 lessons attempted AND post quiz score = pre quiz score	6 points
Did not attempt 2 lessons	5 points

INTRINSIC SCHOOLS ONLINE PROGRAMS GRADING CRITERIA



Independent Reading Progress Tracker

Student Name: _____

PLT Coach: _____

What date did you start reading this book? _____

Your goal is to read at least one book per month.

By what date should you finish this book? _____

(Be sure to take the Accelerated Reader Quiz)

About how many pages do you need to read each week? _____

For every session you spend on reading independently, please complete the table below.

DATE	BOOK TITLE & AUTHOR	LEXILE LEVEL	PAGES READ (Start page to End Page)	TOTAL PAGES READ	TIME SPENT

Did you hit your goal this cycle?

YES

NO

If no, explain why and what your plan is to reach this goal for the next cycle:



ST MATH Progress Tracker

Student Name: _____

PLT Coach: _____

Your goal is to make 3% progress every cycle.

Starting Syllabus Progress Percentage: _____

End of Cycle Syllabus Progress Percentage Goal: _____

After every session you spend on ST Math, please complete the table below (when you exit, there is a screen that pops up with the words, "Today's Accomplishments." You will need information from this screen to complete the table below. Remember to spend 10 minutes on fluency every session until you finish the fluency curriculum.

DATE	SYLLABUS PROGRESS	PUZZLES SOLVED	TIME SPENT	10 MIN FLUENCY? YES OR NO

Did you hit your goal this cycle? YES NO

If no, explain why and what your plan is to reach this goal for the next cycle:



Reading Plus Progress Tracker

Student Name: _____

PLT Coach: _____

Your goal is to complete all assigned SeeReaders at 80% or higher comprehension level.

Go to the Assignment Completion section. When you click on the SeeReader tab, a menu of all your SeeReader work will appear. For every session you spend on Reading Plus, please complete the table below. Complete one column for every SeeReader you completed.

DATE						
TIME						
DURATION						
LEVEL						
I-rate						
G-rate						
ReReads						
Comp						
Weeks						

Did you complete all of your SeeReaders this cycle at a comprehension (comp) level of 80% or above? YES NO
 If no, explain why and what your plan is to reach this goal for the next cycle:



Think Through Math (TTM) Progress Tracker

Student Name: _____

PLT Coach: _____

Your goal is to attempt at least 4 lessons, pass at least 2 lessons, and earn a post quiz score > pre-quiz score.

Be sure you spent at least 30 minutes per lesson and take notes. For every session you spend on TTM, please complete the table below.

DATE	LESSON TITLE	TIME SPENT	POINTS EARNED

Write down at least two sample questions during the pre-quiz and/or during the guided learning session(s), how you solved it, AND how you know your answer is correct (Use the back side of this sheet, if necessary).

Did you earn any badges this week? If yes, which ones?

Did you hit your goal this cycle? YES NO

If no, explain why and what your plan is to reach this goal for the next cycle:

Intrinsic Schools Calendar and Daily Schedule

Intrinsic Schools 2016 - 2017												
Day	July-16	August-16	September-16	October-16	November-16	December-16	January-17	February-17	March-17	April-17	May-17	June-17
1		PD	I	WKND	I	I	WKND	I	I	WKND	I	I
2	WKND	PD		WKND	I	I	H	I	I	WKND	I	I
3	WKND	PD	WKND	I	RCD	WKND	H	I	I	I	I	WKND
4		PD	WKND	I	TI	WKND	H	WKND	WKND	I	I	WKND
5		PD	H	I	WKND	I	H	WKND	WKND	I	I	I
6		WKND	I	I	WKND	I	H	I	I	I	WKND	I
7		WKND	I	TI	I	I	WKND	I	I	Q/T	WKND	I
8		PD	I	WKND	I	I	WKND	I	I	WKND	I	I
9	WKND	PD	I	WKND	I	I	TI	I	I	WKND	I	Q/T
10	WKND	PD	WKND	H	I	WKND	I	I	I	I	I	WKND
11		PD	WKND	I	H	WKND	I	WKND	WKND	I	I	WKND
12		PD	I	I	WKND	I	I	WKND	WKND	I	I	TI
13		WKND	I	I	WKND	I	I	I	I	RCD	WKND	RC
14		WKND	I	I	I	I	WKND	I	I	TI	WKND	TI
15		PD	I	WKND	I	I	WKND	I	I	WKND	I	TI
16	WKND	PD		WKND	I	I	H	I	I	WKND	I	I
17	WKND	PD	WKND	I	I	WKND	I	I	TI	I	I	WKND
18		PD	WKND	I	I	WKND	I	WKND	WKND	I	I	WKND
19		PD	I	I	WKND	I	I	WKND	WKND	I	I	I
20		WKND	I	I	WKND	I	Q/T	H	H	I	WKND	I
21		WKND	I	I	I	I	WKND	I	H	I	WKND	I
22		I	I	WKND	I	I	WKND	I	H	WKND	I	I
23	WKND	I	I	WKND	H	I	I	I	H	WKND	I	I
24	WKND	I	WKND	I	H	WKND	I	I	H	I	I	WKND
25		I	WKND	I	H	WKND	I	WKND	WKND	I	I	WKND
26		I	I	I	WKND	H	I	WKND	WKND	I	I	I
27		WKND	I	I	WKND	H	RC	I	I	I	WKND	I
28		WKND	I	Q/T	I	H	WKND	I	I	I	WKND	I
29		I	I	WKND	I	H	WKND	N/A	I	WKND	H	I
30	WKND	I		WKND	I	H	I	N/A	I	WKND	I	I
31	WKND	I	N/A	I	N/A	WKND	I	N/A	I	N/A	I	N/A
# Instr. Days	0	8	21	19	17	17	14	19	17	19	22	7

H	24	ED-PD	0	RC	2	TI	8	EM	0
PD	15	ED-RC	0	RCD	2	INT	0	G	0
Total Days of Instruction			180	Total Days (State Minimum = 180)			190		

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

Legend	
I	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	Last day of school
TI	Teacher Institute
INT	Intersession
EM	Emergency day
G	Graduation date(s) if applicable

CPS 2016-17 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

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						
	<i>Sample</i>	Monday	Tuesday	Wednesday	Thursday	Friday
START OF INSTRUCTION: BELL START TIME	8:00 AM	8:15 AM	8:15 AM	8:15 AM	8:15 AM	8:15 AM
END OF INSTRUCTION: BELL END TIME	3:00 PM	3:45 PM	3:45 PM	1:45 PM	3:45 PM	3:45 PM
LENGTH OF LUNCH PERIOD (h:mm)	0:30	0:25	0:25	0:30	0:25	0:25
LENGTH OF RECESS (if applicable) h:mm	0:30					

DO NOT ALTER - Information below will be automatically calculated.						
LENGTH OF SCHOOL DAY:HOURS	7:00	7:30	7:30	5:30	7:30	7:30
LENGTH OF INSTRUCTIONAL DAY: HOURS	6:00	7:05	7:05	5:00	7:05	7:05
LENGTH OF SCHOOL DAY:MINUTES	420:00	450:00	450:00	330:00	450:00	450:00
LENGTH OF INSTRUCTIONAL DAY: MINUTES	360:00	425:00	425:00	300:00	425:00	425:00

*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.

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 times less than 60 minutes, please input 12: in front of the minutes and indicate AM, ie. (12:40 AM).

High School Bell Schedule												
	Sample		Monday		Tuesday		Wednesday		Thursday		Friday	
PERIOD NO. 1 START and END TIME	8:00 AM	8:30 AM	8:15 AM	8:25 AM	8:15 AM	8:25 AM	8:15 AM	8:25 AM	8:15 AM	8:25 AM	8:15 AM	8:25 AM
PERIOD NO. 2 START and END TIME	8:35 AM	9:20 AM	8:30 AM	9:15 AM	8:30 AM	9:15 AM	8:30 AM	9:30 AM	8:30 AM	9:15 AM	8:30 AM	9:15 AM
PERIOD NO. 3 START and END TIME	9:25 AM	10:00 AM	9:19 AM	10:00 AM	9:19 AM	10:00 AM	9:35 AM	10:35 AM	9:19 AM	10:00 AM	9:19 AM	10:00 AM
PERIOD NO. 4 START and END TIME	10:05 AM	10:50 AM	10:05 AM	10:55 AM	10:05 AM	10:55 AM	10:40 AM	11:40 AM	10:05 AM	10:55 AM	10:05 AM	10:55 AM
PERIOD NO. 5 START and END TIME	10:55 AM	11:40 AM	11:30 AM	12:15 PM	11:30 AM	12:15 PM	12:20 PM	1:20 PM	11:30 AM	12:15 PM	11:30 AM	12:15 PM
PERIOD NO. 6 START and END TIME	12:40 PM	1:25 PM	12:20 PM	1:05 PM	12:20 PM	1:05 PM	1:25 PM	1:45 PM	12:20 PM	1:05 PM	12:20 PM	1:05 PM
PERIOD NO. 7 START and END TIME	1:30 PM	2:15 PM	1:09 PM	1:50 PM	1:09 PM	1:50 PM			1:09 PM	1:50 PM	1:09 PM	1:50 PM
PERIOD NO. 8 START and END TIME	2:20 PM	3:00 PM	1:55 PM	2:40 PM	1:55 PM	2:40 PM			1:55 PM	2:40 PM	1:55 PM	2:40 PM
PERIOD NO. 9 START and END TIME			2:44 PM	3:25 PM	2:44 PM	3:25 PM			2:44 PM	3:25 PM	2:44 PM	3:25 PM
PERIOD NO. 10 START and END TIME			3:30 PM	3:45 PM	3:30 PM	3:45 PM			3:30 PM	3:45 PM	3:30 PM	3:45 PM
END TIME OF LAST PERIOD		3:00 PM		3:45 PM		3:45 PM		1:45 PM		3:45 PM		3:45 PM
LENGTH OF LUNCH PERIOD (h:mm)		0:45		0:25		0:25		0:30		0:25		0:25

DO NOT ALTER - Information below will be automatically calculated.						
LENGTH OF SCHOOL DAY:HOURS	7:00	7:30	7:30	5:30	7:30	7:30
LENGTH OF INSTRUCTIONAL DAY: HOURS	6:15	7:05	7:05	5:00	7:05	7:05
LENGTH OF SCHOOL DAY:MINUTES	420:00	450:00	450:00	330:00	450:00	450:00
LENGTH OF INSTRUCTIONAL DAY: MINUTES	375:00	425:00	425:00	300:00	425:00	425:00

*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.

Sample Student Schedule

	10 DAY CYCLE: ABABA, BABAB (M, Tu, W, Th, F)					
	MONDAY	TUESDAY	THURSDAY	FRIDAY		WEDNESDAY
7:00 - 7:45 or 7:30 - 8:15	Students may attend office hours, either AM or PM. Extracurricular activities may also take place in the AM or PM.				7:00 - 7:45	Office Hours or Extracurricular activities
8:15 - 8:25	AM Advisory	AMA	AMA	AMA	8:15 - 8:25	AMA
8:30 - 10:00 BLOCK 1 9:15 - 9:19 Transition Bell	ELA	ELA	ELA	ELA	8:30-9:30 BLOCK 1	ELA
10:05 - 11:45 BLOCK 2 10:55 - 10:59 Transition Bell	MATH	MATH	MATH	MATH	9:35-10:35 BLOCK 2	MATH
					10:40-11:40 BLOCK 3	SS/SCIENCE
11:50 - 12:15	Lunch					
12:20 - 1:50 BLOCK 3 1:05 - 1:09 Transition Bell	SS	Science	Science	SS	11:45-12:15 LUNCH	Lunch
1:55 - 3:25 BLOCK 4 2:40 - 2:44 Transition Bell	PLT	Music or PE	Music or PE	PLT	12:20-1:20 BLOCK 4	PLT/ Music or PE
3:30 - 3:45	PM Advisory	PMA	PMA	PMA	1:25-1:45	PMA
3:45 - 4:30	Students may attend office hours, either AM or PM. Extracurricular activities may also take place in the AM or PM.				1:45	Dismissal

Sample Teacher Schedule						
	MONDAY	TUESDAY	THURSDAY	FRIDAY		WEDNESDAY
7:00 - 7:45 or 7:30 - 8:15	On Monday, Wednesday, and Friday, all staff meeting from 7:45 - 7:55. Teachers are expected to hold two office hours a week, either AM or				7:45 - 7:55	All Staff Morning Meeting
8:15 - 8:25	AM Advisory	AMA	AMA	AMA	8:15 - 8:25	AMA
8:30 - 10:00 BLOCK 1 9:15 - 9:19 Transition Bell	MATH Section 1	MATH Section 1	MATH Section 1	MATH Section 1	8:30-9:30 BLOCK 1	MATH Section 1
10:05 - 11:45 BLOCK 2 10:55 - 10:59 Transition Bell	MATH Section 2	MATH Section 2	MATH Section 2	MATH Section 2	9:35-10:35 BLOCK 2	MATH Section 2
11:50 - 12:15	Lunch				10:40- 11:40	Collaborative Team Planning and Prep
12:20 - 1:50 BLOCK 3 1:05 - 1:09 Transition Bell	Collaborative Team Planning and Prep				11:45- 12:15 LUNCH	Lunch (With Advisory)
1:55 - 3:25 BLOCK 4 2:40 - 2:44 Transition Bell	MATH Section 3	MATH Section 3	MATH Section 3	MATH Section 3	12:20-1:20 BLOCK 4	MATH Section 3
3:30 - 3:45	PM Advisory	PMA	PMA	PMA	1:25-1:45	PMA
3:45 - 4:30	Teachers are expected to hold two office hours a week, either AM or PM. Extracurricular activities may also take place in the AM or PM.				2:00-4:15	School-wide Data Review (15 minutes) Grade Level Team Meeting (60 minutes) Admin-Owned PD Topic (60 minutes)

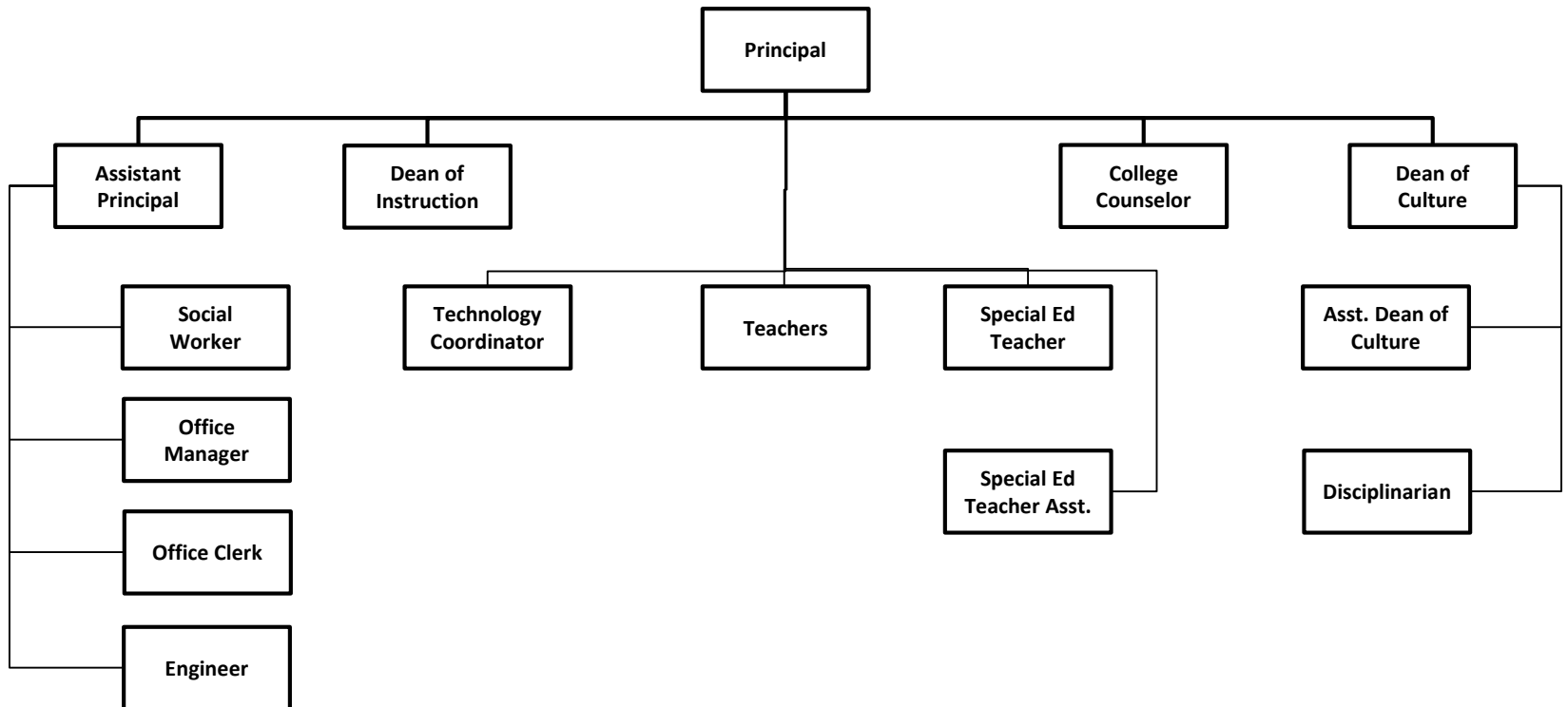
Intrinsic Schools 5-Year School Staffing Model

Positions	Y0 FY17	Y1 FY18	Y2 FY19	Y3 FY20	Y4 FY21	Y5 FY22
Principal	0.5	1.0	1.0	1.0	1.0	1.0
Assistant Principal		1.0	1.0	1.0	1.0	1.0
Dean of Culture		1.0	1.0	1.0	1.0	1.0
Dean of Instruction			1.0	1.0	1.0	1.0
Assistant Dean of Culture				1.0	1.0	1.0
Disciplinarian		2.5	3.0	3.0	3.0	3.0
Teachers		15.0	26.0	38.0	47.0	47.0
Teachers – Special Education		4.0	6.0	8.0	10.0	10.0
Teacher Asst. – Special Ed		1.0	2.0	3.0	3.0	3.0
Social Worker		1.0	1.0	2.0	2.0	2.0
College Counselor			0.5	1.0	2.0	2.0
Technology Coordinator		1.0	1.0	1.0	1.0	1.0
Office Manager	0.5	1.0	1.0	1.0	1.0	1.0
Office Clerk		1.0	2.0	2.0	2.0	2.0
Admin Assistant		1.0	1.0	1.0	1.0	1.0
Engineer		0.5	0.5	0.5	0.5	0.5

Note: All staff will be on-site.

INTRINSIC SCHOOLS ORGANIZATIONAL CHART

SCHOOL LEVEL





PRINCIPAL– INTRINSIC SCHOOLS

Why Intrinsic?

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Culture at Intrinsic

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Job Responsibilities

- Demonstrate 100% commitment to preparing every student for post secondary success
- Lead staff toward implementation of a strong Intrinsic student culture
- Conduct bi-weekly instructional observations with a set of teachers and provide bi-weekly debrief sessions
- In collaboration with the school leadership team, lead professional development sessions with staff on topics related to DDI, rigor and classroom management

- In collaboration with teachers, further develop the Intrinsic academic model (use of technology tools, team teaching, etc.)
- Contribute to the overall Intrinsic Team by supporting colleagues, participating in school-wide events and constantly seeking ways to improve the school
- Support the Culture Team with family and community engagement, as needed

Qualifications

- Commitment to the Intrinsic Schools Mission
- Ability to build a strong student culture
- Track record of leading implementation of data driven instruction
- Track record driving outstanding student outcomes as a classroom teacher
- Past experience as an instructional leader - either as a coach, administrator or teacher leader
- Track record of leading and managing a team to successful outcomes
- Experienced using technology in the classroom or early adopter of technology in personal life

Application Process

- Candidates should apply to all positions of interest through our job posting accessible through the following link: <http://intrinsicsschools.org/teach/>
- After you apply, you will be contacted by a member of the Intrinsic Recruitment Team



ASSISTANT PRINCIPAL – INTRINSIC SCHOOLS

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Job Responsibilities

- Demonstrate 100% commitment to preparing every student for post secondary success
- Support the principal and culture team toward implementation of a strong Intrinsic student culture
- Supervise all non-instructional staff (engineer, office staff, lunchroom staff)
- In collaboration with the school leadership team, lead professional development sessions with staff on topics related to DDI, rigor and classroom management

- Oversee all school-based compliance activities
- Support grade level teams to address individual student issues and the MTSS process
- Participate in weekly meetings with the special education team and ensure the team meets all compliance obligations for special education
- Support the Culture Team with family and community engagement, as needed

Qualifications

- Commitment to the Intrinsic Schools Mission
- Ability to build a strong student culture
- Attention to detail and track record of solid compliance
- Track record of leading and managing a team to successful outcomes
- Experienced using technology in the classroom or early adopter of technology in personal life

Application Process

- Candidates should apply to all positions of interest through the job posting on TeacherMatch, accessible through <http://intrinsicsschools.org/teach/>
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DEAN OF CULTURE– INTRINSIC SCHOOLS

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Job Responsibilities

- Lead Culture team, which consists of an Assistant Dean and 3 Disciplinarians
- Uphold SCC, while maintaining relationship with students, particularly at-risk students
- Collaborate with school leadership team to ensure a warm, strict, and consistent student culture

- Engage community organizations and create external partnerships that will foster student development outside of the school

Qualifications

- Bachelors Degree
- Minimum 3 years work experience in K-12 setting
- Strong Organizational and Communication skills
- Committed to the Intrinsic Mission and Vision

Application Process

- Candidates should apply to all positions of interest through the job posting on TeacherMatch, accessible through <http://intrinsicschools.org/teach/>
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DEAN OF INSTRUCTION– INTRINSIC SCHOOLS

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Job Responsibilities

- Demonstrate 100% commitment to preparing every student for post secondary success
- Conduct bi-weekly instructional observations with a set of teachers and provide bi-weekly debrief sessions
- Build instructional systems for review of planning and curriculum documents
- Develop processes for collaboratively assessing student work
- Participate in data meetings with teachers, performing own data analysis in advance

- In collaboration with the school leadership team, lead professional development sessions with staff on topics related to DDI, rigor and classroom management
- In collaboration with teachers, further develop the Intrinsic academic model (use of technology tools, team teaching, etc.)

Qualifications

- Commitment to the Intrinsic Schools Mission
- Track record of leading implementation of data driven instruction
- Track record driving outstanding student outcomes as a classroom teacher
- Past experience as an instructional leader - either as a coach, administrator or teacher leader

Application Process

- Candidates should apply to all positions of interest through the job posting on TeacherMatch, accessible through <http://intrinsicschools.org/teach/>
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COLLEGE COUNSELOR– INTRINSIC SCHOOLS

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Job Responsibilities

- Create external relationships with university admissions officers to inform them about our school and encourage them to consider our students for acceptance
- Create partnerships with outside organizations that provide college application support programs such as ACT test prep, financial planning, mentoring, application and essay review
- Own database of student interests to be matched to summer enrichment programs that will help to prepare students for college

- Own all data related to college applications and college persistence
- Find or create tools to help students identify “match” schools based on their academic profile and financial means
- Provide feedback to staff on university expectations and help to inform the design of student digital portfolios

Qualifications

- Prior experience as a college counselor or university admissions officer
- Track record demonstrating ability to influence college acceptance and persistence rates
- Bachelor’s degree required, Master’s degree preferred.

Application Process

- Candidates should apply to all positions of interest through the job posting on TeacherMatch, accessible through <http://intrinsicsschools.org/teach/>
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ASSISTANT DEAN OF CULTURE– INTRINSIC SCHOOLS

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Job Responsibilities

- Lead a team of disciplinarians
- Uphold SCC, while maintaining relationship with students, particularly at-risk students
- Collaborate with school leadership team to ensure a warm, strict, and consistent student culture
- Engage community organizations and create external partnerships that will foster student development outside of the school

Qualifications

- 2 years experience working with 7-12th grade students
- Experience managing adults preferred
- Strong organizational and communication skills
- Bachelor degree preferred

Application Process

- Candidates should apply to all positions of interest through the job posting on TeacherMatch, accessible through <http://intrinsicsschools.org/teach/>
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DISCIPLINARIAN– INTRINSIC SCHOOLS

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Job Responsibilities

- Maintain behavioral and social expectations of the school
- Collaborate with school leadership team to ensure a warm, strict, and consistent student culture

Qualifications

- Experience working with 7-12th grade students preferred, but not required
- Strong organizational and communication skills

- Commitment to the mission and vision of Intrinsic Schools

Application Process

- Candidates should apply to all positions of interest through the job posting on TeacherMatch, accessible through <http://intrinsicschools.org/teach/>
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SOCIAL WORKER – INTRINSIC SCHOOLS

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Job Responsibilities

- Work to identify and resolve any and all social and emotional issues with students.
- Provide casework management for individual students and, as appropriate, family members.
- Respond to referrals from other mental health professionals or recommendations from Intrinsic staff.

- Investigate potential issues with students and determine required services.
- Serve as the liaison between students and any outside organizations from which the student receives services.
- Provide counsel for parents of students receiving services.

Qualifications

- Required Social Worker Endorsement to practice in Illinois as a K-12 social worker.
- Prior experience working with 7th – 12th grade students.
- Graduate degree in social work.
- Ability to communicate with multiple stakeholders effectively
- Ability to work with difficult situations that are not easily resolved.
- Ability to organize and track casework with a large student body.

Application Process

- Candidates should apply to all positions of interest through the job posting on TeacherMatch, accessible through <http://intrinsicsschools.org/teach/>
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OFFICE MANAGER – INTRINSIC SCHOOLS

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Job Responsibilities

- Facilitate and implement quality customer service practices throughout the institution
- Demonstrate 100% commitment to preparing every student for post secondary success
- Uphold Intrinsic student culture
- Support student learning outside the classroom (facilitate clubs, after-school tutoring, office hours, etc.)
- Contribute to the overall Intrinsic Team by supporting colleagues, participating in school-wide events and seeking ways to improve the school.

Minimum Qualifications

- Experience using technology or early adopter of technology in personal life or other areas

- Track record for managing school-wide IMPACT, SSM, and SIM compliance
- Ability to manage a team of 3-4 direct reports
- Capacity to organize massive amounts of sensitive documents
- A history of achievement in urban education
- Competency to manage the ordering, inventory, and distribution of school uniforms and office supplies

Preferred Qualifications

- 2-4 years experience in a CPS or Charter School Main office
- Undergraduate degree in Education or Business Management
- Prior office leadership experience
- Fluent Spanish speaker
- Experience using Google Docs, Gmail, ChromeBook hardware, and Microsoft Office Suite

Application Process

- Candidates should apply to all positions of interest through our job posting accessible through the following link: <http://intrinsicschools.org/teach/>
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OFFICE CLERK – INTRINSIC SCHOOLS

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Job Responsibilities

- Responsible for office receptionist duties – answering the phone, directing parents / other visitors , and facilitating room reservations for meetings that take place at the school
- Facilitates and maintain organization of the school office
- Works with office manager to meet compliance deadlines as outlined by CPS and grant foundations
- Facilitate purchasing, ordering and receiving for the office and school

- Support the office manager, principal and other school staff in organization and administrative tasks
- Other duties, as assigned

Qualifications

- Ability to prioritize multiple projects and deadlines
- Ability to communicate courteously and effectively to different audiences (orally and in writing)
- Knowledge and experience using MS Word, Powerpoint, Excel and Outlook
- Ability to type at least 50 WPM
- Experience as office assistant or senior receptionist within corporate or school setting
- Knowledge and experience with IMPACT student information system, preferred
- Bachelor's degree, preferred

Application Process

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ENGINEER– INTRINSIC SCHOOLS

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Job Responsibilities

- Operate and maintain HVAC systems
- Operate and maintain pump system
- Oversee general maintenance of grounds and facilities, including overseeing janitorial staff
- Supervise all general construction projects and coordinate with outside vendors
- Maintains inventory of all building equipment and supplies
- Ensure facility complies with city and state building codes

Qualifications

- High school diploma or GED equivalent
- Knowledge of EPA, OSHA, and JACHO.
- Demonstrate hands-on experience in the following areas: HVAC, Electrical, Plumbing, Plant Operations, Fire Alarms Systems, Building Automation Systems, and Construction Management.
- Professional attitude and appearance, attention to detail and strong work ethic

Application Process

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INTRINSIC SCHOOLS TEACHER CANDIDATE SCORING RUBRIC

MISSION FOCUSED			
Effective Intrinsic teachers are driven by both the desire to close the achievement gap and to find a new model for high school that can be shared with others. They fully believe that children in poverty can achieve at high levels and that it is their responsibility to make them succeed. They communicate it to others, stand behind it, and embody it. They frequently refer to the mission and incorporate it into daily activities. <i>Follow Up Needed:</i>	1	2	3
HARD WORKING AND ENERGETIC			
Effective Intrinsic teachers have a high level of energy and the motivation to sustain it over time. They are ambitious and passionate about their role in the school and network. They have the stamina and endurance and personal circumstances to handle the substantial workload present at Intrinsic. They are motivated to maintain a fast pace and continue to produce even in exhausting circumstances. <i>Follow Up Needed:</i>	1	2	3
RESULTS ORIENTED			
Effective Intrinsic teachers maintain appropriate focus on outcomes and accomplishments. They believe in the power of both data and accountability and believe in standardized tests. (Noting test performance is necessary but not sufficient for developing students that are college-ready) They convey a sense of urgency to make things happen. <i>Follow Up Needed:</i>	1	2	3
TECHNOLOGY ADOPTERS			
Effective Intrinsic Teachers are early adopters of technology. They are excited by technology and use it in their daily life. They have a vision for how technology can improve teaching and learning. <i>Follow Up Needed:</i>	1	2	3
COLLABORATIVE COLLEAGUES			
Effective Intrinsic teachers are team oriented. They identify with the larger organizational team and their role within it. They share resources, respond to requests from other parts of the organization, and support the school agendas as more important than personal goals. They are excited about co-teaching and have a vision for how to do it well. <i>Follow Up Needed:</i>	1	2	3

INTRINSIC SCHOOLS TEACHER CANDIDATE SCORING RUBRIC

CONSTANT LEARNERS			
Effective Intrinsic teachers continuously seek new knowledge. They learn quickly and use new information effectively. They create and foster a culture of interest, curiosity, and learning. They are not only open to feedback but respond to it by changing their performance. <i>Follow Up Needed:</i>	1	2	3
INSTRUCTIONALLY SOUND (EXPERIENCED TEACHERS ONLY)			
Effective Intrinsic use best practices in the classroom. They have a repertoire of instructional strategies, differentiate instruction, give high-quality feedback and spend a significant amount of time planning for instruction. <i>Follow Up Needed:</i>	1	2	3

RATINGS:

1 = Lacking Evidence, No Evidence

2 = Some Evidence, Solid Evidence

3 = Significant, Consistent Evidence, Pattern of Behavior

INTRINSIC SCHOOLS SAMPLE INDUCTION CALENDAR

Strands

Culture	Operations	SPED
Assessment	Team building	ELL
Instructional strategies	Dept. /Curriculum	
Tech training	Grade level time	

Week One

	8/3	8/4	8/5	8/6	8/7
8:00 -8:20	Check-in (MZ) Until 8:40	Check –in & Role Plays (MZ,TL)	Check –in & Role Plays	Check –in & Role Plays	Check –in & Role Plays
8:20 – 9:35	Overview: Mission/Visio n (MZ)	DDI (MZ/SP)	DDI (MZ/SP)	Tech – Google sites	Tech – Illuminate
9:40- 10:55	School Logistics* (MZ)	DDI (MZ/SP)	DDI (MZ/SP)	Tech – Kickboard	Tech – Dashboard
11:00 – 12:15	Campus Operations	Advisory Overview	Team building	TLAC	Check-out & Role Plays (MZ, TL)
12:20 – 12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:50 – 2:05	Intro to blended learning/get computers	Tech intro (MA) Google Aps	Intro to Facing History and Ourselves	TLAC	ENJOY CHICAGO
2:10: 3:25	Intro to culture				
3:30 -4:00	Check-out & Role Plays (MZ, TL)	Check-out & Role Plays (MZ, TL)	Check-out & Role Plays (MZ, TL)	Check-out & Role Plays (MZ, TL)	

Week Two - Full Staff join

	8/10	8/11	8/12	8/13	8/14
8:00 -8:20	Check-in	Check –in & Role Plays	Check –in & Role Plays	Check –in & Role Plays	Team building - Retreat
8:20 – 9:35	Welcome - Team building	SPED	ELL	DDI (MZ/SP)	
9:40- 10:55	Strategic plan review				
11:00 – 12:15					
12:20 – 12:45	Lunch	Lunch	Lunch	Lunch	
12:50 – 2:05	Dept.	Differentiate d Instruction PD	Dept.	Team building - retreat	

INTRINSIC SCHOOLS SAMPLE INDUCTION CALENDAR

2:10: 3:25			Accountable Indp. Reading		
3:30 -4:00	Check-out & Role Plays	Check-out & Role Plays			

Week Three

	8/17	8/18	8/19	8/20	8/21
8:00 -8:20	Check-in				Check –in & Role Plays
8:20 – 9:35	Dept – TLAC practice				Week one rehearsal
9:40- 10:55					
11:00 – 12:15	Independent time – optional tech session				Operations review
12:20 – 12:45	Lunch	Late Arrival + School- wide routines	Department/ Curriculum	Late Arrival + School-wide routines	Lunch - Department time
12:50 – 2:05	Orientation practice				Week one rehearsal continued
2:10: 3:25					Team Building - Staff talent show
3:30 -4:00	Check-out & Role Plays	Check-out & Role Plays	Check-out & Role Plays	Check-out & Role Plays	
Evening 6-8		Orientation -7th grade	Orientation - 9th grade	8 th , 10 th , 11 th	

2016-2017 Professional Development Calendar

Our professional development calendar is comprised of teacher induction, teacher institute days and weekly staff collaboration. Staff collaboration follows two main schedules:

Regular Schedule

Start: 2pm

2:00 - 2:15 School-wide data review

2:15 - 3:15 Grade-level team meeting

3:15 - 3:30 Break

3:30 - 4:15 Admin owned

Note: SPED to have weekly meeting - alternate between 2:15 - 3:15 and 3:30 - 4:15

Data Analysis Schedule

2:00 - 2:15 School-wide data

2:15 - 4:15 Data Analysis (9th/10th) and NWEA data meetings (7th)

8/1 - 8/5	New Teacher Induction (See Section 2.4.b.1 for detail)
8/8-8/19	Full Staff Induction (See Section 2.4.b.1 for detail)
8/24	Staff Collaboration - Regular Schedule
8/31	Staff Collaboration - Regular Schedule
9/7	Staff Collaboration - Regular Schedule
9/14	Staff Collaboration - Regular Schedule
9/21	Staff Collaboration - Regular Schedule
9/28	Staff Collaboration - Regular Schedule
10/5	Staff Collaboration - Data Analysis Schedule
10/8	Teacher Institute <ul style="list-style-type: none"> • Department and curriculum planning (See section 2.3.b.2) • School-wide data review • Optional technology support • Culture practice
10/12	Staff Collaboration - Regular Schedule
10/19	Staff Collaboration - Regular Schedule
10/26	Staff Collaboration - End of quarter grading
11/4	Teacher Institute

	<ul style="list-style-type: none"> • Department and curriculum planning (See section 2.3.b.2) • School-wide data review • Instructional strategies (Teach Like a Champion)
11/9	Staff Collaboration - Regular Schedule
11/16	Staff Collaboration - Regular Schedule
11/30	Staff Collaboration - Regular Schedule
12/7	Staff Collaboration - Regular Schedule
12/14	Staff Collaboration - Regular Schedule
12/21	Staff Collaboration - Data Analysis Schedule
1/9	Teacher Institute <ul style="list-style-type: none"> • School-wide mid-year reflection • Department and curriculum planning (See section 2.3.b.2) • Optional tech sessions • Instructional strategies (Teach Like a Champion)
1/18	Staff Collaboration - End of quarter grading
1/25	Staff Collaboration - Regular Schedule
2/1	Staff Collaboration - Regular Schedule
2/8	Staff Collaboration - Regular Schedule
2/15	Staff Collaboration - Regular Schedule
2/22	Staff Collaboration - Regular Schedule
3/1	Staff Collaboration - Regular Schedule
3/8	Staff Collaboration - Data Analysis Schedule
3/15	Staff Collaboration - Regular Schedule
3/17	Teacher Institute <ul style="list-style-type: none"> • DDI- Focus on student work • Department planning • Optional tech sessions • Instructional strategies (Teach Like a Champion)
3/29	Staff Collaboration - Regular Schedule
4/5	Staff Collaboration - End of quarter grading
4/12	Staff Collaboration - Regular Schedule
4/14	Teacher Institute Day

	<ul style="list-style-type: none"> • Department and curriculum planning (See section 2.3.b.2) • Optional tech sessions • Instructional strategies (Teach Like a Champion)
4/19	Staff Collaboration - Regular Schedule
4/26	Staff Collaboration - Regular Schedule
5/3	Staff Collaboration - Regular Schedule
5/10	Staff Collaboration - Regular Schedule
5/17	Staff Collaboration - Regular Schedule
5/24	Staff Collaboration - Regular Schedule
5/31	Staff Collaboration - Regular Schedule
6/7	Staff Collaboration - End of quarter grading
6/12	Teacher Institute <ul style="list-style-type: none"> • End of year data reflection and strategic plan review • Personal goal setting
6/14	Teacher Institute <ul style="list-style-type: none"> • Department planning and summer work assignment
6/15	Teacher Institute - Team building

Intrinsic Schools

2014-2015 Teacher Evaluation Tool

Classroom Management		Advanced	Proficient	Developing	Needs Improvement
X out of 4 points	Clarity of expectations <ul style="list-style-type: none"> Expectations are clear for different activities and spaces Minute-by-minute routines are created and followed 				
	Urgency <ul style="list-style-type: none"> Students are on-task and working at the opening bell Transitions are smooth and short (under 2 min) Bell to Bell instruction 				
	Accountability <ul style="list-style-type: none"> Silent areas are silent Off-task behavior is limited and immediately addressed 				
	Team Teaching <ul style="list-style-type: none"> Roles for each adult are written down and clearly defined Teacher executes his/her role as defined 				
Advisory		Top 20%	Middle 60%		Bottom 20%
X out of 4 points	GPA				
	Office Hours Attendance				
	Student-led Conference Participation				
	Student and Family Survey Feedback				
	Detention and Study Hall				
School –wide student culture		Advanced	Proficient	Developing	Needs Improvement
X out of 4 points	Consistently upholds culture <ul style="list-style-type: none"> Is present outside the classroom Support rules consistently within and beyond classroom Helps students understand the “why” and how to move forward 				
	Does whatever it takes to reach students <ul style="list-style-type: none"> Uses tools to assist challenging students: Changes seats, provides motivation, builds/rebuilds relationships, communicates with families and advisor as often as possible Seeks the 3rd way for each student 				

Intrinsic Schools

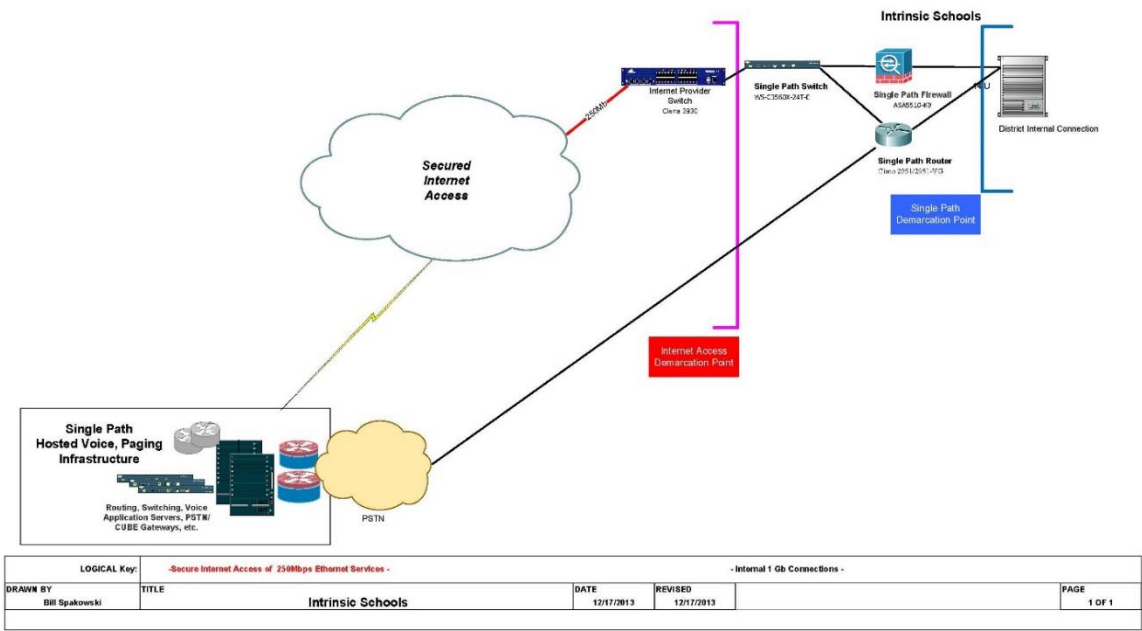
2014-2015 Teacher Evaluation Tool

	<ul style="list-style-type: none"> Provides or supports extracurricular activities 				
Curriculum Planning & Assessment		Advanced	Proficient	Developing	Needs Improvement
X out of 4 points	DDI <ul style="list-style-type: none"> Instruction is back-mapped from interim assessments/NWEA Analyzes interim data effectively Re-teach plans are detailed and executed 				
	Differentiation <ul style="list-style-type: none"> Data is used to differentiate instruction (e.g. multiple levels of content, text levels, small group discussions) Student groups are fluid 				
	Lesson plans are prepared on-time and with appropriate detail <ul style="list-style-type: none"> Questions and prompts are scripted as needed Entry/exit tickets included Saved with accompanying documents for future use 				
Advances the Intrinsic Model		Advanced	Proficient	Developing	Needs Improvement
X out of 4 points	<ul style="list-style-type: none"> Pilots/uses tech tools Pilots/uses varying classroom structures Reviews and uses tech data to ensure valuable coastline 				
Professionalism		Proficient		Needs Improvement	
X out of 4 points	<ul style="list-style-type: none"> Attendance and Timeliness Completes tasks on time and accurately Reads and follows any directions in weekly principal email Exhibits happiness and gratitude Peer Feedback 				

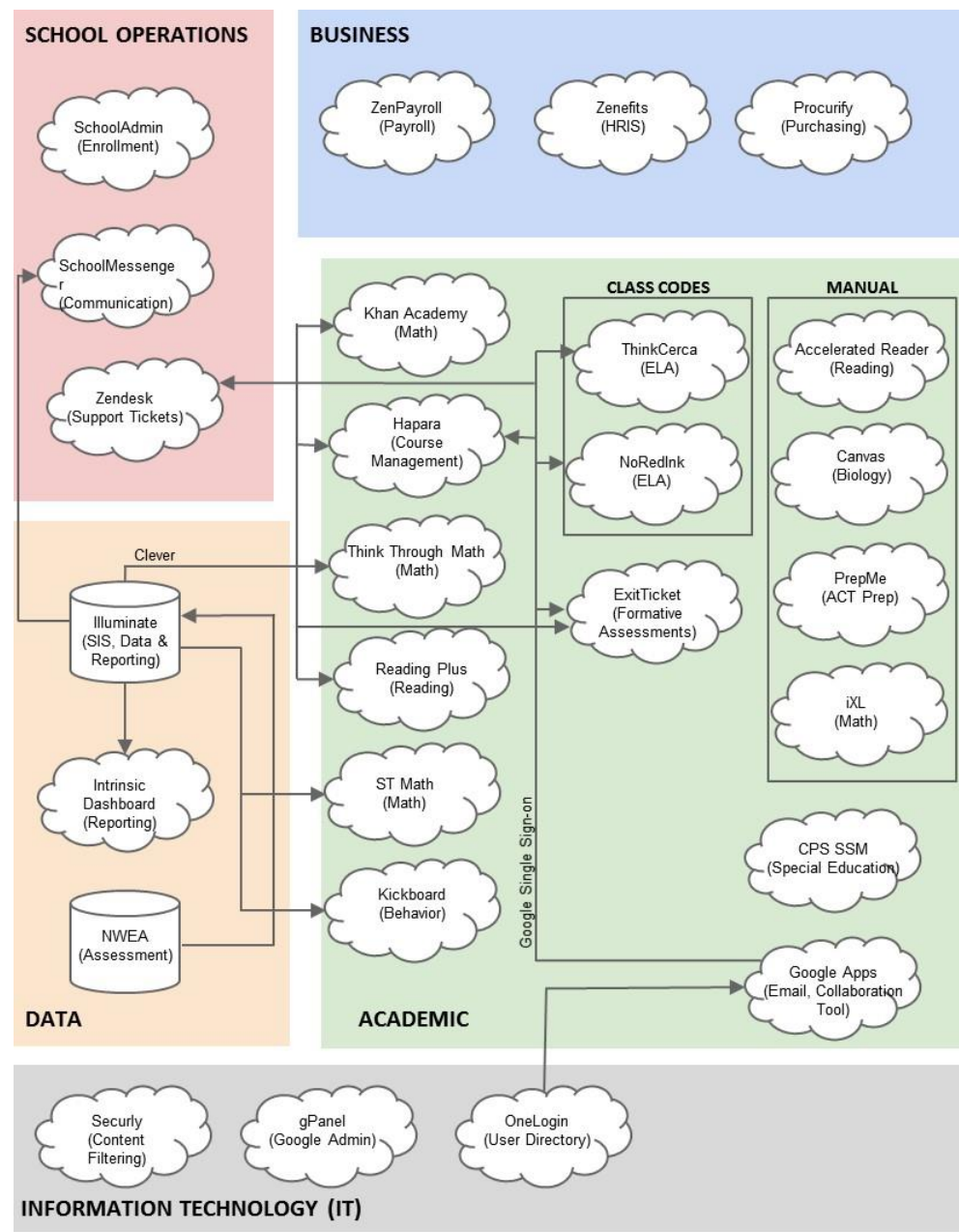
Overall Score:

Comments

INTRINSIC SCHOOLS NETWORK SOLUTIONS AND NETWORK APPLICATIONS



INTRINSIC SCHOOLS NETWORK SOLUTIONS AND NETWORK APPLICATIONS





STUDENT	CPS ID#:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	GENDER:	M	F	APPLYING FOR:	7th	8th	9th	10th	11th	
FIRST NAME	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>								M.I.	<input type="text"/> <input type="text"/>	LAST NAME	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>							
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SIBLING FIRST NAME	M.I.	SIBLING LAST NAME

FIRST NAME	LAST NAME

PRIMARY ADDRESS (No.)						DIRECTION	STREET NAME												STREET TYPE			APT/UNIT #				

CITY	STATE	ZIP CODE	RELATIONSHIP TO STUDENT

	@	
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PRIMARY PHONE NUMBER (EXTENSION) SECONDARY PHONE NUMBER (EXTENSION)

FIRST NAME	LAST NAME

PRIMARY PHONE NUMBER	(EXTENSION)	SECONDARY PHONE NUMBER	(EXTENSION)
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PARENT/GUARDIAN SIGNATURE _____ DATE _____

or inquiries@intrinsicsschools.org



ESTUDIANTE CPS ID#: género: h m aplicando para: 7 8 9 10 11

FECHA DE NACIMIENTO ESCUELA ACTUAL

NOMBRE DE HERMANO/A	M.I.	APELLIDO DE

[illegible]

DIRECCIÓN PRIMARIA (No.)	DIRECCIÓN	NOMBRE DE LA CALLE	TIPO DE CALLE	APARTAMENTO
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CIUDAD	ESTADO	CÓDIGO POSTAL	RELACIÓN CON EL ESTUDIANTE

[illegible]

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MADRE/PADRE/GUARDIAN SECUNDARIO (OPCIONAL)

NOMBRE

APELLIDO

NÚMERO DE TELÉFONO (CELULAR/DÍA) (EXTENSION) NÚMERO DE TELÉFONO (NOCHE) (EXTENSION)

¿ COMO SUPO DE INTRINSIC? Feria escolar ☐ de boca en boca ☐ Internet ☐ Open House ☐

Certifico que este solicitante es un residente de la ciudad de Chicago y fue inscrito en el sexto o el octavo grado durante el año escolar 2013-2014.

Por la presente autorizo Intrinsic Schools para utilizar el registro del alumno del estudiante mencionado anteriormente para fines de evaluación y de la investigación, a condición de que toda la información de este registro se utilizará bajo estrictas condiciones de anonimato y confidencialidad.

FIRMA DEL MADRE/PADRE/GUARDIAN _____ FECHA _____

¿Prefiero una solicitud en línea?

www.IntrinsicSchools.org

¿Preguntas?

708-887-2735 o inquiries@intrinsicsschools.org

¿COMPLETO?

Intrinsic Schools

4540 W. Belmont Ave.

Chicago, IL 60641
Page 260 of 42



BELMONT CAMPUS

**4540 W. Belmont Ave.
Chicago, IL 60641**

O: 708.887.2736
F: 312.873.4772

www.IntrinsicSchools.org

Administration

Melissa Zaikos, Principal
Tim Ligue, Asst. Principal
Jacob Morgan, Asst. Principal

Dear Parent/Guardian,

Congratulations! Your child, (child's first and last name) has been accepted at Intrinsic Schools for the 2015-2016 school year. To accept your position at Intrinsic Schools, please choose one of the two options below by Friday, March 20th at 5pm CST.

OPTION 1 - ONLINE

- Complete this form: <http://goo.gl/forms/v8lJN4hdOS>

--OR--

OPTION 2 - PHONE

- Call our enrollment hotline at 708-887-2781
- Leave a voicemail with the following information:
 - Student's First and Last Name
 - Student's Birthday
 - Whether you are accepting or declining your seat
 - Parent or Guardian Phone Number

Families who accept a position at Intrinsic for the 2015-2016 school year will receive an enrollment packet by mail in the weeks following our acceptance deadline. This packet will contain information regarding the next steps in the enrollment process.

If you have any questions or concerns, please call the enrollment hotline at 708-887-2781 or email us at admissions@intrinsicschools.org. **We look forward to having you and your child join the Intrinsic community next year!**

****Please note that failure to complete the acceptance process by Friday, March 20th at 5pm CST will result in your student being returned to the waitlist*****

Sincerely,

Jacob Morgan

March 23, 2015



BELMONT CAMPUS

4540 W. Belmont Ave.
Chicago, IL 60641

O: 708.887.2736
F: 312.873.4772

www.IntrinsicSchools.org

Administration

Melissa Zaikos, Principal
Tim Lique, Asst. Principal
Jacob Morgn, Asst. Principal

Estimados padre/tutor,

¡Felicidades! Su estudiante ha sido aceptado a las escuelas intrinsic para el 2015-2016 año escolar. Para aceptar su plaza con las escuelas intrinsic, por favor escoja una de las dos opciones enseguida antes del martes, 31 de marzo 2015 a las 5 p.m. CST.

Opción 1- Por medio de red

- Complete esta forma: <http://goo.gl/forms/y8lJN4hdOS>

---O--

Opción 2- Por medio de telefono

- Llame a nuestra linea de inscripcion: 708.887.2781
- Dejenos un mensaje con la siguiente información:
 - El nombre y apellido de su estudiante
 - La fecha de nacimiento del estudiante
 - Aceptando or negando su plaza
 - El número de telefono del padre o tutor

Las familias que acepten su plaza recibirán su paquete de inscripción para el año escolar 2015-2016 en las proximas semanas. El paquete incluirá información sobre los próximos pasos en proceso de registro.

Si tiene alguna pregunta o inquietudes, por favor llame a nuestra linea de inscripción al 708-887--2781 o mande nos un correo electronico al admissions@intrinsicsschools.org.

¡Esperamos a tener ud. y su estudiante en nuestra comunidad de las escuelas Intrinsic!

*****Por favor note que si no completa el proceso de inscripción antes del martes, 30 de marzo a las 5 p.m. cst., resultará en la pérdida de su plaza a un estudiante de nuestra lista de espera.*****

Sinceramente,

Jacob Morgan

2015-2016 Intrinsic Acceptance Form

This form must be completed by 5pm CST on Thursday, April 2nd in order to accept your students position for the 2015-2016 School Year. Please refer any questions regarding the enrollment process to admissions@intrinsicsschools.org.

En orden para aceptar su plaza, esta forma debe de ser completado antes de las 5 p.m., jueves 2 de abril, 2015. Si tiene alguna pregunta sobre el proceso de admisión, por favor mande un correo electronico a admissions@intrinsicsschools.org.

* Required

Student's First Name *

Nombre de estudiante

Student's Last Name *

Apellido de estudiante

Birthday/Fecha de nacimiento *

mm/dd/yyyy

Grade for 2015-2016 School Year *

Grado para el año escolar 2015-2016

☐ 7th Grade

☐ 9th Grade

Please Select One *

Seleccione una

☐ I ACCEPT my seat at Intrinsic Schools for the 2015/2016 School Year/Acepto mi plaza para el año

escolar 2015-2016

☐ I DECLINE my seat at Intrinsic Schools for the 2015/2016 School Year/ Niego mi plaza para el año escolar 2015-2016

Parent/Guardian Phone Number *

Numero de telefono de padre/tutor

Submit

Never submit passwords through Google Forms.

Powered by

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[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)



Enrollment Packet Check List

_____ \$100 School Fee

_____ Emergency Contact Information*

_____ Media Consent and Release Form*

_____ Race and Ethnicity Survey*

_____ Home Language Survey*

_____ Parent/Legal Guardian Photo ID (Driver's license, state ID, passport, or other identification with photo)

_____ Two documents verifying residency (Photo ID, Utility Bills, Government Issued Documentation, Current Lease Agreement/Mortgage Statement)

_____ Document establishing legal guardianship (If Applicable)

_____ Copy of Student's Birth Certificate

_____ Current Physical Exam and Immunizations

_____ Student IEP/504 Plan (If Applicable)

* Form included in packet

If you have any questions regarding anything included in this packet please email us at admissions@intrinsicschools.org.

**EMERGENCY CONTACT INFORMATION**
Student Name _____ **Date of Birth** _____

Address _____ **Zip Code** _____

Parent/Guardian _____ **Primary Phone** _____ **email** _____

Parent/Guardian _____ **Primary Phone** _____ **email** _____

Student Cell Phone (If applicable) _____
Legal Guardianship:

Please provide documentation of legal guardianship if not parent.

In case of emergency, illness or accident, please give an order of priority of who should be called:

NAME/Relationship to Student	WORK PHONE	CELL PHONE
Name:		
Relationship:	(###) ###-####	
Name:		
Relationship:		
Name:		
Relationship:		

Please bring legal documentation to the school if a parent is **not** permitted to pick up a student.

If this student has a specific medical, physical, or other condition that a teacher, counselor, or Administrator should be aware of, please indicate below:

____ Food Allergies and reactions: _____

____ Non-food Allergies and reactions: _____

____ Asthma ____ Seizures ____ Diabetes (Type 1) ____ Diabetes (Type 2)

Other Medical Condition: _____

Parent/Guardian Signature _____ **Date** _____



INFORMACION DE CONTACTOS DE EMERGENCIA

Nombre del estudiante: _____ Fecha de nacimiento _____

Dirección _____ Código postal _____

Padre/Guardián _____ Numero de teléfono _____

Correo electrónico _____

Padre/Guardián _____ Numero de teléfono _____

Correo electrónico _____

Relación a el niño(a) _____

En caso de emergencia, enfermedad o accidente, favor de indicar la prioridad de quienes sean llamados:

NOMBRE / Relación a el estudiante	Numero de teléfono (trabajo)	Numero de teléfono (celular)
Nombre:		
Relación:	(###) ###-####	
Nombre:		
Relación:		
Nombre:		
Relación:		

Favor de llevar documentación legal a la escuela si un padre no puede recoger al estudiante.

Si el / la estudiante tiene condición medica, física que los maestros y administradores debian de saber, favor de indicar:

_____ Alergia a alimentos _____

_____ Otras reacciones alérgicas _____

_____ El asma _____ Convulsiones _____ Diabetes (Tipo 1)

_____ Diabetes (Tipo 2)

Otras condiciones
medicas: _____

Padre/Guardian-Firma _____ Fecha _____

**MEDIA CONSENT FORM AND RELEASE**

Student Name: _____ Age: _____ Date _____

- ☐ **I hereby consent** to have my child photographed, videotaped, audio taped or interviewed by Intrinsic Schools or the news media when school is in session or when my child is under the supervision of the Intrinsic Schools personnel. I understand in the course of the above described activities that Intrinsic Schools might like to celebrate my child's accomplishments and work. Therefore, I further consent for Intrinsic Schools the release of information on my child's name, academic/non-academic awards and information concerning my child's participation in school-sponsored activities, organizations and athletics.

I also consent to the Intrinsic Schools' use of my child's name, photograph or likeness, voice or creative work(s) on the Internet or on a CD or any other electronic/digital media or print media.

As the child's parent or legal guardian, I agree to release and hold harmless Intrinsic Schools, its members, trustees, agents, officers, contractors, volunteers and employees from and against any and all claims, demands, actions, complaints, suits or other forms of liability that shall arise out of or by reason of, or be caused by the use of my child's name, photograph or likeness, voice or creative work(s), on television, radio or motion pictures, or in the print medium, or on the Internet or any other electronic/digital medium.

It is further understood and I do agree that no monies or other consideration in any form, including reimbursement for any expenses incurred by me or my child, will become due to me, my child, our heirs, agents, or assigns at any time because of my child's participation in any of the above activities or the above-described use of my child's name, photograph or likeness, voice or creative work(s).

I understand that I may cancel my consent by providing written notice to the principal.

- ☐ **I do not consent** to my child being photographed, videotaped, audio taped and/or interviewed by the Intrinsic Schools personnel or the news media when school is in session or when my child is under the supervision of Intrinsic Schools. I **do not** consent for Intrinsic Schools to use creative work(s) generated and/or authored by my child on television, radio or motion pictures, or in the print medium, or on the Internet or any other electronic/digital medium.

Signature of Parent or Guardian or Student if age 18 or over



CONSENTIMIENTO DE PRENSA Y EXONERACION DE RESPONSABILIDAD

Nombre del estudiante _____ Fecha de nacimiento _____ Fecha _____

- ☐ **Por la presente doy mi consentimiento** para que mi estudiante sea fotografiado(a), grabado(a) en video, grabado en audio o entrevistado por Intrinsic Schools o por medios de prensa cuando la escuela este funcionando o cuando el niño se encuentre bajo la supervisión de personal de Intrinsic Schools. Entiendo que en el curso de las actividades señaladas Intrinsic Schools quiera celebrar los logros y el trabajo de mi hijo(a). Por lo tanto, también autorizo a Intrinsic Schools la divulgación del nombre de mi hijo(a), de sus premios académicos y no académicos y de información relacionada con su participación en actividades auspiciadas por la escuela, organizaciones de la escuela y deportes.

También autorizo a Intrinsic Schools el uso de fotografías o retratos de mi hijo(a) o de su voz o trabajo creativo en el Internet o en un CD (disco compacto) educativo o en cualquier otro medio electrónico / digital o impreso.

Como padre o guardián del niño(a), exonero de toda responsabilidad Intrinsic Schools, sus miembros, oficiales, contratistas, voluntarios y empleados ante cualquier reclamo, demanda, acciones, quejas, juicios y otras formas de responsabilidad que puedan surgir por cualquier razón, por el uso del trabajo creativo, fotografía, retrato o voz en televisión, radio o películas, o en medios impresos, Internet o cualquier otro medio electrónico / digital.

Es entendido además y estoy de acuerdo en que no se me debe a mi, a mi hijo(a), a nuestros herederos, agentes o designados ningún dinero o consideración de ninguna especie, incluyendo el reembolso de cualquier gasto realizado por mi o por mi hijo(a) durante la participación en cualquiera de las actividades mencionadas, o por el uso de su trabajo creativo, fotografías, retrato o voz.

Entiendo que puedo cancelar este consentimiento mediante una comunicación por escrito al director de Intrinsic Schools.

- ☐ **No autorizo** que mi hijo(a) sea fotografiado(a), grabado(a) en video, grabado(a) e audio y/o entrevistado(a) por Intrinsic Schools o por medios de prensa en instalaciones escolares cuando la escuela este funcionando o cuando el niño(a) se encuentre bajo la supervisión de personal de Intrinsic Schools. **No autorizo** que Intrinsic Schools utilice el trabajo o trabajos creativos generados por o de mi hijo(a) en televisión, radio o películas, o en medios impresos, Internet o cualquier otro medio electrónico / digital.

Padre / Guardián si tiene mas de 18 anos de edad - Firma



RACE AND ETHNICITY SURVEY

Last Name _____ First Name _____ Middle Initial _____

Birthdate _____ Gender _____ Grade _____
 (mm/dd/yyyy)

Street Address _____ Apt. _____ Zip _____

Please enter both questions below. Part A asks about the student's ethnicity. Part B asks about the student's race.

Part A: Is student Hispanic or Latino? (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race). Choose only one:

_____ No, not Hispanic/Latino

_____ Yes, Hispanic/Latino

The question is about ethnicity, not race. No matter what answer you selected, continue and respond to the question below by marking one or more boxes to indicate what you consider this student's race to be.

Part B: What is the student's race? Choose one or more.

_____ American Indian or Alaska Native (A person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment).

_____ Asian (A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam).

_____ Black or African-American (A person having origins in any of the black racial groups of Africa).

_____ Native Hawaiian or Other Pacific Islander (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands).

_____ White (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa).

ENCUESTA DE RAZA Y ETNICIDAD

Apellido _____ Primer Nombre _____

Inicial de segundo nombre _____

Fecha de nacimiento _____ Genero _____ Grado _____
(mes/día/año)

Dirección _____ Unidad _____ Código postal _____

Favor de responder a las dos preguntas. Parte A es pregunta sobre la etnicidad del estudiante. Parte B es pregunta sobre la raza del estudiante.

Parte A: ¿Es el/la estudiante Hispano o Latino (una persona de cultura Cubana, Mexicana, Puertorriqueña, Sud o Centro Americana, u otro origen Español)? Escoja solo una respuesta:

_____ No, no es Hispano/Latino

_____ Si, es Hispano/Latino

La pregunta se trata de etnicidad u origen, no la raza. A pesar de su respuesta, continúe y responda la siguiente pregunta marcando una (o mas) de las opciones para indicar que considera que sea la raza del estudiante.

Parte B: ¿Cual es la raza de estudiante? Escoja una o mas de las siguientes opciones.

_____ Amerindio o nativo de Alaska (Una persona con orígenes en cualesquiera de los pueblos de America del Norte o Sudamérica, incluyendo Centro America, y que mantiene afiliación con alguna tribu).

_____ Asiático (Una persona con orígenes en cualesquiera de los pueblos originales del Extremo Oriente, el Sudeste Asiático, o el subcontinente indio incluyendo, por ejemplo, Camboya, China, India, Japón, Corea, Malasia, Pakistán, las islas Filipinas, Tailandia, y Vietnam).

_____ Negro o Afroamericano (Una persona con orígenes en cualesquiera de los grupos raciales negros de África).

_____ Hawaiano e Isleños del Pacífico (Una persona con orígenes en cualesquiera de los pueblos originales de Hawái, Guam, Samoa o cualquier otra isla del océano Pacífico).

_____ Blanco (Una persona con orígenes en cualquiera de los pueblos originales de Europa, el Medio Oriente, o el Norte de África).

Intrinsic Schools Enrollment Forms

School: _____ Room: _____ Unit: _____ Area: _____

Student Name: _____ Student ID No.: _____

English

1. Is a language other than English spoken in your home?

☐ No ☐ Yes _____ (Language)

2. Does the student speak a language other than English?

☐ No ☐ Yes _____ (Language)

If the answer to either question is yes, the law requires the school to assess your child's English language proficiency.

IMPACT REGISTRATION PROCESS

(For Office use only)

- The Non-English language identified on either question is the Home Language.
- If two different non-English languages are identified, enter the language identified in question 2 as the Home Language.
- Enter ENGLISH as a Home Language ONLY when both questions are answered no.

Spanish

1. ¿Se habla algún otro lenguaje que no sea Inglés en su hogar?

☐ No ☐ Sí _____ (Lenguaje)

2. ¿Habla el estudiante un lenguaje que no sea el Inglés?

☐ No ☐ Sí _____ (Lenguaje)

Si la respuesta a cualquiera de las preguntas es "Sí", la ley requiere que la escuela evalúe la fluidez de su niño en el idioma Inglés.

Polish

1. Czy językiem Innym niż angielski mówi się w domu?

☐ Nie ☐ Tak _____ (język)

2. Czyt uczeń mówi Innym językiem niż angielski?

☐ Nie ☐ Tak _____ (język)

Jeśli udzieli Państwo twierdzącej odpowiedzi na którekolwiek z powyższych pytań, przepisy wymagają, aby szkoła sprawdziła poziom znajomości języka angielskiego waszego dziecka.

Chinese

1. 在家中是否說英語之外的一種語言?

☐ 否 ☐ 是 _____ (語言)

2. 該學生是否會說英語之外的一種語言?

☐ 否 ☐ 是 _____ (語言)

如果你在兩個問題中之任一項的答案是“是”，則法律規定校方要測試貴子女的英語通曉度。

Arabic1 - هل تتكلم في بيتك بلغة أخرى غير اللغة الإنجليزية؟
() لا () نعم _____ اللغة2 - هل يتكلم طفلك بلغة أخرى غير اللغة الإنجليزية؟
() لا () نعم _____ اللغة

إذا كانت الإجابة نعم على أي من السؤالين فإن القانون يحتم على المدرسة تقييم أبنك للكفاءة في استخدام اللغة الإنجليزية.

Bosnian/Croatian/Serbian

1. Da li se u kući govori na stranom jeziku (različitom od engleskog)?

[] NE [] DA _____ (jezik)

2. Da li učenik govori neki strani jezik (različit od engleskog)?

[] NE [] DA _____ (jezik)

Ukoliko ste na bilo koje od ovih pitanja odgovorili sa "Da", škola će biti zakonski dužna da procijeni nivo znanja engleskog jezika kod vašeg djeteta

Urdu

اگر گھر پر انگریزی کے علاوہ کوئی اور زبان بولی جاتی ہے؟

() ہاں () نہیں _____ (زبان)

اگر طالب علم گھر پر انگریزی کے علاوہ کوئی اور زبان بولتا ہے؟

() ہاں () نہیں _____ (زبان)

اگر ہاں میں سے کوئی ایک جواب بھی ہے تو قانون کے مطابق اسکول کو یہ جاننا ہوگا کہ بچہ کتنی انگریزی جانتا ہے۔
اس کے لیے اسکول کو جاننا ہوگا۔

Signature of School Official

Date

Signature of Parent/Guardian

Date

Notes:

- If the parent/guardian does not speak English and the school does not have staff who speaks the parent/guardian's language, identify the language spoken by the parent/guardian through any assistance available in the school.
- If exact name of the language cannot be determined, enter "Other" as a temporary entry. The exact language must be determined within two weeks after the enrollment. Assistance from Area Compliance Facilitators is available.
- Questions or concerns, contact your Area Compliance Facilitator.

Chicago
Public
SchoolsHOME
LANGUAGE
SURVEYOffice of
Language
and
Cultural
EducationRevised:
Mar. 2009

AMENDED AND RESTATED BYLAWS
DISPUTE RESOLUTION POLICY
CONFLICT OF INTEREST POLICY &
POLICY AGAINST EXCESS BENEFITS TRANSACTIONS

OF
INTRINSIC SCHOOLS

As Duly Adopted by the Board of Directors
this 17th day of June, 2013

MOSHER & WAGENMAKER, LLC

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AMENDED AND RESTATED BYLAWS OF INTRINSIC SCHOOLS

ARTICLE I. CORPORATE OFFICES

The Corporation shall continuously maintain in the State of Illinois a registered office and a registered agent whose office is identical with such registered office. The Corporation may have other offices within or without the state and need not be identical with the principal office in the State of Illinois. The address of the registered office and registered agent may be changed from time to time by the Board of Directors.

ARTICLE II. CORPORATE PURPOSES AND LIMITATIONS

Section A. General Purposes

The Corporation shall have such educational purposes as are now or may hereafter be set forth in the Articles of Incorporation as follows:

The Corporation is organized to operate a network of primary and secondary schools for grades K through 12. The Corporation's school curriculum will help students develop into independent and intellectually curious learners well prepared for college success.

Section B. Waiver or Reduction of Fees

The Corporation, being organized exclusively for religious, charitable, educational, or scientific purposes under Illinois law, shall strive to make its charitable services and programs available to the appropriate general public without undue obstacles to access. It is the general policy of the Corporation that any fees or charges associated with the charitable services and programs of the Corporation shall be waived or reduced in accordance with each recipient's ability to pay. The administrative staff shall have the necessary discretion to make such waivers or reductions when appropriate to ensure the maximum distribution of the Corporation's charitable services and programs. More specifically, the program fee schedules (if any) shall be set in accordance with 35 ILCS 200/15-65(c) of the Illinois Compiled Statutes.

Section C. Powers and Limitations

1. The Corporation, being organized exclusively for educational purposes, may make distributions to organizations and individuals in furtherance of its corporate purposes and in accordance with section 501(c)(3) of the Code. Under no circumstances shall the Corporation make any distributions that are inconsistent with its purpose statement above.

2. No activity, program, scholarship or other financial opportunity provided by the Corporation as a private school shall be conducted in a manner that might permit or encourage discrimination among its faculty or students on the basis of race, sex, color, national origin or ethnic background. The Board of Directors and administrative staff will manage public notice of this fact and all related administrative processes in full compliance with IRS Revenue Procedure 75-50.
3. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Section A above.
4. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.
5. Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or (2) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).
6. Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, or scientific purposes, as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Code, as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the appropriate court of law of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for exempt purposes.

ARTICLE III. MEMBERSHIP

There shall be no members of the Corporation, and the organization shall be governed by a self-perpetuating Board of Directors.

ARTICLE IV. BOARD OF DIRECTORS

Section A. General Powers

The affairs, business and all legal matters of the Corporation shall be managed by its Board of Directors.

Section B. Number and Tenure

The number of directors shall be five (5) and may vary from time to time up to ten (10) by resolution of the Board of Directors without amendment of these bylaws. If a Chief Executive Officer is employed as the principal business administrator, he/she shall be an ex-officio non-voting director of the Board, shall be considered for purposes of notice but not quorum, shall not be elected for a term of office, and shall not be counted as one of the eight (8) directors authorized by this Section. The Board of Directors may from time to time, by amendment of these bylaws, change the minimum and maximum number of directors, but in no case shall the number be less than three (3). Each director shall hold office for a term of three (3) years unless the Board shall expressly resolve to elect a director for a shorter term. Beginning after the date of the implementation of these bylaws, the first Board election shall provide for staggered terms of office so that approximately one-third of the directors, thereafter, shall be elected at each annual meeting of the Board.

Section C. Qualifications

Those who seek to be directors of the Corporation must personally affirm the Corporation's statement of purpose, must abide in all respects with the corporate policies set forth in these bylaws, and must characterize personal commitment to the values of the Corporation.

Section D. Election

Directors shall be elected at the annual meeting of the Board. Each director shall hold office until the first of the following to occur: until his or her successor shall have been duly elected and shall have qualified; or until his or her death or disability, or until he or she shall resign in writing; or until he or she shall have been removed in the manner hereinafter provided.

Section E. Resignation and Removal

Any director may resign at any time by giving written notice to the Chairperson of the Board or Secretary of the Corporation. Such resignation, which may or may not be made contingent on formal acceptance, shall take effect on the date of receipt or at any later time specified therein. Any director may be removed with or without cause at any time by resolution adopted by the Board.

Any director who fails to attend three (3) consecutive meetings, whether regular or special, of the Board without an excused absence, may be removed from the Board at the discretion of the remaining directors. For purposes of this subsection, the nature of the absence, whether excused or unexcused, shall be determined by the Chairperson of the Board. Such determination shall be final and binding on all parties concerned.

Section F. Vacancies

Any vacancy occurring in the Board of Directors to be filled by reason of any increase in the number of directors or resignation or termination of a director shall be filled by the Board of Directors as soon as is practicable. A director so elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

Section G. Compensation

Directors shall not receive compensation for their services as directors. However, by resolution of the Board of Directors, expenses of attendance, if any, may be reimbursed for each regular or special meeting of the Board of Directors, provided that nothing herein contained shall be construed to preclude any directors from serving the Corporation in any other capacity and receiving reasonable compensation therefore.

ARTICLE V. MEETINGS OF THE BOARD OF DIRECTORS

Section A. Annual Meeting

An annual meeting of the Board of Directors shall be held in the registered office of the Corporation on the first Monday of July each year or at such other time and place as may be designated by the CEO in accordance with the notice provisions herein below, for the purpose of approving an annual budget, election of directors and officers, and for the transaction of such other business as may come before the meeting.

Section B. Special Meetings

Special meetings of the Board of Directors may be called by, or at the request of, the CEO or any two directors. The person or persons authorized to call special meetings of the Board of Directors may fix any place for holding any special meeting of the Board of Directors called by them.

Section C. Notice

Notice of any meeting of the Board of Directors shall be delivered not less than five (5) days nor more than sixty (60) days prior to the date of the scheduled meeting. Written notice shall be delivered to each director at his or her address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. Notice of any meeting of the Board of Directors may be waived in writing, signed by the person or person entitled to the notice either before or after the time of the meeting. The attendance of a director at any meeting shall constitute a waiver of notice of such meeting except where a director attends a meeting for the expressed purpose of objection to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted, nor the purpose of any regular or special meeting of the Board of Directors, need be specified in the notice or waiver of such meeting, unless specifically required by law or by these bylaws. Notwithstanding the above provisions of this paragraph, the notice requirements may be satisfied by sending a facsimile or email communication in a timely manner to

the director's email address on the Corporation's records. Telephone communications may be useful for establishing the time and place of meeting but shall not be used in lieu of the above notice provisions. At any duly convened meeting of the Board a resolution may be approved concerning future meetings of the Board. Timely mailing of the Board minutes to each director may qualify as notice of the next meeting of the Board if the minute concerning the meeting is clearly set-forth and concise in its composition.

Section D. Quorum

A majority of the directors then in office shall constitute a quorum for the transaction of the business at any meeting of the Board of Directors, provided that if fewer than half of the directors are present at the said meeting, a majority of the directors present may adjourn the meeting to another time without further notice.

Section E. Manner of Acting

The act of a majority of the directors present at a duly convened meeting shall be the act of the Corporation unless the act of a greater number is required by statute, these bylaws or the Articles of Incorporation. Directors may not vote by proxy or under any other power of attorney. All board meetings shall be subject to confidentiality requirements as contained in Article XI, Section H herein.

Section F. Telephone Meeting

Any meeting of the directors may be conducted in simultaneous multiple locations if the various locations are effectively connected by telephonic conference call lines. Directors or non-director committee members may participate in and act at any meeting of such board or committee through the use of a conference telephone or other communications equipment by means of which all persons participating in the meeting can communicate with each other. Participation in such meeting shall constitute attendance and presence in person at the meeting of the person or persons so participating.

Section G. Informal Action by Directors

Any action which may be taken at a meeting of the Board of Directors or a committee thereof, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be approved in writing by all of the directors and all of any non-director committee members entitled to vote with respect to the subject matter thereof, or by all the members of such committee, as the case may be. The consent shall be evidenced by one or more written approvals, each of which sets forth the action taken and provides a written record of approval. All the approvals evidencing the consent shall be delivered to the Corporation's Secretary to be filed in the Corporation's records. The action taken shall be effective when all the directors or the committee members, as the case may be, have approved the consent unless the consent specifies a different effective date. Any such consent approved by all the directors or all the committee members, as the case may be, shall have the same effect as a unanimous vote and may be stated as such in any document filed with the Secretary of State.

ARTICLE VI. COMMITTEES

Section A. Committees with Corporate Authority

The Board of Directors shall have the power to appoint committees and delegate to such committees authority generally reserved to the Board provided such authority is not otherwise directed in these bylaws or prohibited by §805 ILCS 105/108.40 or other state laws. This may include, but is not limited to, negotiating and executing contracts on behalf of the Corporation, or authorizing expenditures. The committees with legal authority to act on behalf of the Corporation must have two or more directors, a majority of its membership must be directors, and all the committee members shall serve at the pleasure of the Board. All committee members shall be appointed by the Board of Directors to serve on a committee with corporate authority.

Section B. Committees without Corporate Authority

Committees without corporate authority may not act on behalf of the Corporation or bind the Corporation to any action. Rather, these committees will generally be responsible for investigating, reporting, and advising the Board on certain activities and program as well as making recommendations to the Board of Directors or officers for approval. For purposes of clarity to the public, committees without corporate authority should be identified as advisory boards, commissions, task forces, or similar names. These committees may be composed of persons appointed by the Board of Directors for specific skills and need not be directors or officers of the Corporation.

Section C. Standing Committees

The Corporation may have standing committees as created by the Board. The term of office for all standing committee members shall be one (1) year beginning each year at the annual meeting of the Board unless specifically designated otherwise in the resolution appointing the committee member.

Section D. Special Committees

The Corporation shall have the power to appoint special committees by a resolution of the Board of Directors. These committees may or may not have authority to act on behalf of the Corporation and shall generally be created to manage a specific task or responsibility of the Corporation which is of limited duration. A resolution of the Board creating an ad hoc or special committee shall specify (1) the task assigned to the committee; (2) whether or not the committee has authority to act on behalf of the Corporation, (3) the duration of the committee which may be generalized to a period necessary to bring the matter to full resolution, and (4) the term of office for the committee members appointed.

Section E. Committee Meetings

Meetings of any committee may be called by the CEO of the Corporation, the chairperson of the committee, or a majority of the committee's voting members. Notice of the time and place of any meeting of a committee shall be given at least three (3) days prior to the meeting. All committee meetings shall be subject to confidentiality requirements as contained in Article XI, Section H herein.

Section F. Resignation and Removal

Any member of a committee may resign at any time by giving written notice to the chairperson of the committee or to the Secretary of the Corporation. Such resignation, which may or may not be made contingent on formal acceptance, shall take effect on the date of receipt or at any later time specified therein. Any member of a committee may be removed at any time by resolution adopted by a majority of the Board of Directors.

Section G. Quorum

Unless otherwise provided in the resolution of the Board designating a committee, the act of a majority of any committee shall be the act of the committee. All committee members, and the CEO of the Corporation, shall be notified in advance of all meetings of the committee.

Section H. Conduct of Meetings

The bylaw provisions which govern meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements of the Board, shall apply to committees of the Board and their members as well. Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the Board.

ARTICLE VII. OFFICERS AND AGENTS

Section A. Officers

The officers of the Corporation shall consist of a Chairperson of the Board of Directors (“Chairperson of the Board” or “Chairperson”), a Chief Executive Officer (“CEO”), a Secretary, and a Treasurer. The Chairperson of the Board (who shall be a Board member), the Secretary and the Treasurer shall be elected for a term of one (1) year by the Board at its annual meeting. Such other officers and assistant officers and agents as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person, except that the offices of Chief Executive Officer and Secretary may not be held by the same person concurrently. Directors of the Board may simultaneously serve as officers, but directorship shall not be a required qualification to serve as an officer of the Corporation other than Chairperson of the Board.

Section B. Chairperson of the Board

The Chairperson of the Board shall preside at all Board meetings and shall exercise and perform such powers and duties as the Board may assign from time to time.

Section C. Vice President

During the absence or disability of the Chairperson, the Vice President shall exercise all of the functions of Chairperson. He or she shall have such powers and discharge such duties as may be assigned to him or her from time to time by the Board.

Section D. Chief Executive Officer

Subject to such supervisory powers as the Board may give the Chairperson, and subject to the control of the Board, and subject to the CEO's employment contract, the CEO shall be the general manager of the corporation and shall supervise, direct and control the corporation's activities, affairs and officers as fully described in any applicable employment contract, agreement or job description. The CEO shall supervise and be principally responsible for the day-to-day administrative management of the Corporation, and ensure that all corporate functions are adequately carried out

Unless the Board requires otherwise, he or she shall sign, with the Secretary or any other officer of the Corporation authorized by the Board, such documents and deeds of the Corporation as necessary or appropriate including, but not limited to, mortgages, bonds, contracts, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed, and in general, shall discharge all duties incident to the office of Chief Executive Officer and such other duties as may be assigned to him or her by the Board from time to time.

The CEO shall be an ex officio non-voting director of the Board. The duties and responsibilities of the CEO shall include: (a) carrying out all policies established by the Board; (b) preparing an annual budget showing expected revenue and expenditures as required by the Board; (c) selecting, employing, training, controlling and discharging all other employees of the Corporation; (d) attending all meetings of the Board; (e) supervising the business affairs to insure that funds are collected and obligations are paid out in a timely and advantageous fashion; preparing and presenting to the Board regular reports reflecting accomplishment of corporate goals and the Corporation's mission.

Section E. Secretary

The Secretary shall: (a) be responsible for the keeping of the minutes of the Board and committee meetings in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (c) be custodian of and maintain copies of all corporate records, including all notices and voting records, whether in electronic or paper form; and (d) in general, discharge all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the CEO or by the Board.

In the event that the electronic communication, such as email, is used for notice of meetings and voting on informal actions pursuant to Article V, Sections C and G respectively, the Secretary shall maintain signed consents for every director and other individual entitled to notice under these bylaws. Said consents shall include: (1) express authorization to receive notice by email or other electronic communication; (2) the preferred electronic address for the Corporation to communicate with the individual; and (3) contain such additional information as may be requested by the Board of Directors.

Section F. Treasurer

The Treasurer shall: (a) monitor the financial books of the Corporation; (b) keep regular books of account and make them available for inspection at all times to the directors of the

Corporation; (c) render to the Board from time to time as may be required of him or her, an account of the financial condition of the Corporation; and (d) in general, discharge all duties incident to the office of Treasurer, and such other duties as may be assigned to him or her by the CEO or by the Board.

Section G. Assistant Treasurers and Assistant Secretaries

At its discretion, the Board may appoint Assistant Treasurers and Assistant Secretaries to perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the Chief Executive Officer. These officers shall report to the Board as requested but shall not serve on the Board or have voting rights unless the person so appointed is already a director of the Corporation. If required by the Board of Directors, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine.

Section H. Delegation of Authority

In case of the absence of any officer of the Corporation, or for any other reason that it may deem sufficient, the Board may either delegate the powers or duties of such officer to any director or employee of the Corporation, for the time being, or may eliminate some or all of such powers or duties of such officer, provided a majority of the entire Board concurs therein.

Section I. Election and Term of Office

The officers of the Corporation, other than the CEO, shall be elected by the Board for a term of one (1) year at the annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each elected officer shall hold office until the first of the following to occur: until his or her successor shall have been duly elected and shall have qualified; or until his or her death or disability, or until he or she shall resign in writing; or until he or she shall have been removed in the manner hereinafter provided. The CEO shall be hired by the Board and hold office as a Board member for the duration of his or her employment in that capacity. Election or appointment of an officer or agent shall not in itself create contract rights.

Section J. Removal

Any officer or agent may be removed by the Board of Directors whenever, in its judgment, the best interest of the Corporation shall be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

ARTICLE VIII. ADVISORY COUNCILS OR BOARDS

The Board of Directors may from time to time appoint advisory boards or special councils for specific purposes that do not require corporate action. The composition of such advisory groups may include persons with professional skills or special experience necessary to advise and inform the Board of Directors. Such advisory groups shall not have the authority to commit the Corporation to any legal contracts or agreements whether or not related to the business of the Corporation. The

Board of Directors shall not lend “apparent authority” to such advisory groups and all related corporate resolutions shall expressly limit the groups’ authority in this respect.

ARTICLE IX. FINANCIAL POLICIES

Section A. Fiscal Year

The fiscal year of the Corporation shall be from July 1st to June 30th.

Section B. Sale of Assets

A sale, lease, exchange, mortgage, pledge or other disposition of property or assets of the Corporation outside the normal course of business may be made by the Board upon such terms and conditions and for such consideration, which may consist in whole or in part of money or property, real or personal, as may be authorized by the Board; provided, however, that a sale, lease, exchange or other disposition of all or substantially all the property and assets of the Corporation shall be authorized only upon receiving the vote of two-thirds of the directors in office.

Section C. Contracts

The Board may authorize any officer or officers, agent or agents, to enter into any contracts or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section D. Loans

No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances.

Section E. Checks, Drafts, Etc.

All checks, drafts or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. The CEO is hereby authorized to spend up to \$5,000 per item for the purchase of non-budgeted goods or services used in furtherance of corporate objectives.

Section F. Deposits

All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section G. Gifts

The Board of Directors or the CEO may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE X. INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section A. Indemnification in Actions other than by or in the Right of the Corporation

The Corporation shall indemnify any person who was or is a party, or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact that he or she is or was a director, officer, employee or agent of the Corporation, or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit or proceeding, if such person acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation, or, with respect to any criminal action or proceeding, that the person had reasonable cause to believe that his or her conduct was unlawful.

Section B. Indemnification in Actions by or in the Right of the Corporation

The Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that such person is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees) actually and reasonably incurred by such person in connection with the defense or settlement of such action or suit, if such person acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation, provided that no indemnification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his or her duty to the Corporation, unless, and only to the extent that the court in which such action or suit was brought shall determine upon application that despite the adjudication of liability, but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses as the court shall deem proper.

Section C. Right to Payment of Expenses

To the extent that a director, officer, employee or agent of the Corporation has been successful, on the merits or otherwise, in the defense of any action, suit or proceeding referred to in Sections A and B of this Article, or in defense of any claim, issue or matter therein, such person may be indemnified against expenses (including attorneys' fees) actually and reasonably incurred by such person in connection therewith.

Section D. Determination of Conduct

Any indemnification under Sections A and B of this Article (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case, upon determination that indemnification of the director, officer, employee or agent is proper in the circumstances because he or she has met the applicable standard of conduct set forth in Sections A and B of this Article. Such determination shall be made: (1) by the Board of Directors by a majority vote of a quorum consisting of directors who were not parties to such action, suit or proceeding; (2) if such a quorum is not obtainable, or, even if attainable, if a quorum of disinterested directors so directs, by independent legal counsel in written opinion.

Section E. Payment of Expenses in Advance

Expenses incurred in defending a civil or criminal action, suit or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Directors in the specific case, upon receipt of an undertaking by or on behalf of the director, officer, employee or agent to repay such amount, unless it shall ultimately be determined that he or she is entitled to be indemnified by the Corporation as authorized in the Article.

Section F. Indemnification not Exclusive

The indemnification provided by the Article shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any agreement, vote of disinterested directors, or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be director, officer, employee or agent, and shall inure to the benefit of the heirs, executors and administrators of such a person.

Section G. Insurance

The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against any liability asserted against such person and incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this Article.

Section H. References to Corporation

For purposes of the Article, references to the "Corporation" shall include, in addition to the surviving corporation, any merging corporation (including any corporation having merged with a merging corporation) absorbed in a merger which, if its separate existence had continued, would have had power and authority to indemnify its directors, officers, and employees or agents, so that any person who is or was a director, officer, employee or agent of such merging corporation or is or was serving at the request of such merging corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, shall stand in the same position under

the provisions of this Article with respect to the resulting or surviving corporation as such person would have with respect to such constituent corporation if its separate existence had continued.

Section I. Other References

For purposes of this Article, references to “other enterprises” shall include employee benefit plans; reference to “fines” shall include any excise taxes assessed on a person with respect to an employee benefit plan; and references to “serving at the request of the Corporation” shall include any service as a director, officer, employee or agent of the Corporation which imposes duties on or involves services by such director, officer, employee or agent with respect to an employee benefit plan, its participants, or beneficiaries. A person who acted in good faith and in a manner he or she reasonably believed to be in the best interests of the participants and beneficiaries of an employee benefit plan shall be deemed to have acted in a manner “not opposed to the best interests of the Corporation” as referred to in this Article.

ARTICLE XI. MISCELLANEOUS

Section A. Waiver of Notice of Meetings

Whenever any notice is required to be given to any director or committee member of the Corporation under the provisions of these Bylaws or under the provisions of the Articles of Incorporation or under the provisions of the Illinois General Not For Profit Corporation Act of 1986, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

Section B. Amendments

The Articles of Incorporation and these Bylaws may be altered, amended or repealed, and new articles and bylaws may be adopted by a vote of two-thirds of the directors present at any regular or any special meeting called for that purpose. Notice of the proposed amendment (including the suggested text of the change) shall be given in writing to all directors at least twenty (20) days before the meeting at which the vote thereon is to be taken, and shall identify the persons proposing the amendment.

Section C. Severability

The invalidity or unenforceability of any provision in these bylaws shall not affect the validity or enforceability of the remaining provisions.

Section D. Forum for Dispute Resolution

Being an organization committed to doing charitable work, it is the policy of the Board of Directors to seek amicable resolution of disputes that arise within the legal context of the Corporation, its directors, officers, employees, and agents. It is in the best interest of the Corporation that disputes be resolved in a manner that will avoid civil litigation. Attached to these Bylaws as Addendum A is the Dispute Resolution Policy, which shall be the policy of the Corporation. Provided, however, that with respect to breaches of confidentiality as required in Article XI, Section H herein, the Corporation

may at its option protect its interests through injunctive and other judicial relief available through litigation.

Section E. Directors, Officers, and Agents Conflict of Interest

Directors should scrupulously avoid transactions in which the director has a personal or material financial interest, or with entities of which the director is an officer, director, or general partner. Therefore, the policy of the Corporation concerning conflict of interest and matter involved with compensation of employees has been set forth and attached hereto as Addendum B to these bylaws.

Section F. Seal

The Corporation shall not maintain a corporate seal.

Section G. Books and Records

The Corporation, at its offices, shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and committees, and shall keep a record of the names and addresses of all Board and committee members. All books and records of the Corporation may be inspected by a director, or his agent or attorney at any reasonable time.

Section H. Confidentiality

As part of their fiduciary duties owed to the Corporation, all directors, officers, committee members, and other agents of the Corporation are expected to maintain appropriate confidentiality of information related to the Corporation, including donor and supporter lists and related records, fundraising strategies, financial information about the Corporation, organizational plans, marketing information, expense information, personnel matters, and computer passwords (all whether in electronic or paper format), and to prevent unauthorized disclosure to any outside party, except to the extent such information is otherwise disclosed in accordance with the ordinary course of business to the public or third parties or otherwise is required to be disclosed under applicable law. Such confidentiality is expected to be maintained at all times subsequent to service to the Corporation. Each director, officer, and key employee shall annually complete a confidentiality agreement. Notwithstanding the dispute resolution provision contained in Addendum B, the Corporation may enforce this provision as it deems appropriate (including mediation and arbitration at its option), and it shall be entitled to recover attorneys' fees and costs against those found liable for violating this provision.

CERTIFICATION OF ADOPTION OF BYLAWS

The undersigned, being the duly elected Secretary of Intrinsic Schools, an Illinois not for profit corporation, does hereby certify that the attached bylaws of said Corporation were adopted by the official act of the Board of Directors on _____, 2012 and the same do constitute the bylaws of the Corporation.

Dated this _____ day of _____, 2012.

Secretary

ADDENDUM A. DISPUTE RESOLUTION POLICY

In the event a dispute may arise between two or more persons operating under the authority of these Bylaws, and except as provided in Article XI, Section D of the Corporation's Bylaws, the parties to the dispute shall submit the circumstances and issues in dispute for mediation or arbitration as follows.

Article I – Mediation

- A. Each party to the dispute shall select a representative, who may be an attorney or other agent or other trusted person, and the parties shall select a mediator who is an impartial and disinterested person to mediate the matter in a fair and impartial manner.
- B. The goal of the mediation process and the mediator is to bring about an amicable, voluntary resolution of the dispute, and the parties shall make a good faith effort to work with one another and the mediator to effect such a resolution of their dispute.
- C. The mediator may hold joint and separate conferences with the parties. Such conferences shall be private and all communications therein confidential unless the parties otherwise agree.
- D. Information disclosed by a party to a mediator in the performance of mediation functions shall not be disclosed voluntarily outside of mediation, except as required by law and otherwise agreed by the parties. All files, records, reports, documents, or other papers prepared by a mediator shall be considered confidential. The mediator shall not willingly produce any such confidential records of, or testify in regard to, any mediation conducted by him, on behalf of any party to any cause pending in any type of proceeding.
- E. Compensation for the mediator, if any, shall be paid equally by the parties in dispute.
- F. The mediator shall have sole discretion to make the determination that the parties have reached an impasse and no voluntary resolution will be forthcoming.

Article II – Arbitration

- A. If the parties cannot come to a voluntary agreement as a result of the mediation and the mediator makes the determination that the parties have reached an impasse and no voluntary resolution will be forthcoming, the parties shall submit the matter for arbitration.
- B. Each party to the dispute shall select an impartial, disinterested person to be part of the arbitration panel.
- C. The persons so selected shall appoint one or more additional person(s) as may be necessary to provide an odd numbered arbitration panel.
- D. When the arbitration panel is assembled the parties in conflict shall be permitted to present evidence and arguments in support of their position and the panel shall deliberate as necessary to resolve the problems. In all matters the panel shall first seek to reconcile the conflicting parties. If reconciliation is not possible, then the panel shall arbitrate a solution and such solution shall be binding upon all parties.
- E. Compensation for the arbitration shall be paid equally by the parties.

No person shall bring any dispute under these Bylaws to any court of law or chancery without first proceeding under the above conflict resolution procedure. Unless the determination of the arbitration panel is clearly in conflict with the laws of the State of Illinois or in such venue as appropriate no court shall reverse or otherwise amend the determination except as may be necessary to correct a minor discrepancy.

Attest: _____
Secretary

Date: _____

ADDENDUM B. CONFLICT OF INTEREST POLICY & POLICY AGAINST EXCESS BENEFITS TRANSACTIONS

Article I – Purpose

The purpose of these policies is to protect the interest of Intrinsic Schools (the “Corporation”) and its tax-exempt status when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Article II – Definitions

- A. Interested Person. Any director, principal officer, or member of a committee with board delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.
- B. Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:
 - 1. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
 - 2. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
 - 3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

- C. Significant Leadership Interest. A person has a significant leadership interest if he or she is a director, officer, or management worker (whether volunteer or paid staff) of any entity with which the Corporation has a material transaction or arrangement.

Article III – Procedures for Addressing Financial Interests

- A. Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the directors and members of committees with board delegated powers considering the proposed transaction or arrangement.
- B. Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the 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.
- C. Procedures for Addressing the Conflict of Interest.
 - 1. An interested person may make a presentation at the board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
 - 2. The CEO or committee chairperson shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - 3. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
 - 4. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or

arrangement is in the Corporation's best interest and whether the transaction is fair and reasonable to the Corporation, and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

D. Violations of the Conflicts of Interest Policy.

1. If the board or committee has reasonable cause to believe that 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.
2. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, including removal from the Board.
- 3.

Article IV – Disqualification For Persons with a Significant Leadership Interest

An interested person who has a significant leadership interest shall not participate in or vote on any grant-making, financial assistance, or other funding decision affecting an entity for which he or she is a director, officer, or management worker (whether volunteer or paid staff).

Article V – Records of Proceedings

The minutes of the 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 or significant leadership interest in connection with an actual or possible conflict of interest, the nature of the interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.
- B. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Article VI – Compensation and Avoiding Excess Benefits

- A. A voting member of the board of directors who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
- B. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
- C. Persons who receive compensation, directly or indirectly, from the Corporation, whether as employees or independent contractors, are precluded from membership on any committee whose jurisdiction includes compensation matters. No person, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

All compensation arrangements shall be reviewed by the Corporation at least every other year to assure that compensation is reasonable and is the result of arms-length bargaining. Decisions regarding compensation shall be made only after the board or an appropriate independent committee examines relevant financial information regarding compensation received by similarly situated individuals for similar services performed. The board or appropriate committee shall examine the data on compensation paid by at least three comparable organizations in the same or similar communities for similar services (or at least five such comparable organizations in the event that the Corporation receives in excess of \$1,000,000 during the current period during which compensation is set or during the previous accounting period) . A copy of such relevant comparable financial information, including a description of how the data was obtained, shall be maintained as a part of the records of board or appropriate committee making such compensation decision.

Article VII – Annual Statements

Each director, principal officer and member of a committee with board delegated powers shall annually sign a statement which affirms that 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 that the Corporation is a charitable organization and that 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 VIII – Periodic Reviews

To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted by the Corporation’s Executive Committee. The periodic reviews shall, at a minimum, include the following subjects:

- A. Whether compensation arrangements and benefits are reasonable and are the result of arm’s-length bargaining.
- B. Whether provider services result in inurement or impermissible private benefit.
- C. Whether partnership and joint venture arrangements and arrangements conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further the Corporation’s charitable purposes and do not result in inurement or impermissible private benefit.
- D. Whether agreements with other providers, employees, and third party entities further the Corporation’s charitable purposes and do not result in inurement or impermissible private benefit.

Attest: _____ Date: _____
 Secretary

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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?

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

Yes ☐
No ☒

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

If yes, describe the circumstance:

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

Yes ☐
No ☒

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

Economic Interests/Conflicts of Interest

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

If yes, please describe:

Gifts

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

Yes ☐

No ☒

If yes, please describe:

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

Cash of any amount?

Yes ☐
No ☒

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

Yes ☐
No ☒

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

Yes ☐
No ☒

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

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

Yes ☐
No ☒

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

Additional Considerations

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

I affirm ☒

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

If yes, please explain:

Verification

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

Print Name: JUSTIN MANLY Date: 3/24/2015

Signature:  School: INTRINSIC

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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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.
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- E. Not for profit:** means establishing, maintaining or Doing Business for purposes other than making a profit.
- F. Relative:** means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

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

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

Yes ☐
No ☒

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

If yes, describe the circumstance:

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

Yes ☐
No ☒

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

Economic Interests/Conflicts of Interest

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

Yes ☐
No ☒

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

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

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

Yes ☒
No ☐

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

Facilities Lease

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

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

If yes, please describe:

Gifts

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

Yes ☐

No ☒

If yes, please describe:

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

Cash of any amount?

Yes ☐
No ☒

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

Yes ☐
No ☒

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

Yes ☐
No ☒

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

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

Yes ☐
No ☒

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

Additional Considerations

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

I affirm ☒

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

If yes, please explain:

Verification

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

Print Name: Jim Frank Date: 8/23/15

Signature:  School: Intrinsic

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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Definitions

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- 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?

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

Yes ☐
No ☒

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

If yes, describe the circumstance:

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

Yes ☐
No ☒

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

Economic Interests/Conflicts of Interest

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

If yes, please describe:

Gifts

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

Yes ☐

No ☒

If yes, please describe:

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

Cash of any amount?

Yes ☐

No ☒

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

Yes ☐

No ☒

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

Yes ☐

No ☒

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

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

Yes ☐

No ☒

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

Additional Considerations

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

I affirm ☒

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

If yes, please explain:

Verification

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

Print Name: DAVID EPSTEIN Date: 3/27/15

Signature:  School: INTRINSIC

**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

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

General

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

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

Yes

☐

No

☒

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

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

Yes

☐

No

☒

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

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

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

Yes

☐

No

☒

If yes, describe the circumstance:

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

Yes ☐
No ☒

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

Economic Interests/Conflicts of Interest

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

If yes, please describe:

Gifts

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

Yes ☒



No



If yes, please describe:

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

Cash of any amount?

Yes

☐

No

☒

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

Yes

☐

No

☒

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

Yes

☐

No

☒

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

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

Yes

☐

No

☒

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

Additional Considerations

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

I affirm

☒

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

If yes, please explain:

Verification

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

Print Name: Jim Palos Date: 3/24/15

Signature: Jim Pal School: Intrinsic

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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 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.
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- G. Stipend:** refers to a fixed sum of money paid periodically or on a one-time basis.

General

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

August 2014

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

Yes ☒
No ☐

If yes, where have you worked?
ThinkCERCA

What is/was your job title?
CTO

What are/were your dates of service?
August 2014 to current

Nepotism

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

If yes, describe the circumstance:

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

Yes ☐
No ☒

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

Economic Interests/Conflicts of Interest

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

Yes ☐
No ☐

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

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

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

Yes ☒
No ☐

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

Intrinsic Schools purchases ThinkCERCA software annually (one year term) at \$12,000 per year

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

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

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

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

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

Yes ☒
No ☐

If yes, please describe:

Donated funds as a board member and provided pro-bono tech advisory prior to being a board memeber

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?

Intrinsic Schools Board Member Economic Interest Form

Yes ☐
No ☒

If yes, please describe:

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

Cash of any amount?

Yes ☐
No ☒

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

Yes ☐
No ☒

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

Yes ☐
No ☒

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

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

Yes ☐
No ☒

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

Additional Considerations

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

I affirm ☒

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

Intrinsic Schools Board Member Economic Interest Form

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: Josh Tolman Date: 4/2/2015

Signature:

DocuSigned by:
Josh Tolman
02ABF5E783D34E9...

School: 4/2/2015

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

Instructions

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

Definitions

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

General

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

2013

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

Yes ☐

No ☒

If yes, where have you worked?

What is/was your job title?

What are/were your dates of service?

Nepotism

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

Yes ☐

No ☒

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

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

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

Yes ☐

No ☒

If yes, describe the circumstance:

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

Yes ☐
No ☒

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

Economic Interests/Conflicts of Interest

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

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

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

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

Yes ☐
No ☒

If yes, please describe:

Gifts

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

Yes ☐

No ☒

If yes, please describe:

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

Cash of any amount?

Yes ☐

No ☒

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

Yes ☐

No ☒

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

Yes ☐

No ☒

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

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

Yes ☐

No ☒

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

Additional Considerations

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

I affirm ☒

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

If yes, please explain:

Verification

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

Print Name: Harriet Horvath Date: Mar. 30, 2015

Signature: Harriet Horvath School: Intrinsic

David J. Epstein

David Epstein is an entrepreneur with wide experience in strategy, organizational and transaction management, trading and arbitrage, law, real estate and architecture. David Epstein currently runs his own strategy consulting firm, Epstein Consulting, where he has provided, strategic, organizational management, marketing, financial, and transaction management services to both start-up and established IT companies. David is also the President of Tolerance Therapeutics, a biotech company focused on the sale and licensing of immunosuppressive and immunopotentiating technology. During his tenure at Tolerance Therapeutics, David has successfully led and managed the sale or licensing of multiple technologies.

Prior to these positions, David cofounded and managed Epia Inc., an options trading firm. In his role as President, David traded on the CBOE options floor and managed the firm's positions and risks as well as junior traders. David started his career at A Epstein and Sons International Inc., a full service international architecture, engineering and construction firm rising to the level of Executive Vice President. At A Epstein, David focused on organizational management, strategic planning and business and systems development, and travelled extensively to manage projects in Paris, London, Warsaw and Tel Aviv.

David received his *juris doctor* degree from Boston University School of Law in 1974, and both a Bachelor of Arts in Social Sciences and Bachelor of Science in Business Administration degrees from the University of California, Berkeley in 1970. David is a member of the Illinois bar (currently inactive status) and is a licensed Illinois real estate broker. David is fluent in French and conversational in Spanish.

Jim Frank, Chief Executive Officer and President, Wheels Inc.

A native of Chicago, Jim joined Wheels in 1967 after receiving a B.A. from Dartmouth College and an MBA from Stanford Business School. He assumed the duties of President and CEO in 1974.

Jim has served as both President and Chairperson of the American Automobile Leasing Association (AALA), and is presently a member of its Board of Directors and Chairman of the Federal Tax and Legislation Committee. As former chair of the AALA Legislative Committee, he participated in numerous successful industry efforts aimed at helping shape regulatory and legislative issues affecting fleets. He also has chaired an Industry Committee which represented the views of fleet users regarding Federal Personal Use Legislation.

Jim was also instrumental in leading fleet management into the computer age, designing and implementing the first IT systems which were used to collect a wide range of information and deliver that data to fleet managers in a way that helped them better manage their fleets. These systems became the foundation of the technology being used today to manage fleets across the U.S.

Jim has served as President of the Michael Reese Medical Research Institute Council Junior Board. He is presently a member of the Board of Trustees of the University of Chicago Hospitals, a member of the Board of Trustees of the University of Chicago, and a member of the Board of Overseers of the Thayer Engineering School at Dartmouth College.

Harriet Meyer

Harriet Meyer, M.A., is a nationally recognized leader in shaping public policies and creating innovative programs that help young, at-risk children and their families. In two decades as President of the Ounce of Prevention Fund, she established the organization as a national leader in advocating for and providing effective, research-driven early childhood education.

In Illinois, Ms. Meyer led the state's push to expand preschool opportunities and investments in early childhood, beginning at birth. She helped to fight for and secure an expansion of early education funding by \$90 million over three years, a landmark commitment to serve more young children. In 2003, the Governor of Illinois chose Ms. Meyer to co-chair the Early Learning Council, the first coordinating council for young children to be housed in an Illinois Governor's office. During this tenure, she has helped win passage of Preschool For All, historic legislation making Illinois the first state to offer a quality preschool opportunity to all 3- and 4-year-olds, and that includes a set-aside devoted to programs focusing on at-risk infants and toddlers. Ms. Meyer also co-chaired the Finance Committee of Governor Ryan's Task Force on Universal Preschool. On another front, Ms. Meyer has been instrumental in expanding the use of "doulas" – specially trained home visitors who help young, low-income mothers across Illinois.

On the national level, Ms. Meyer served on the U.S. Department of Health and Human Services Advisory Committee that created our country's Early Head Start program. She presented at the White House Conference on Early Brain Development in 1997, participated in the White House Conference on Early Cognition in 2001, and testified in 2009 before the House Committee on Education and Labor about the importance of expanding access to high quality early childhood programs for the youngest, most vulnerable children.

Under her direction, the Ounce of Prevention Fund opened the first Educare Center in February 2000 on the South Side of Chicago. Educare has become one of the nation's premier early learning program models. Ms. Meyer and the Ounce, in partnership with the Buffett Early Childhood Fund, have supported the replication of the Educare model in over a dozen states, with the newest school set to open in Washington DC in June 2012. In addition to supporting the national expansion of the network of Educare schools in the past ten years, she has provided consultation with key stakeholders to improve early childhood programs and policies across the country.

Before becoming President of the Ounce of Prevention Fund, Ms. Meyer oversaw the physical construction of the organization's comprehensive child care center that became known as the "Beethoven Project." Ms. Meyer received her undergraduate degree from Syracuse University and her graduate degree from Middlebury College after completing most of her studies in Paris. Ms. Meyer also serves as a Board Member of The Irving Harris Foundation and a number of other philanthropic and civic organizations throughout Chicago.

JUSTIN C. MANLY
 2711 North Racine Ave • Chicago, IL 60614
 manly.justin@bcg.com • 773.841.6535

**INDUSTRY
EXPERTISE**

Consumer Products

Deep advisory experience in Consumer Packaged Goods, spanning a broad range of topics. Clients include executive leadership at 5 of the top 30 Consumer Products companies in North America. Engagements have spanned a broad range of topics including transformation, strategy, innovation, M&A, resource allocation, and cost takeout for US and International businesses

**FUNCTIONAL
EXPERTISE**

Growth and Innovation

Expert in driving growth through organic investment and M&A

- Consumer Innovation Topic Expert for BCG North America; expert in innovation strategy, breakthrough ideation, org structures, processes, and capability requirements
- Collaborate with executives leadership to identify and pursue growth opportunities: New or expanded domains, categories, channels, features, markets, and product uses
- Deep experience defining growth strategies; define growth objectives and specify enabling innovation and M&A strategies

Operations

Skilled in operational improvement and cost take-out

- Experienced in cost reduction techniques including restructuring, footprint optimization, activity-based cost reduction, shared servicing
- Procurement: Spend optimization, make vs. buy, and risk management; co-authored 'Coping with the Commodities Crisis', a BCG publication on procurement strategy

**EXPERIENCE
2007 - Present**

THE BOSTON CONSULTING GROUP

Chicago, IL

Principal

- Lead transformation efforts for major beverage manufacturer; primary lead for all commercial aspects of transformation, including business strategy, resource allocation and optimization, brand turnaround, and commercial planning. Close collaboration with senior leadership has led to large-scale change: org-wide shift in portfolio focus and reallocation of \$250M brand marketing investment to support EBIT aspirations
- Innovation transformation for leading Consumer paper products company: worked closely with executive, marketing, and innovation teams to build innovation capability; category innovation pilots led to 20x increase in pipeline size and \$1B EBIT opportunity
- Led functional cost optimization for major consumer products company; identified opportunity to reduce spend and headcount by 30-40% by reshaping organization structure, eliminating low-value activities, and centralizing back-office functions
- Awarded top performance bonus every year at BCG
- Active in BCG recruitment and training efforts; lead 20 person quant skills training team

2002-2005

PIPER JAFFRAY & CO.

Bozeman, MT

Financial Advisor

- Advised private and institutional clients on financial planning and investment management; grew and assets under direct management to \$15 million
- Leveraged resources of fixed income group to develop debt hedging strategies for institutional clients; total fixed income transactions surpassed \$100 million

EDUCATION

UNIVERSITY OF MICHIGAN

Ann Arbor, MI

Stephen M. Ross School of Business

Master of Business Administration with High Distinction, April 2007

DARTMOUTH COLLEGE

Hanover, NH

Bachelor of Arts in Economics Modified with Engineering, June 2002

- Analyst experience at Merrill Lynch Technology Investment Banking, New York, NY
- Middle Distance Runner, Dartmouth College Varsity Track & Field Team

ADDITIONAL

- Enjoy spending time with my wife, Emily, and two kids, Eliza and Canon
- Enthusiastic traveler, particularly in the mountainous West

Jim Palos

jimpalos3@gmail.com | (312) 523-9076 | 1825 N. Wood Street, Chicago, IL 60622

Profile

- 20+ years of CEO experience
- Veteran in working with Boards and serving on them; built boards of 3 organizations
- Directed 2 start-ups from concept to maturity
- Diverse candidate; fluent in Spanish
- Increased fund-raising income 4x
- Completed successful capital campaign to increase program space by 4x
- Have led small organizations (12 employees) and large (1000 employees)
- Drove accelerated growth in number of community college graduates: 23% in one year

Professional Experience

Wilbur Wright College - Chicago, IL

One of seven City Colleges of Chicago, a two-year, multi-campus community college with 14,000 students, 300 faculty (including 110 full-time), and 1,000 employees. Education programs include Credit, Adult Education, Continuing Education, and Occupational Training.

President

2011 – 2012

- Led an ambitious change effort – entitled the Reinvention of the City Colleges of Chicago – aimed at radical improvement in student performance.
- Oversaw a 23 percent increase in the number of graduates over the previous year through focus on a culture of retention and introduction of case-management advising.
- Created structures to enhance effectiveness, communication and cross-college collaboration.
- Supervised successful accreditation of Wright College by the Higher Learning Commission, and accreditation of Business and Computer Information Systems program by Accreditation Council for Business Schools and Programs.
- Decreased expense budget of \$35M from prior year while increasing support for student learning: grew advising staff by 40 percent (to align Wright College with national norms) and doubled staff for Tutoring Center. Managed this while tuition remained flat.
- In collaboration with District Office instituted additional student resources such as Wellness Center, Transfer Center, Veterans Affairs Center, Recruiters, and Admissions Specialists.
- Worked with five different unions to effectively manage labor relations. Prepared contingency plans for pending strike of clerical staff though the strike did not materialize.
- Participated in development of District-wide *Key Performance Indicators*, mapping out metrics and goals for the District and for Wright College individually.

JP Consulting – Chicago, IL

Principal

2009 - 2011

- Created monthly speakers series for professional development organization targeting young professionals. Speakers included Rocky Wirtz, Frank Clark, Chip Mulaney, Harry Kraemer, and Pat Ryan, Jr.
- Part of a five-member organizing committee that put on a one-day conference at the University Club aimed at helping men to be better husbands, fathers, and friends. Recruited four national speakers to an event that drew 130 participants.

- Founded the Alumni Diversity Initiative at the Kellogg School of Management, which connects minority alumni with the school's diversity-related goals. The Initiative has 200 members and has become an active tool working with various departments of the school.
- Consulted with a local musical theater production company in establishing links to theater, publishing, and film companies to promote an especially promising script.

Note: At end of 2009 relocated to Chicago to provide focused care to parent with terminal illness.

Institute for Media and Entertainment - New York, NY

Niche business school for the media and entertainment industries. Delivers open-enrollment programs for media executives, as well as customized programs for corporations. Commissions research related to media/entertainment management.

Founder and President

2002 – 2009

Responsible for all aspects of program design, marketing, and delivery. Worked closely with industry executives and IME faculty in developing academic content. Conducted market research to determine program content and formats.

- Assembled steering committee to design the school. Obtained seed-funding and hired staff.
- Developed marketing plan aimed at gatekeepers, as well as prospective participants in IME programs. Participants come from all major media companies, including Time Warner, News Corporation, Disney, Condé Nast, and The New York Times Company.
- Built partnerships with premier business schools in the U.S. and abroad. Developed links with professional associations in media to leverage their credibility and promote enrollment. Created a quarterly speakers series in association with *The Wall Street Journal* that has featured leaders such as George Soros, Jeff Immelt, T. Boone Pickens, and A.G. Lafley.
- Found a merger partner, linking IME to a top-tier European business school and guaranteeing IME's future. As stipulated in merger agreement, ceded presidency to director from merger partner.
- Lived in Barcelona for one year to facilitate merger and acquire understanding of European management practices.

Latino Education Alliance - Chicago, IL

Founder and Executive Director

2001 – 2002

Created nonprofit organization to improve educational opportunities and outcomes for Latino children in Illinois. Hired and managed staff of 22 in designing and delivering services.

- Assembled Board of Directors led by chief education officer of the State of Illinois and of the City of Chicago.
- Obtained \$1M in seed funding. Gained \$1.4M in pro bono assistance for strategic planning (McKinsey & Co.), legal (Baker & McKenzie), and public relations services (Edelman).
- Led design and delivery of services to a network of schools.

Midtown Educational Foundation - Chicago, IL

Delivers after-school and summertime enrichment programs to Latino and African American students in grades 4 – 12. As a youngster in MEF programs, the MEF people and programs hugely affected my life.

Executive Director

1992 – 2000

- Stabilized the operations and finances of a 25-year old nonprofit after a tumultuous period marked by operating deficits and dismissal of previous Executive Director.
- Built Board of Directors from 8 to 30 members comprised of CEO's and senior executives. Established annual fundraising event generating \$850,000 in revenue and priceless goodwill.
- Led the design and execution of strategic planning process that defined new direction for the organization. Established goals, evaluation processes, and measurements.
- Reversed trend of operating losses; achieved surpluses every year.

- Led capital campaign that built two new community centers, which quadrupled program space and allowed three-fold increase in enrollment

Kellogg School of Management - Evanston, IL

Assistant Director of Admissions

1989 – 1991

Directed minority recruiting efforts with a special focus on Latino applicant pool. Managed the School's marketing efforts for new entrants. Handled general admissions responsibilities.

- Achieved a sustainable fourfold increase in Latino student population. Developed and obtained funding for \$300,000 marketing plan to attract minority applicants.
- Provided leadership within Kellogg on minority and diversity issues, fostering dialogue and helping to build programs that enhanced cultural awareness.

Honeywell Bull, Inc. - New York, NY

Regional Business Analyst

1985 – 1987

Office of Management and Budget, City of New York - New York, NY

Assistant Budget Analyst

1983 – 1985

EDUCATION

IESE Business School, Barcelona, Spain

2008 – 2009

Advanced Management Program (Executive MBA; only American participant in a class of 32).

Kellogg School of Management, Northwestern University, Evanston, IL

1987 – 1989

MBA with majors in Marketing, Strategy, and Nonprofit Management.

Columbia University, New York, NY

1979 – 1983

Bachelor of Arts degree with a major in Economics.

VOLUNTEER RESPONSIBILITIES & OTHER INFORMATION

Kellogg Alumni Council, Member (1998 – present)

Midtown Educational Foundation, Member of the Board of Directors (1992 – present)

Alain Locke Charter School, Member of Board of Directors (2011 – present)

Intrinsic Schools Charter School Network, Member of Board of Directors (2012 – present)

Illinois State Board of Education, Member (1993-1999, appointed by Governor Jim Edgar)

National Louis University, Member of the Board of Trustees (2001 – 2003)

Leadership Greater Chicago Fellow (1991); President of alumni Board (2000 – 2002)

Fluent in Spanish; fully bi-cultural having been raised in the U.S. within a Hispanic household.

Josh Tolman

Education Technology Executive

josh@thinkcerca.com

Summary

After spending the last 20 years in Capital Markets and software production, I have learned that the key to building a successful company is commitment — to the product you are creating and to the people you are serving, both customers and employees alike. As I shift my focus towards education and education technology I will bring those lessons with me. I am now focused on helping ThinkCERCA grow its offering of critical thinking and literacy instruction solutions across the globe as well as assisting Intrinsic Schools reach their goal of implementing a successful blended learning model that can be replicated throughout the US.

Experience

Board Member at Intrinsic Schools

August 2014 - Present (9 months)

The mission of Intrinsic Schools is prepare all students for post-secondary success and world-changing endeavors while providing the education community with a roadmap to sustainable implementation.

Board Member at CameronTec Americas Inc

August 2014 - Present (9 months)

It is my privilege to remain part of the CameronTec and Greenline family as a member of the board, providing assistance and continuity for our customers, where needed.

Chief Technology Officer at ThinkCERCA.com

August 2014 - Present (9 months)

ThinkCERCA is an online, CCSS-aligned literacy program providing teachers with the tools and content teachers they need to help students learn to read closely, think critically, and develop powerful arguments. As CTO, I will be working with the entire team to evolve the solution for principals, teachers, and students across the globe.

Deputy CEO at CameronTec

October 2013 - August 2014 (11 months)

I partnered with a great team at CameronTec and Nordic Capital to ensure a smooth transition through the integration period and an increased value proposition for the Greenline customers, post acquisition.

Strategic Advisor, Technology at Intrinsic Schools

September 2012 - August 2014 (2 years)

Chief Executive Officer at Greenline Financial Technologies

March 2008 - August 2014 (6 years 6 months)

Greenline was started with the mission to make it easier and faster to connect counter-parties electronically via the evolving connectivity standard, Financial Information Exchange protocol (FIX). Over fourteen years, I have helped build the company into a world-class electronic trading solutions provider by listening to what our customers really need, and then committing to challenging the status quo on how things can be run more efficiently and with less cost.

Chief Operating Officer at Greenline Financial Technologies

January 2005 - March 2008 (3 years 3 months)

1 recommendation available upon request

Director, Software Development at Global Healthcare Exchange

March 2002 - December 2004 (2 years 10 months)

2 recommendations available upon request

Manager, Technology Professional Services at Deloitte Consulting

August 1995 - March 2002 (6 years 8 months)

2 recommendations available upon request

Publications

5 Ways to Restore Confidence in Technology for Capital Markets' CTOs

Wall Street & Technology November 6, 2012

Authors: Josh Tolman

Skills & Expertise

FIX Protocol

Electronic Trading

Capital Markets

FIX

Order Management

Equities

Derivatives

Trading Systems

SDLC

Software Development

Options

Start-ups

Strategic Sales

Partnership-building

Business Analysis

Financial Services

Portfolio Management

Trading

IT Strategy
Securities
Integration
Market Data
Equity Trading
Requirements Analysis
Unix
Risk Management
Product Management
Financial Markets
FX Options
Commodity
Hedge Funds
Bloomberg
FX trading
Proprietary Trading
Investment Banking
FX Trading

Education

Washington University in St. Louis (Olin)

M.B.A., International Business, 1993 - 1995

Washington University in St. Louis

B.S., Computer Science, 1990 - 1995

Josh Tolman

Education Technology Executive

josh@thinkcerca.com



5 people have recommended Josh

"Josh has never been a vendor - just a trusted business partner from the start. He and the Greenline team have always been responsive, delivered on spec and on budget. They listened and understood the changes we've needed. Their product suite has been very beneficial to our development process."

— **Dee Dee Schreitmueller**, *Director - Program Management, Fidelity Investments - Institutional Technology*, was with another company when working with Josh at Greenline Financial Technologies

"Josh is detail-oriented manager who can lead & manage little team to grow up into big Company. Slava Plakhin"

— **Slava Plakhin**, *QA Analyst, Greenline Financial Technologies*, worked indirectly for Josh at Global Healthcare Exchange

"Josh was instrumental in moving GHX forward from product and technology perspective. We were growing our IT portfolio at the same time we increased our client base by over 100%. He was fantastic at helping us digesting out second merger and making it successful"

— **Leigh Anderson**, *CTO, GHX*, managed Josh at Global Healthcare Exchange

"Josh's strong problem solving skills and his ability to quickly learn and adapt to new situations, clients, and personalities made him one of the fastest risers at Deloitte. I worked for Josh for two years and observed directly how his flexibility and logical approach enabled him to become an expert in various businesses and gain the trust and respect of both his clients and his subordinates."

— **Igor Rozenblit**, *Consultant, Deloitte Consulting*, reported to Josh at Deloitte Consulting

"Josh stands out as one of the top professionals that I've had the pleasure of working with. As a Senior Project Manager with Deloitte, Josh exceeded our expectations. I've also had the pleasure of working directly with Josh at Global Healthcare Exchange. His expertise has significantly contributed to the success of GHX."

— **Manuel (Manny) Montejano**, was Josh's client

[Contact Josh on LinkedIn](#)



Board of Directors Calendar

The Intrinsic Schools Board of Directors meets at an every-other-month cadence, with one half- or full-day retreat each year. The schedule for 2015 is as follows (with upcoming dates subject to change):

February 9, 2015

April 23, 2015

June 2, 2015

August 4, 2015

October 6, 2015

December 1, 2015

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS

Submit these forms with the school proposal application.

(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)

Charter Public School Name: Intrinsic Schools

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By initialing each of the boxes below, you accept responsibility for ensuring that the school will meet this requirement.

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<p>Annual Report</p> <p>I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school's finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))</p>	SP
<p>Board Governance</p> <p>I assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b))</p> <p>I assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))</p>	SP

<p>Ethics</p> <p>I personally state that I am not a current employee of the Chicago Board of Education who is involved in evaluating charter applications or approving charter applications in any way. (Section XI of the Chicago Public Schools Code of Ethics). I personally state that if I am a member of the proposed school's Design Team and am also a current employee of the Chicago Board of Education, (1) I have not used Board time or resources to complete any activities related to planning or development for the proposed school and (2) if I am being paid to complete activities related to planning or development for the proposed school, I have submitted Secondary Employment Approval Form for activities related to planning or development for the proposed school (Section XIII of the Chicago Public Schools Code of Ethics).</p> <p>I personally state that if I am proposed as a member of the charter school's Board of Directors that I am not an employee (Section XI of the Chicago Public Schools Code of Ethics).</p>	<p>SP</p>
<p>Criminal Background Checks</p> <p>I assure that the proposed school will comply with Sections 10-21.9 and 34-18.5 of the Illinois School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment (105 ILCS 5/27A-5(g)(1)).</p>	<p>SP</p>
<p>Student Records</p> <p>I assure that the proposed charter school will adopt policies in compliance with data privacy requirements under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), \, and the Illinois School Student Records Act (ISSRA) (105 ILCS 10).</p>	<p>SP</p>
<p>Discipline Policy</p> <p>I assure that the school Board's discipline rules will provide due process for students and maintain procedural safeguards for students with disabilities/impairments. (20 USC 1415; 34 CFR 300.530 et seq., 105 ILCS 5/34-84a,)</p>	<p>SP</p>
<p>Filing with the State as a Non-Profit Corporation</p> <p>I assure that the proposed charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a))</p>	<p>SP</p>
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- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.

Sprati Hast

Signature

4-1-2015

Date

Home Address: 405 N Wabash Avenue, Apt#110, Chicago 60611

Phone Number(s): 773-798-9899

Email Address: spratihast@intrinsicsschools.org

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT**2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS**

Submit these forms with the school proposal application.

(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)

Charter Public School Name: INTRINSIC SCHOOLS

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Annual Report I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school's finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))	SDL
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<p>Criminal Background Checks</p> <p>I assure that the proposed school will comply with Sections 10-21.9 and 34-18.5 of the Illinois School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment (105 ILCS 5/27A-5(g)(1))</p>	<p>SDL</p>
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 Signature

4/1/2015
 Date

Home Address: 1135 S. DELANO CT. E. #506e CHICAGO, IL 60605
 Phone Number(s): 310.890.3737
 Email Address: SLIEBERMAN@INTRINSICSCHOOLS.ORG

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT**2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS**

Submit these forms with the school proposal application.

(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)

Charter Public School Name: _____ **Intrinsic** _____

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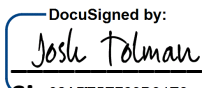
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DocuSigned by:

Signature

4/2/2015
Date

Home Address: 448 N Walnut St, Elhurst IL 60126
Phone Number(s): 312-799-1006
Email Address: jjtolman@yahoo.com

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS




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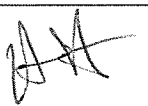

Charter Public School Name: Intrinsic School

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Signature

Mar. 31, 2015
Date

Home Address: 4950 Chicago Blvd, 60615
 Phone Number(s): 773-493-2828
 Email Address: harriet.harwitz@gmail.com

Intrinsic Schools Assurance Statements

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT**2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS**

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Intrinsic Schools Assurance Statements

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Intrinsic Schools Assurance Statements

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Signature

3/31/15

Date

Home Address: 120 Arthur Ave, Clarendon Hills, IL 60514
 Phone Number(s): 773-294-3072
 Email Address: achawla@alumni.nd.edu

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT**2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS**




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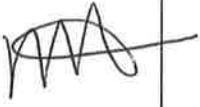



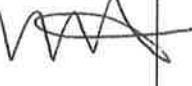

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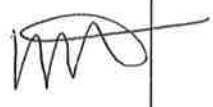


Charter Public School Name: Intrinsic Schools

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Signature



Date

4-2-15

Home Address:

Phone Number(s):

Email Address:

925 W. Dakin, Chicago IL 60613
 (773)-391-0114
 mtrojan@intrinsic-schools.org

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT**2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS**




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(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)




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Date

Home Address: 2517 N BOSWORTH AVE CHICAGO 60614
 Phone Number(s): 773 680 0446
 Email Address: mshaw@msadvisors.com

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT**2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS**




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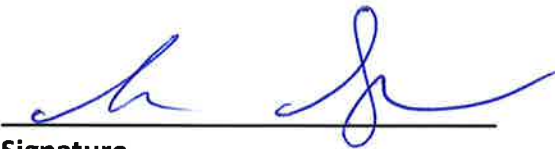
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4/2/15
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Home Address: 4577 N. ARLESTIAN
 Phone Number(s): 773. 334. 8895
 Email Address: melissa.zaikos@gmail.com

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Signature

4/1/2015
Date

Home Address: 20 N. State St., 60602

Phone Number(s): 3122187834

Email Address: malcozer@intrinsic-schools.org

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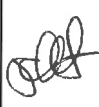
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 Signature

3/23/15

 Date

Home Address: 1200 Hampsteadale, Winnetka, IL
 Phone Number(s): 847 544 4700
 Email Address: frank@wheels.com.

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT**2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS**




Submit these forms with the school proposal application.







(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)




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 Signature

3/24/15
 Date

DAVID EPSTEIN

Home Address: 4731 S ELLIS; CHGO 60615
 Phone Number(s): 312.607.6200
 Email Address:

DJEPSTEIN@GMAIL.COM

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT**2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS**

Submit these forms with the school proposal application.

(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)

Charter Public School Name: INTERUSSE CHARTER SCHOOLS

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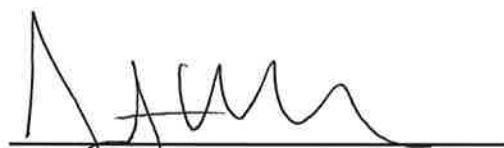
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Signature

3/24/2015
Date

Home Address: 2711 N. RACINE, CHICAGO, IL 60614
 Phone Number(s): 773-841-6535
 Email Address: MANLY.JUSTEN@GMAIL.COM

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT**2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS**




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CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS

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Ami @ Gandhi
Signature

3/31/2015
Date

Home Address: 400 NORTH PACINE, APT 221 CHICAGO 60642
 Phone Number(s): (802) 999 5188
 Email Address: agandhi@intrinsic schools.org

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS




Submit these forms with the school proposal application.

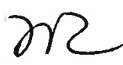

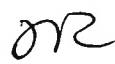



(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)




Charter Public School Name: _____ Intrinsic _____

Each design team member and identified school board member (current, intended, potential, etc.) must sign a separate Assurances Statement.

By initialing each of the boxes below, you accept responsibility for ensuring that the school will meet this requirement.


Assurances	Initial below
Admission Process for Students I assure that the admissions process for the proposed charter school will not discriminate against anyone on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services (105 ILCS 5/27A-4(a)) I assure that enrollment in the proposed charter school shall be open to any pupil residing within District 299, unless an attendance boundary is assigned to the school, in which case students residing within an attendance boundary may be given priority for enrollment, but must not be required to attend the charter school. (105 ILCS 5/27A-4(d)) I assure that if there are more eligible applicants for enrollment in the proposed charter school than there are spaces available, successful applicants shall be selected by lottery, with preference only given to siblings of (105 ILCS 5/27/A-4(h))	
Annual Report I assure that the proposed charter school will retain an outside, independent contractor to conduct an annual audit of the school's finances and will annually submit a copy of that audit and the Form 990 to the to the Illinois State Board of Education by December 1st . (105 ILCS 5/27A-5(f))	
Board Governance I assure that the charter school is administered and governed by its Board of Directors or other governing body in the manner provided by its charter. (105 ILCS 5/27A-5(b)) I assure that the governing body of the charter school will comply with the Freedom of Information Act (5 ILCS 140/1 et seq.) and the Open Meetings Act. (5 ILCS 120/1 et seq.; 105 ILCS 5/27A-5(b))	

<p>Ethics</p> <p>I personally state that I am not a current employee of the Chicago Board of Education who is involved in evaluating charter applications or approving charter applications in any way. (Section XI of the Chicago Public Schools Code of Ethics).</p> <p>I personally state that if I am a member of the proposed school's Design Team and am also a current employee of the Chicago Board of Education, (1) I have not used Board time or resources to complete any activities related to planning or development for the proposed school and (2) if I am being paid to complete activities related to planning or development for the proposed school, I have submitted Secondary Employment Approval Form for activities related to planning or development for the proposed school (Section XIII of the Chicago Public Schools Code of Ethics).</p> <p>I personally state that if I am proposed as a member of the charter school's Board of Directors that I am not an employee (Section XI of the Chicago Public Schools Code of Ethics).</p>	
<p>Criminal Background Checks</p> <p>I assure that the proposed school will comply with Sections 10-21.9 and 34-18.5 of the Illinois School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database and Statewide Child Murderer and Violent Offender Against Youth Database of applicants for employment (105 ILCS 5/27A-5(g)(1))</p>	
<p>Student Records</p> <p>I assure that the proposed charter school will adopt policies in compliance with data privacy requirements under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), \, and the Illinois School Student Records Act (ISSRA) (105 ILCS 10)</p>	
<p>Discipline Policy</p> <p>I assure that the school Board's discipline rules will provide due process for students and maintain procedural safeguards for students with disabilities/impairments. (20 USC 1415; 34 CFR 300.530 et seq., 105 ILCS 5/34-84a,)</p>	
<p>Filing with the State as a Non-Profit Corporation</p> <p>I assure that the proposed charter school shall be organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a))</p>	
<p>Hiring and Employment Practices</p> <p>I assure that the proposed school will operate in compliance with all provisions for employment in Illinois Charter Schools Law, including staffing 50% of instructional positions with teachers certified under Article 21 of the Illinois School Code (105 ILCS 5/27A-10(c)).</p>	

Public School I assure that the proposed school will operate as a charter public school that: <ul style="list-style-type: none"> • is a public, nonsectarian, nonreligious, non-home based, and non-profit school. (105 ILCS 5/27A-5(a)). • is organized and operated as a nonprofit corporation or other discrete, legal, nonprofit entity authorized under the laws of the State of Illinois. (105 ILCS 5/27A-5(a)). • is not a conversion of any existing private, parochial, or non-public school. (105 ILCS 5/27A-6.5(a)) 	
Public School Fee Law I assure that the proposed school shall not charge tuition; but may charge reasonable fees for textbooks, instructional materials, and student activities (105 ILCS 5/27A-5(e))	
Special Education I assure the proposed school will provide services as required under the Individuals with Disabilities Education Act (IDEA) and comply with all IDEA requirements. (20 U.S.C. §1415; 34 C.F.R. s. 300; 20 U.S.C. §1415; 34 C.F.R. s. 301; District Special Education Policies & Procedures)	

By placing my initials next to each of the preceding statements and by signing my name here, I acknowledge that:

- I have reviewed the preceding assurances and agree to be responsible for fulfilling all the expectations contained in these assurances even if that means actively researching current state and/or federal rules, laws and other requirements referenced herein.
- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.



 Signature

3/30/15

 Date

Home Address: 2647 W WILSON
 Phone Number(s): 312 213 2099
 Email Address: mariacondus@comcast.net

CHARTER SCHOOL APPLICATION ASSURANCE STATEMENT

2014 REQUEST FOR PROPOSALS – CHICAGO PUBLIC SCHOOLS




Submit these forms with the school proposal application.







(A separate copy must be initialed and signed by each individual on the school's design team or who intends to serve as a charter school board member.)




Charter Public School Name: _____ Intrinsic _____

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By placing my initials next to each of the preceding statements and by signing my name here, I acknowledge that:

- I have reviewed the preceding assurances and agree to be responsible for fulfilling all the expectations contained in these assurances even if that means actively researching current state and/or federal rules, laws and other requirements referenced herein.
- I understand that, as a member of the board, of this charter school, I am responsible for ensuring that our school complies with all assurances referenced above.


Signature

3/30/15
Date

Home Address: 7525 N. LeClaire
Phone Number(s): 847-721-9561
Email Address: lindael@sbcglobal.net

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

DEPARTMENT OF THE TREASURY

Date: MAY 23 2013

INTRINSIC SCHOOLS
C/O MICHAEL P MOSHER
33 N LASALLE ST STE 3400
CHICAGO, IL 60602

Employer Identification Number:
45-5454261
DLN:
17053307318032
Contact Person:
SANDRA MAK ID# 95023
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
June 8, 2012
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

-2-

INTRINSIC SCHOOLS

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in black ink that reads "Holly O. Paz". The signature is written in a cursive, flowing style.

Holly O. Paz
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

INTRINSIC SCHOOLS

INFORMATION FOR CHARTER SCHOOLS

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

Intrinsic Schools Draft Ethics Policy

Intrinsic Schools board members, directors, officers and employees should act with honesty, integrity and openness in all their dealings as representatives of the organization.

Nepotism

Intrinsic Schools permits employment within the Intrinsic community of individuals of the same family or those who have a personal relationship. However, a manager employing a family/household member or someone with whom s/he is in a close relationship is normally prohibited. Additionally, to avoid a conflict of interest or an appearance of conflict of interest, no employee may initiate or participate in decisions involving employment, promotion, salary, performance appraisals, work assignments or other working conditions for those related by blood or marriage, membership in the same household, including domestic partners, or persons with whom employees have an intimate relationship.

Any supervisor involved in a familial or consensual romantic relationship, in the context of employment supervision, must discuss the matter on a confidential basis with his or her own supervisor or with Human Resources to assess the implications for the workplace and to make arrangements to ensure that employment-related decisions are made in an appropriate and unbiased setting. When employees are in a direct reporting relationship with an immediate family member or consensual romantic partner, Intrinsic Schools will ensure that additional layers of approval are received for such actions including, but not limited to: hiring, promotion, transfer or termination. These and other employment-related decisions will be reviewed and approved by the CEO.

Purchasing & Contracts

Intrinsic Schools employees should not make purchasing decisions or negotiate contracts and/or subcontracts where there may be a conflict of interest or an appearance of a conflict of interest. More specifically, employees should refrain from these activities with any organization in which:

- board members, employees or persons related by blood, marriage, members of the same household, including domestic partners or persons with whom employees have a personal relationship, have a significant financial interest, and/or
- board members, employees or persons related by blood, marriage, members of the same household, including domestic partners or persons with whom employee have a personal relationship, have current or pending employment, consulting, management, fiduciary or similar affiliation.
- board members or employees who stand to gain, either personally or indirectly from any transaction as described in this policy, or similar transaction, should identify their circumstances to their supervisor or board chair so that alternate arrangements can be made for the management of the transaction.

Gifts

All board members and employees must act with integrity and good judgment and recognize that accepting personal gifts from vendors/suppliers may cause legitimate concerns about favoritism or could create situations where a conflict may exist between private interests and employment responsibilities.

When deciding on the appropriateness of receiving a business gift, employees and board members should consider how the gift compares in value to the usual gift-giving practices of other vendors, the sum of gifts from that entity over time, the suitability of the gift given your position at Intrinsic, the impact of the gift on building positive business relations, and how the gift might look to an outsider. Employees should make sure any business gift is nominal in cost, quantity and frequency, is within the bounds of good taste, and that the gift can withstand public scrutiny without damaging Intrinsic's reputation. Acceptance of modest entertainment such as a meal or refreshments in connection with the donor stewardship process or with attendance at professional meetings and events sponsored by industrial, technical, professional, or educational associations is not considered a gift.

With an understanding of this perspective on gift acceptance, employees may use their own judgment on accepting gifts with a value of \$50.00 or less. The acceptance of any gifts above \$50.00 must be approved by the CEO. This policy applies to all employees and board members.

Secondary employment

Individuals employed by Intrinsic Schools may hold outside jobs as long as they meet the performance standards of their job with Intrinsic Schools. Employees should consider the impact that outside employment may have on their ability to perform their duties at Intrinsic Schools. All employees will be evaluated by the same performance standards and will be subject to Intrinsic Schools scheduling demands, regardless of any outside work requirements.

If Intrinsic Schools determines that an employee's outside work interferes with their job performance or their ability to meet the requirements of Intrinsic Schools, as they are modified from time to time, the employee may be asked to terminate the outside employment if he or she wishes to remain employed with Intrinsic Schools.

Outside employment that constitutes a conflict of interest is prohibited. Employees may not receive any income or material gain from individuals or organizations for materials produced or services rendered while performing their jobs with Intrinsic Schools.

Political activities

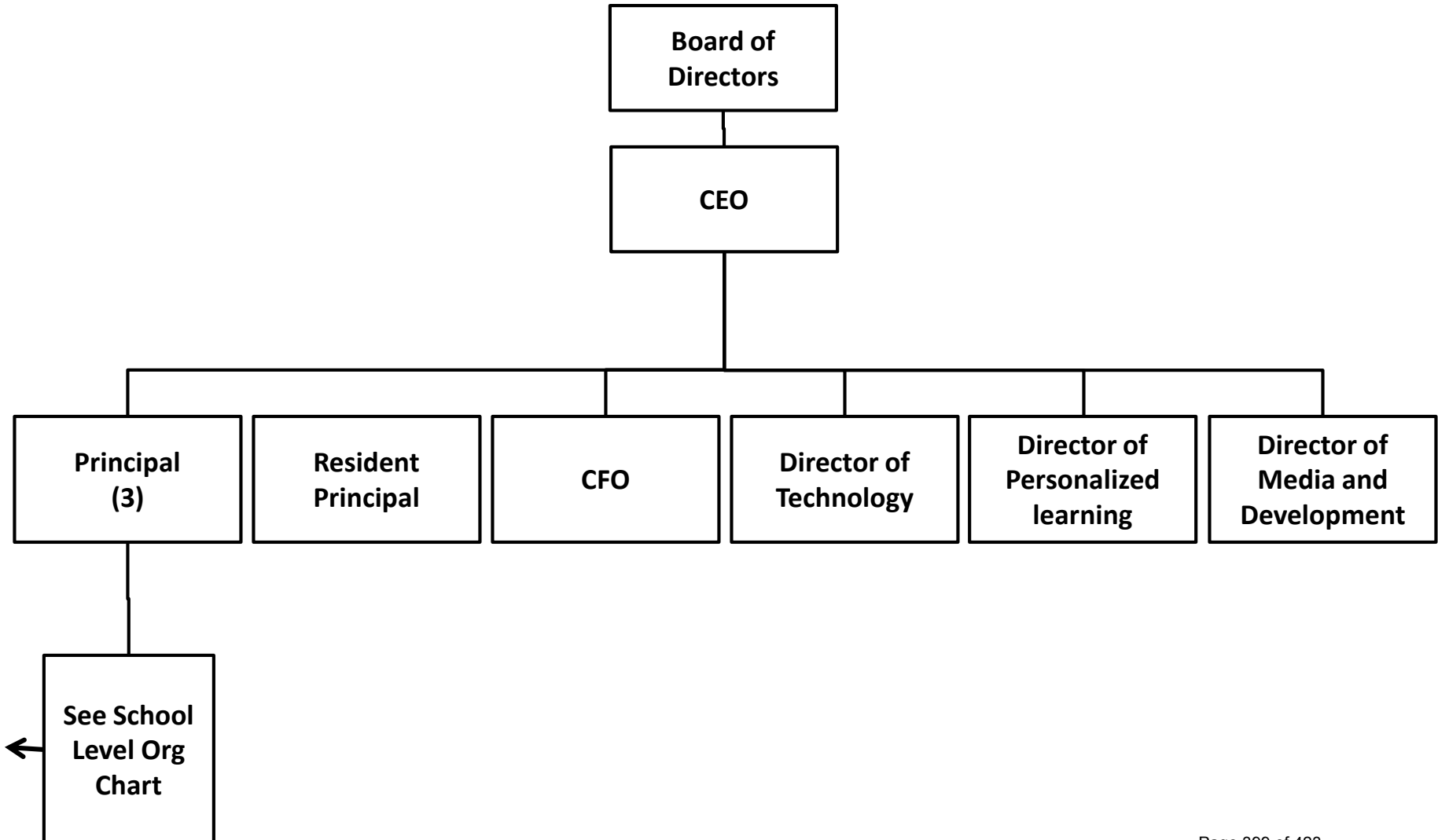
Employees and board members should not offer a gift to any visiting elected official that exceeds \$50.00 in total value. Employees are also prohibited from using school funds to purchase tickets for political fund raisers, contribute to political campaigns or political action committees or fund a political message. Intrinsic has no party affiliation and is an apolitical organization.

INTRINSIC SCHOOLS CONFLICT OF INTEREST POLICY

Please see Appendix 3.2.a.1 Board bylaws.

INTRINSIC SCHOOLS ORGANIZATIONAL CHART:

Board and CMO Level



INTRINSIC SCHOOLS LISTING OF FINANCIAL REPORTS GENERATED

The table below details the Intrinsic Schools financial reporting schedule, the responsible party and the individual(s) who will review the information.

Intrinsic Schools Financial Reporting Schedule			
Reports	Frequency	Responsible Party	Reviewed By
Bank Balances	Weekly	CFO	CEO
Checks Issued	Weekly	CFO	CEO
Payroll Journal	Bi-weekly	Payroll Service Provider	CEO and CFO
Balance Sheet	Monthly	CFO	Board, Finance Committee, CEO
Income Statement	Monthly	CFO	Board, Finance Committee, CEO
Cash Flow Statement	Monthly	CFO	Board, Finance Committee, CEO
Budget Variance Report	Monthly	CFO	Board, Finance Committee, CEO
Year-end Budget Projections	Monthly	CFO	Finance Committee and CEO
Bank Reconciliation Reports	Monthly	CFO	CEO
Accounts Payable Report	Monthly	CFO	CEO
Accounts Receivable Report	Monthly	CFO	CEO
Quarterly Budget Report	Quarterly	CFO	CPS
Audit	Annually	Auditor	Board, Finance Committee, CEO, CFO
990	Annually	Auditor	Board, Finance Committee, CEO, CFO

INTRINSIC SCHOOLS

FINANCIAL POLICIES AND PROCEDURES MANUAL

Adopted by the Board of Directors

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GENERALLY ACCEPTED ACCOUNTING PRINCIPLES (GAAP) & FINANCIAL ACCOUNTING STANDARD BOARD (FASB)

The term *generally accepted accounting principles* refer to the standards, rules, and procedures that serve as the norm for the fair presentation of financial statements.

The Financial Accounting Standards Board (FASB) has been the designated organization in the private sector for establishing standards of financial accounting that governs the preparation of financial reports by nongovernmental entities. The mission of the FASB is to establish and improve standards of financial accounting and reporting that foster financial reporting by nongovernmental entities that provides decision-useful information to investors and other users of financial reports.

Conformity with GAAP is essential for consistency and comparability in financial reporting.

Basis of Accounting

Basis of Accounting refers to the timing of when transactions and events are recognized in the accounting records and reported in the financial statements.

Modified Accrual Basis: Revenues are recognized in the period when they become available and measurable, and expenditures are recognized when a liability is incurred, regardless of when the receipt or payment of cash takes place. An exception is un-matured interest on general long-term debt, which is recorded when it is due.

Full Accrual Basis: Transactions and events are recognized when they occur irrespective of when cash is paid or received. Revenues reflect the amounts that came due during the year, whether collected or not. Expenses reflect the amount of goods and services consumed during the year, whether or not they are paid for in that period. The costs of assets are deferred and recognized when the assets are used to provide service.

Financial Reporting

Intrinsic Schools' (Intrinsic) financial reporting is prepared using the modified accrual basis of accounting during the year and is prepared using the full accrual basis of accounting at year end and for the audit.

STAFFING

Intrinsic will employ a Director of Finance and Operations and Accounting Manager to administer the daily fiscal and accounting functions of the schools it operates. The Board of Directors and Chief Executive Officer will provide fiscal oversight. The Director of Finance and Operations will provide support to the schools in analyzing, reconciling and adjusting account balances, and to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP). The Director of Finance and Operations will lead the development and implementation of a chart of accounts and accounting software system to be used by all Intrinsic schools.

INTERNAL FINANCIAL CONTROL POLICIES AND PROCEDURES

1. Accounting System

Policy: Intrinsic will use the modified accrual basis of accounting during the year and use the full accrual basis of accounting at year end and for the audit in accordance with GAAP. All financial statements and any financial reporting to governmental, state and local agencies will be completed using these methods.

Procedure: Intrinsic will use a modified accrual basis accounting system during the year and use the full accrual basis of accounting at year end and for the audit in accordance with generally accepted accounting procedures and the financial accounting standards board. All financial statements and reports to governmental, state and local agencies will be completed by the charter schools and/or the Director of Finance or Accounting Manager on a modified accrual basis system during the year and on a full accrual basis of accounting at year end and for the audit, or otherwise in accordance with the CDE or other governmental regulations, and will be submitted to such agencies by the charter schools.

Accruals will be completed at the direction of the Director of Finance and Operations in accordance with applicable state and Federal regulations.

2. Books of Account

Policy: The books of account will be maintained in accordance with GAAP and include Budget Reports, General Ledger, and detailed journals for all accounts, including payroll.

Procedure: The Accounting Manager will maintain all books of accounts. An accounting software package will be utilized to properly record all revenues, expenses, budgets, assets, liabilities, and net assets. The Director of Finance will be available, as needed, to provide monthly accounting support to the Accounting Manager.

3. Chart of Accounts

Policy: A corporate Chart of Accounts in accordance with GAAP will be developed by the Director of Finance and Operations to properly record all accounting activity.

Procedure: The Accounting Manager will record all school fiscal transactions according to the Chart of Accounts in accordance with GAAP. The Director of Finance and Operations will allocate revenues and expenses according to the Chart of Accounts.

4. Financial Statements

Policy: Financial statements will be prepared by the Director of Finance and Operations and will be reviewed by the CEO and presented to the Board of Directors.

Procedure: The Director of Finance and Operations will prepare statements of activity and monthly balance sheets. These statements will be prepared in accordance with GAAP, and include a detailed reporting of revenue, expense, asset, and liability categories. A year-to-date actual to budget comparison

will be presented monthly to the CEO. Financial statements will be presented to and reviewed by the Board of Directors at their regular meetings.

Policy: Finance Committee and Board will have access to accounting system reports.

Procedure: Finance Committee will be given access to Dashboard financial information. All Board members will be emailed the monthly Board financial report on or before the 20th of every month.

5. Bank Account Management: Issuing/Signing Checks

Policy: Check signing procedures as established by the Board will be adhered to by staff.

Procedure: All Intrinsic Schools checks will be signed by the CEO. Checks in excess of \$25,000 will require the second signature of the Board Treasurer. Checks will be issued only when within the approved budget and with the approval of the CEO. Checks will be prepared for signature by the Accounting Manager after the payment is authorized by the Director of Finance and Operations. The Accounting Manager will not have check signing authority or withdrawal authority. Voided checks will be retained to insure proper maintenance of checking account records.

6. Bank Account Management: Opening/Closing Accounts

Policy: The Intrinsic CEO is authorized to open or close accounts, subject to restrictions of such authority established by the Board of Directors and by state law or regulation.

Procedure: The CEO, after consultation with and authorization by the Board Chair, will secure any necessary signatures to open or close an Intrinsic account.

Policy: The Intrinsic CEO is authorized to issue credit cards through the Intrinsic Schools account to Intrinsic employees as deemed appropriate.

Procedure: The CEO will authorize the issuance of credit cards to staff. The CEO and the Director of Finance and Operations' credit cards will have limits equal to the limit of the credit account. All other staff will have credit card limits not exceeding \$2,500.

7. Bank Account Reconciliation

Policy: Reconciliation of each of Intrinsic's account will be done within thirty (30) days of receipt of bank statements by the Accounting Management Firm.

Procedure: The Accounting Management Firm will reconcile all bank accounts on a monthly basis. The Accounting Management Firm will access all bank statements and review cancelled checks and monthly bank statement activity. The Accounting Management Firm will send the Director of Finance and Operations a reconciliation report for every month end reconciliation.

8. Accounts Receivable

Policy: Intrinsic will maintain accounts receivable in accordance with GAAP for scheduled receipts from the school districts, grants or any other amounts due but not yet received.

Procedure: All revenues will be recorded on a modified accrual basis during the year and a full accrual basis of accounting at year end and for the audit in accordance with GAAP and FASB. The Accounting Manager will maintain an aged schedule of accounts receivable, which lists payer, date, description, and account. The Accounting Manager will reconcile such schedule to the general ledger on a monthly basis.

9. Accounts Payable – Will be recorded at Year End.

Policy: Intrinsic, whenever practical, will pay invoices within 30-60 days of their receipt, unless alternative arrangements are made with vendors or unless a dispute arises. Invoices of an amount which precludes payment within 30-60 days may be paid in an alternate method agreeable to both Intrinsic and the vendor.

Procedure: All accounts payable will be recorded on a modified accrual basis during the year and a full accrual basis of accounting at year end and for the audit in accordance with GAAP. Accounts payable will be maintained by the Accounting Manager, who will ensure timely payment and the development of payment plans or alternate methods.

The Accounting Manager also will maintain an aging of accounts payable schedule listing the payee, transaction date, amount and payable description and account. The Accounting Manager will present an aging report to the Director of Finance and Operations at least once a week for review. Payments of invoices will be processed on or about the end of each week. All invoices will be approved by the Director of Finance prior to payment by the Accounting Manager. No payment will be made without a properly approved invoice or other supporting documentation. All loans will be approved by the Board of Directors. All services performed by independent contractors will be processed as accounts payable. At the close of the calendar year, Forms 1099 will be issued and distributed to independent contractors in accordance with IRS regulations.

10. Purchasing Practices

Policy: Intrinsic approaches every purchase as an investment in meeting the organization's mission and driving academic results for students. In every purchase, Intrinsic considers the (a) price, (b) quality, and (c) dependability of the vendor and its goods or services. Particular vendors may be chosen for any one or any combination of these factors; however, at all times the selection of a particular good, service, or vendor will be with the intention of meeting the organization's mission and driving academic results for students.

All purchasing activities will follow the approvals below to ensure that funds are spent effectively and within the constraints of the Board approved budget.

1. General Purchasing and Payment Authorization thresholds
 - a. Less than \$2,500:
 - i. Requisition originates with any eligible employee
 - ii. If for School:
 1. Approval #1 – Principal or designee
 - iii. If for CMO:
 1. Approval #1 – Director of Finance and Operations or designee
 - b. \$2,500 - \$24,999: as above, plus the following:
 - i. If for School:
 1. Approval #2 – CEO or designee
 - ii. If for CMO:
 1. Approval #2 – CEO or designee
 - c. \$25,000-\$100,000: as above, plus the following
 - i. Approval #3 – Board Treasurer or designee
 - d. Purchases greater than \$100,000: as above, plus the following
 - i. Approval #4 – Board Resolution
2. Contracts
 - a. Any purchase resulting in a contractual agreement intended to last longer than six months:
 - i. School:
 1. Approval #1 – Principal
 2. Approval #2 – Director of Finance and Operations, Director of Technology, CEO, Board Treasurer, or Board Chair
 - ii. CMO:
 1. Approval #1 – Director of Finance and Operations
 2. Approval #2 – Director of Technology, CEO, Board Treasurer, or Board Chair
 - b. In addition to the above, the thresholds and approval procedures of Section 2 above shall apply.
3. Categorical Funds
 - a. Categorical funds include both State and Federal funds with additional specific regulations in addition to general.
 - b. Additional internal policies will be applied to the funds listed below:
 - i. Supplemental General State Aid (SGSA):
 1. All SGSA funds will be spent in accordance with a CPS approved budget for SGSA funds.

2. Any fixed assets purchased with SGSA funds will be asset tagged (see Fixed Asset subsection).
- ii. Title I-V:
 1. All Title funds will be spent in accordance with a CPS approved budget for Title funds.
 2. Any fixed assets purchased with Title funds will be asset tagged (see Fixed Asset subsection).
- iii. IDEA:
 1. All Title funds will be spent in accordance with a CPS approved budget for Title funds.
 2. Any fixed assets purchased with IDEA funds will be asset tagged (see Fixed Asset subsection).
- iv. Incubation, Startup and Expansion Grant:
 1. All Incubation, Startup, and Expansion funds will be spent in accordance with the Incubation, Startup, and Expansion Grant Agreement between Intrinsic and CPS.
- v. Department of Education Charter School Program (CSP) Grant:
 1. All purchases or contracts over \$25,000 require a minimum of three bids. If three bids are not collected, there must be a written justification for using a sole source.
 2. All purchases or contracts over \$100,000 require sealed bids.
 3. Solicitations for bid shall clearly establish all requirements that the bidder must fulfill in order for the bid to be evaluated. Solicitations for goods and services must provide for all of the following:
 - a. A clear and accurate description of the technical requirements for the material, product, or service to be procured. In competitive procurements, a description shall not contain features which unduly restrict competition.
 - b. Requirements which the bidder/offeror must fulfill and all other factors to be used in evaluating bids or proposals.
 - c. A description, whenever practicable, of technical requirements in terms of functions to be performed or performance required, including the range of acceptable characteristics or minimum acceptable standards.
 - d. The specific features of brand name or equal descriptions that bidders are required to meet when these items are included in the solicitation.
 - e. The acceptance, to the extent practicable and economically feasible, of products and services dimensioned in the metric system of measurement.
 - f. Preference, to the extent practicable and economically feasible, for products and services that conserve natural resources and protect the environment, and are energy efficient.

Procedure: When a product is to be purchased that costs more than \$10,000, the CEO, or her designee, will make every reasonable effort to secure quotes and product specifications from at least three providers of the product or a similar product. The CEO or designee will select from among these offers, and document the reasons for selecting the chosen option according to the aforementioned factors that guide such selection. Professional service contracts are excluded from the requirement to seek multiple bids; however, nothing will preclude the CEO or designee from seeking such multiple bids for these contracts. All contractual agreements will be in writing, and signed and dated by the CEO or her designee.

The Director of Finance and Operations will ensure that proper approvals are received and documented for all purchases in accordance with the purchasing policy. Approvals will be collected via signature, through electronic procurement software.

The Director of Finance and Operations and the Accounting Manager will ensure that all purchases made with categorical funds follow the approved budget for the funds and that all required regulations are followed. Prior to use of any categorical funds, the Director of Finance and Operations or the Accounting Manager will check the purchase vs. the approved budget for the funds.

11. Payroll System

Policy: Intrinsic will maintain a reliable payroll system approved by the Board of Directors.

Procedure: The following are the steps which will be followed in processing Payroll:

1. All documentation of authorized pay rates will be maintained in the employee's personnel file.
2. Personnel files will be secured with access limited to authorized individuals.
3. Intrinsic will contract with a payroll service to provide payroll processing.
4. Personnel will be paid bi-monthly, by check or direct deposit; personnel electing direct deposit will receive a check stub.
5. Salaried personnel will be paid bi-monthly according to the amount established in employees offer letter or any approved salary adjustment.
6. Employee time sheets will be maintained daily for hourly personnel.
 - a. Time sheets, signed by the employee and approved by a supervisor, will be forwarded to the Director of Finance and Operations at the end of the pay period for payroll processing.
 - b. The Director of Finance and Operations will review the time sheets for signatures and approvals, review time worked and verify for mathematical accuracy, summarize the payroll information and forward it to the payroll service for processing.
7. Any stipends outside the regular scope of duties must be submitted by the Principal, accompanied by a job description, and approved by the CEO, then forwarded to the Director of Finance and Operations for inclusion in the payroll.
8. The Director of Finance and Operations will receive all completed payroll reports and paychecks from the payroll service.
 - a. The Director of Finance and Operations will review the payroll reports and document approval.
9. The payroll service will distribute the paychecks.
10. All payroll changes will be authorized by the CEO and forwarded to the payroll service by the Director of Finance and Operations.
11. The Accounting Manager will record each payroll to the accounting system, including any payroll accruals, in accordance with GAAP.
12. The Accounting Manager will be responsible for payment of all payroll-related liabilities.
13. A deferred compensation program may be established in accordance with IRS and personnel policies and administered by a third party.
14. At the close of the calendar year, the contracted payroll service will generate W-2s and distribute to all Intrinsic employees in accordance with IRS regulations by January 31st of the following year. The service will provide copies of the W-2s to the Director of Finance and Operations.

12. Benefits Processing

Policy: Intrinsic will maintain a benefit plan approved by the Board of Directors.

Procedure: The CEO and Director of Finance and Operations will annually review the health and fringe benefits plan, receive competitive bids, and award a broker contract. The CEO and Director of Finance and Operations will set the amount of employee contribution towards benefit cost, in accordance with the overall school budgets. Open Enrollment will begin in June, with an implementation date of August 1st. All full-time employees (40 hours) are eligible for benefits. Part-time employees are not eligible for benefits. Health benefits for new employees who have begun employment and completed benefit forms by the 15th day of the month will begin on the first day of the following month. Benefits for new employees who have begun employment and completed benefit forms *after* the 15th will begin on the first day of the month after.

Examples:

Hire Date: August 5

Benefits Begin: September 1

Hire Date: August 16

Benefits Begin: October 1

The Director of Finance and Operations is responsible for benefits administration. The Director of Finance and Operations will enroll employees with the respective vendors according to eligibility dates set by Intrinsic' policy and prevailing state and federal law. Upon termination of an employee, the Director of Finance and Operations will immediately notify the third-party COBRA administrator, and dis-enroll the employee from the selected coverage. The Director of Finance and Operations will inspect all benefit invoices for accuracy on a monthly basis, and notify the Accounting Manager of any discrepancies in billing. The Accounting Manager will prepare the invoices in accordance with the invoice processing policy.

13. Personnel Leave

Policy: Intrinsic will carry accrued vacation leave on financial statements as a liability, in accordance with personnel policy.

Procedure: Employees use of accrued leave will be requested of the Principal in accordance with established personnel policy. Personnel records, including accounting of accrued leave, are maintained by the Director of Finance and Operations. Accrued vacation leave will be paid out to an employee only upon termination of employment.

14. Mail Management; Incoming Checks

Policy: All incoming mail is opened and distributed by a designated staff person. Any checks received are immediately restrictively endorsed by the mail opener.

Procedure: All mail will be opened by the Office Manager or any other employee as designated by the CEO, except the Director of Finance and Operations and Accounting Manager. The Office Manager (or other designated employee) will record the name, date received, name(s) or donor, address (if available), amount, and type of receipt. The Office Assistant will stamp the check "for deposit only" into Intrinsic's account, and will present these checks to the Director of Finance and Operations who then will prepare the deposit slip and deposit the checks into the appropriate account. A copy of each check will be attached

to a copy of the deposit slip and deposit receipt and will be filed and used for reconciliation of the bank statement. The Accounting Manager will receive the documentation related to the cash receipts deposit and record the activity to the accounting system. The Director of Finance will review all cash receipts monthly, including a comparison of amounts received to the budget.

15. Budgeting of Funds

Policy: The Board of Directors will approve an annual operating budget for Intrinsic. Adjustments to high-level budget categories (personnel, non-personnel, and capital expenditures) which exceed present thresholds set by the Board by 10% must be approved by the Board.

Procedure: The CEO and Director of Finance and Operations will develop annual budgets for all Intrinsic operated schools and the central office using the most accurate information available and for the purposes of meeting the organization's mission and driving student achievement.

Budgets will be based on the schools' history, long-term financial model, and strategic growth plan. Budgeted expense categories will include the cost of personnel, instruction, administration, facilities, operations and other spending categories of the organization. Detailed expenses, such as supplies, repairs and maintenance, travel, contracted services, utilities, rent, and other expenses will be budgeted according to the above spending categories.

The Board of Directors will approve the annual budget for Intrinsic and all schools operated by Intrinsic by the last Board meeting of the fiscal year. The Board also will approve any amendments proposed by the CEO during the year. The Board of Directors will compare year-to-date revenues and expenditures to the budget and review significant variations on closing periods.

Definitions:

- Personnel: Salary, benefits, bonuses, and other compensation for employees.
- Non-Personnel:
- Capital Expenditures: Capitalized purchases including:
 - Individual items exceeding \$5,000 in value
 - Aggregate purchase, such as furniture, exceeding \$10,000 in value and with a useful life exceeding one year

16. Capital Depreciation; Dispositions and Depreciation

Policy: Intrinsic will maintain appropriate fixed assets and related depreciation accounts schedules.

Procedure: All property and equipment acquisitions and dispositions over \$5,000 will be approved by the Board of Directors. A single asset in excess of \$2,500 with a useful life greater than one (1) year will be capitalized and depreciated over its useful life in accordance with GAAP for nonprofit organizations. An asset purchase of under \$2,500 and software purchases will be expensed.

The Accounting Manager will reconcile the fixed asset and related depreciation schedules to the general ledger account annually.

All single assets in excess of \$2,500 will tracked using an asset tracking software and tagging system. All asset tags will include:

1. Purchase price
2. Purchase date
3. Location and/or employee assignment
4. Funding source

17. Staff and Travel Expenses

Policy: Staff will be reimbursed for approved expenses and travel and related expenses.

Procedure: All out-of-pocket expenses will be approved prior an employee incurring an expense in accordance with the Intrinsic Expense Reimbursement Policy. Reimbursements for the school will be approved by the Principal. Reimbursements for the central office will be approved by the CEO. All staff will submit a reimbursement form by which they request reimbursement. Reimbursement forms will document employee name, travel dates, destination, business purpose, and detail business costs such as tolls, parking, mileage and meals. All receipts and substantive documentation must be attached to the travel reimbursement form. Submitted reimbursement forms will be reviewed by the Accounting Manager for: (a) accuracy of computations; (b) completeness of required receipts; and (c) adherence to established guidelines. Inaccurate or incomplete information will be discussed with the submitting staff member, and any necessary additional information will be requested by and provided to the Accounting Manager prior to reimbursement. Staff will be compensated within 20 business days of submission of a complete and accurate reimbursement form to the Accounting Manager.

18. Audits; Financial Regulatory Forms

Policy: Independent audits of the financial statements will be conducted annually by an Illinois State Certified Public Accountant approved by the Board of Directors. Annual financial audits will be conducted in accordance with generally accepted auditing standards. Financial regulatory forms will be completed as necessary by Intrinsic or an accounting firm selected by the CEO and Director of Finance and Operations.

Procedure: Appropriate financial forms and reports will be filed with the charter entity, federal government and appropriate state agencies. Upon completion, audits will be reviewed by the Director of Finance and Operations and CEO and submitted to the Board of Directors for review. All audits will include a management representation letter.

19. Insurance

Policy: Intrinsic will maintain appropriate insurance coverage.

Procedure: At a minimum, Intrinsic will maintain insurance in accordance with CPS requirements. Intrinsic will also contribute to the state Unemployment Insurance Fund in accordance with applicable law.

20. Borrowing Funds

Policy: All borrowing of funds, and the establishment or increase of all credit lines must be approved by the Board of Directors.

Procedure: Based on annual audits, financial statements, and cash flow projections, the CEO may establish credit lines and borrowing limits as directed by the Board of Directors. Borrowed funds will be repaid with appropriate, measurable and identifiable revenues in accordance with GAAP. The Director of Finance and Operations or his or her designee will alert the Board of Directors if lines of credit or

borrowing limits ever are not adequate to meet the needs of the organization. The Board of Directors may amend the borrowing policy and credit limits.

21. Contributions

Policy: Non-restricted contributions will be used for operations or special projects as designated and approved by the CEO and/or the Board of Directors of Intrinsic, consistent with conditions set forth by the Board of Directors. Contributions that are donor restricted will be used for the purpose articulated by the donor, except that in no case will the school accept any such contribution for which the donor restriction violates any federal or Illinois state law.

Procedure: Contributions will be properly budgeted and accounted for in accordance with GAAP for nonprofit organizations. The Director of Finance and Operations will maintain supporting schedules to document revenues and expenditures. Contributions may be used for operations or special projects as designated and approved by the CEO and/or Board of Directors of Intrinsic.

INTRINSIC SCHOOLS FACILITIES TIMELINE

This document will be submitted with the Tier 2 application.

Intrinsic Schools Detailed Space Requirements

Room / Space	Quantity	Area (sf)
Programming Requirements		70,961
Pods		32,560
7th Grade STEM	1	2,550
7th Grade HUM	1	2,550
8th Grade STEM	1	2,550
8th Grade HUM	1	2,550
9th Grade STEM	1	3,040
9th Grade HUM	1	3,040
10th Grade STEM	1	3,040
10th Grade HUM	1	3,040
11th Grade STEM	1	2,550
11th Grade HUM	1	2,550
12th Grade STEM	1	2,550
12th Grade HUM	1	2,550
Supplemental Teaching Spaces		7,750
Music		2,050
General Performing Room	1	1,750
Recording Studio	1	300
Instrument Storage	1	400
Art		1,900
Studio	1	1,750
Supply Storage	1	150
Science Labs		2,700
Chemistry Lab	2	1,200
Shared Supplies Room	1	300
Special Education	1	400
Learning Lab	2	400
Behavior Room	1	300
General Support Spaces		15,091
Reception		450
Office	1	300
Waiting Area	1	150
Restrooms		1,084
Men's Restrooms	1	576
Women's Restrooms	1	408
Unisex Accessible Bathroom	2	100
Locker Rooms		940
Men's Locker Room & Toilets	1	470
Women's Locker Room & Toilets	1	470
Gymnasium / Cafeteria		9,650
Assembly Space	1	9,000
Gym & Cafeteria Storage	1	650
Kitchen		713
Kitchen	1	400
Dedicated Serving Line Storage	1	250
Dry Storage	1	63
Technology		293
MDF		247
IDF		46
Mechanical		574

Supplemental Mech. Space	1	236
Fire Pump Room	1	338
Electrical		542
Primary Distribution	1	477
Electrical Closet	2	65
Janitor Closet	2 or 3	45
Storage		800
Campus Staff Support Spaces		2,102
Admin Suite	1	1,164
Principal Office	1	122
Assistant Principal Office	2	100
Social Worker Office	1	100
Huddle Rooms	6	54
Staff Workroom	1	312
Conference Room	1	250
Network Support Spaces		1,576
Network Suite	1	1,150
Private Offices	2 or 3	122
Shared Office / Phone Booths	2	54
Conference Room	1	250
Circulation		11,882
Atrium		2,134
Entry Vestibule		696
AORA		30
Stairs		160
Hallways		8,862

INTRINSIC SCHOOLS ADA COMPLIANCE REPORT

This document will be submitted with the Tier 2 application.

INTRINSIC SCHOOLS INSPECTING ARCHITECT'S REPORT

This document will be submitted with the Tier 2 application.

INTRINSIC SCHOOLS LETTER OF INTENT OR MEMORANDUM OF UNDERSTANDING

This document will be submitted with the Tier 2 application.

INTRINSIC SCHOOLS REHABILITATION PLAN

This document will be submitted with the Tier 2 application.

INTRINSIC SCHOOLS SOURCES AND USES OF FUNDS REPORT

This document will be submitted with the Tier 2 application.