School RFP SY 2015-2016

Perseid Charter School

Learning is Exploring Everywhere

Table of Contents

Domain 1: Parent and Community Engagement and Support

Dimension 1.1: Understanding the Community

Section 1.1.a: Targeted Communit(ies)

Question #1: Boundaries

Q. What are the possible location(s) of the proposed school(s)? What is the student recruitment boundary for each of the proposed school(s) and the targeted communit(ies) within it?

Possible school locations include:

356 East 109st St. Chicago IL, 60628

9901 South Winston St. Chicago IL, 60620

The recruitment boundary for Perseid Academy Charter School is explained below:

Both sites are located in the Pullman Community. The Pullman Community encompasses three electoral wards: Ward 8, Ward 9, and Ward 10. The main Ward is Ward 9, but our recruitment will overlap, because all are within the Pullman District. Therefore, our boundaries are representative of all three Wards.

Ward 8 – northern boundary 71st Street, southern boundary 103rd Street, western boundary St. Lawrence, eastern boundary S. Yates.

Ward 9 – northern boundary 87th Street, southern boundary 131st Street, western boundary Union St., and eastern boundary St. Lawrence.

Ward 10 – northern boundary 83rd Street, southern boundary 132nd Street, western boundary Brandon Avenue, and eastern boundary South Avenue N.

100th St. from Halsted to Cottage Grove Avenue and 119th St. from Halsted to Cottage Grove Avenue

87th St. from Ashland to Halsted and 107th St. from Ashland to Halsted

Question #2: Profile

Q. Please provide the following information about the neighborhood(s) within the recruitment boundary:

- Total number of residents = 71,710 (Source: 2013 US Census/Demographic Profile)

- Number of school-aged children = 17,993 (Source: 2013 US Census/American Community Survey)

- Average level of educational attainment = high school plus one or more years of college (Source: 2013 U.S. Census/American Community Survey)

- Median or average family income = $37,472 (Source: 2013 US Census/American Community Survey)

- Median or average housing cost = $120,096 (Source: http://www.city-data.com/neighborhood/Pullman-Chicago-IL.html)

- Unemployment rate = 9.3% (Source: IL Dept. of Employment Security/IDES)

- Demographic Origins: Black/African American 67,751; White 2,944; Hispanic 2,197; Asian 211 (Source: US Census 2013/American Community Survey)   Demographic Origins 1
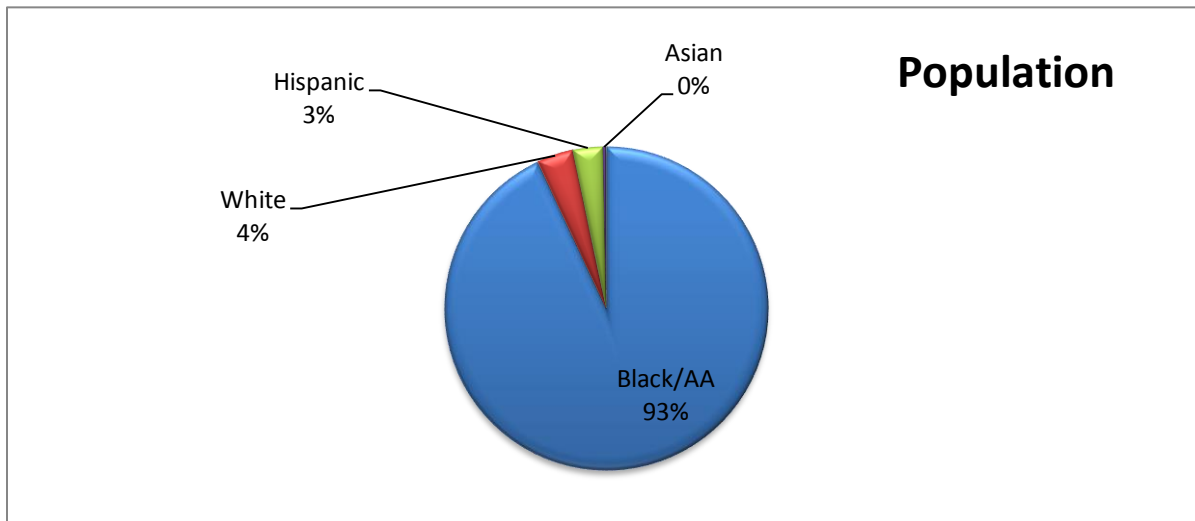
Demographic Origins, Figure 1

Question #3: History

Q. Please provide a brief historical overview of the neighborhood(s) within the proposed recruitment boundary. Include information that your design team believes is important to understand when seeking to serve the targeted student population and community residents. Please cite the key sources of information consulted, both formal and informal.

3

The Pullman area was made famous by the Pullman porters and the Pullman Railcar Co. South Pullman, currently bordered by 111th Street, 115th Street, Cottage Grove Avenue, and the Calumet Expressway, became a state landmark in 1969. This same area became a National Historic Landmark District in 1970 and a City of Chicago Landmark District in 1972[1]. Our design team has been talking to the residents of the neighborhood in order to get an idea of what they are looking for in a school and the values they would like to be exemplified in a school. Through our surveys and informal discussions we have found that the community feels that there is a need for a new instructional strategy. They are interested in experiential learning and look forward to learning more about it.

Question #4: Community Network

Q. Which members of the design team and/or proposed founding Board members have ties to the targeted communit(ies) within the recruitment boundary? When first planning to conduct outreach in the targeted communit(ies), with whom did the design team connect to enhance its understanding of the communit(ies) and develop an outreach plan? What existing community meetings, events, or volunteer opportunities have members of the design team attended to make additional connections and enhance members' understanding of the targeted communit(ies)?

The design team has reached out to Andrea Reed the Executive Director of the Greater Roseland Chamber of Coherence (GRCC) and met with the board. After presenting our proposal to the GRCC the board gave Perseid feedback and decided that the school was needed and a good fit for the community. Perseid also made a connection with Pastor Steve Warren who is also a member of the Roseland Chamber of Commerce and the Pastor of Zion Lutheran Church. Steve Warren joined the design team as a founding board member because he believes in the mission and vision of PACS. The design team also reached out to Catrina Taylor the program coordinator of CEDA and Christ Cathedral Church. Catrina expressed a need for more variety in education and welcomed the idea that the community would have more educational options for youth. The design team continues to meet with the neighborhood residents and community business owners to discuss the educational needs of the community and gain valuable input to shape Perseid.

Question #5: Assets and Needs

Q. What are some of the existing assets within the targeted communit(ies)? What do community members identify as educational and support needs in the community? What methods and sources did your design team use to identify existing assets and educational and support needs in the community?

The PACS design team attended ward meetings to get a sense of the community needs and meet members of the community. The Pullman/Roseland Community has a great park district called Pullman Park that provides summer programs and camps for children of all ages. We spoke with the director of the park on several occasions and we surveyed parents and community members there as well. The area also has the Pullman Library which has an auditorium and offers afterschool programs, reading programs and various story telling events. They even make school visits to give informational talks about their events and how to obtain a library card. The Pullman area has just recently had an overhaul and has a number of new businesses in the area such as; Walmart, Planet Fitness and Method Manufacturing Plant.

The community feels that, there needs to be more of a connection between the community and school. We gained this information through the use of focus groups, canvasing the neighborhood on foot, visiting parks, churches, and local businesses. We also asked concerned parents and community members to fill out surveys which provided us with helpful feedback. The surveys have become a part of our educational plan and will continue to be a driving force as we create PACS from the ground up. We are listening to the needs of the people and will continue to plan and implement our school model around the needs and wants of the community. The PACS school model is experiential learning and we have found that there is a high interest in that educational strategy, among the Pullman Community. Parents have stated that their

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[1] http://www.pullmanil.org/history_timeline.htm

4

children need to be more involved in their education and that character education needs to be at the forefront, which is why PACS is a good fit for the Pullman Area.

Section 1.1.b. Community Fit

Question #1: Approach to Developing an Educational Vision:

Q. How did your design team seek to connect with existing institutions, key community advisors, parents, and residents to get their feedback on the educational vision for the proposed school and/or how to adapt an existing model to the unique community?

The design team began making connections in the community by first calling the office of Alderman Anthony Beal. The Alderman's office then directed us to the Chamber of Commerce because they handle most business decisions within the community. That was the beginning of our journey. The design team presented the PACS proposal to the Chamber of Commerce Board of Directors, followed by a brief Q and A. We also needed to talk to parents so we decided to begin the old fashioned way, walking through the neighborhood going door to door spreading the good news about PACS. We also used the yellow pages to get the names and addresses of community businesses and day care centers. From there we scheduled visits to inform parents about our vision and mission. We were also invited to revisit some daycares to pass out surveys and talk to potential parents. Word of mouth also yielded phone inquiries and emails. We have a twitter page, website and Facebook page that document some of the progress we have made thus far. Many parents have implicated a need for more technology in the classroom and more hands on curriculum, PACS has incorporated that into part of the school's curriculum as well as standard classroom equipment (i.e. interactive whiteboards, tablets). We know that things are changing every day and we must make sure that our students are ready for that change. As we move forward through the application process PACS continues to seek feedback and leaves all lines of communication open.

Question #2: Community Fit

Q. Based on the outreach and research that your design team has conducted, why does your team believe that the proposed school(s) are a good fit for the targeted communit(ies)? How will the proposed school(s) contribute to the existing assets in the targeted communit(ies) and help meet educational and support needs?

PACS proposes an experiential learning model. This model requires students to be accountable for their actions, responsible for their education, and stewards of the community. Students learn through experience. We have done extensive research and have not found a school in the area that uses the experiential learning method of instruction. We have also looked at the statistics for the area and there are 25 public schools in that area. There is one charter school; CICS Prairie and the rest are CPS schools so the area is not saturated with charter schools. Since the new performance ratings have been in place there are still schools in the area that don't meet the standards. 40% of the schools are under a level 1 performance rating[2]. PACS will give students new opportunities for learning that are tied to real word experiences. Students at PACS will live their education and not just study it from a book in class. Parents would like to have more educational options and that is what PACS offers, an unconventional option to the standard mode of education. PACS will meet the needs of the parents and community by listening to their request. PACS will be a community school, offering workforce development and continuing education classes. We want to be more that a fixture in the community, we want to be a resource and an educational haven.

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[2] http://www.cps.edu/Schools/Find_a_school/Pages/schoollocator.aspx

Dimension 1.2: Notifying the Community

Section1.2.a. Evidence of Notifying Key Community Stakeholders
Question #1: Parents and Community Members

Q. **Please provide quantifiable evidence of having notified at least 10 percent of the individuals residing in the intended recruitment boundary of the proposed new school, as well as 50 percent of residents, organizations, and businesses located within a four-block radius of the proposed 6facility(ies).**

Date	Event	Explanation
3/7/14	Meeting with the Roseland Chamber of Commerce	Perseid Design Team presents Charter School Proposal
3/24/14	Meeting with Pastor Steve Warren of Lutheran Zion Church (109th King Dr.)	Perseid Design Team presents Charter School Proposal
4/14/14	Meeting with Pastor Steve Warren of Lutheran Zion Church (109th King Dr.)	Collaborative Partnership and Next Steps and Partnership
4/17/14	Meeting with Lutheran Counsel Elders	• Perseid Design Team presents Charter School Proposal • Discusses vacant buildings and future plans for school • Discusses community partnerships
5/3/14	Neighborhood Canvas	• Community surveys are distributed • Solicited Signatures for Perseid approval
5/6/14	Neighborhood Canvas	• Stop, chat, flyers
5/8/14	Catholic Charities Food Program Meting	• Perseid Design Team partners with Zion Lutheran Church
5/16/14	Meeting with Expeditionary Learning Liaison and Perseid Design Team	• Discussed potential sites • Discusses community involvement in lessons/adventures
5/17/14	Zion Lutheran Summer Camp Registration	• Community outreach/parent information • Solicited Signatures for Perseid approval
5/21/14	Graham Cracker Day care	• Meeting with Director • Parent meet and greet • Community surveys are distributed • Solicited Signatures for Perseid approval
5/22/14	Roseland Community Day Care Center	• Meeting with Ms. Pearl (Director) • Parent meet and greet • Community surveys are distributed • Solicited Signatures for Perseid approval
6/12/14	Roseland Community Day Care	• Parent meet and greet

	Center	• Community surveys are distributed • Solicited Signatures for Perseid approval
8/21/2014	Zion Lutheran Church	Focus Group
3/20/15	Christ Cathedral Church/CEDA	Meeting with Catrina Taylor (CEDA Program Coordinator)
3/28/15	Christ Cathedral Church/CEDA	• Parent meet and greet • Community surveys are distributed • Solicited Signatures for Perseid approval

Question #2: Elected Officials

Q. **Please provide evidence of having conducted (or describe plans to conduct) three methods of outreach to all of the aldermen, state representatives, and state senators within the proposed recruitment boundary:**

In an effort to communicate with state representatives Bobby Rush and Robin L. Kelly, PACS will send out personal emails with all the PACS information including social media links, flyers, and online petitions April 13, 2015. Then PACS will follow up by mailing an information packet to the senators outing our mission and vison along with promotional material April 20, 2015. Lastly PACS will communicate with the elected officials by following them on Facebook and twitter responding to them and staying updated on their post and tweets. PACS will also employ the same strategies in order to communicate with following alderman; Anthony Beal (9th Ward), Howard B. Brookins (21st Ward), Alderman Carrie M. Austin (34th Ward) and Alderman Michelle A. Harris (8th Ward).

Question #3: Community Organizations, Businesses, and Leaders

Q. List the community leaders, businesses, or organizations with whom your design team has met to discuss the educational vision for the proposed new school/campus.

PACS has met with many community members and continues to make connections with other community members. PACS has formed an alliance with community activist Apostle Bridgett Outlaw, who just recently had a street named in her honor on 117th and Princeton, Dr. Outlaw is an entrepreneur and the founder of Global Daughters of Destiny. She has food pantries all across the Chicagoland area. Apostle Outlaw minsters to women in need while providing educational classes to adults. We have joined forces to combat literacy within the inner city schools by spearheading book drives and also becoming a part of the First Book organization. This partnership will continue as we work together to see Perseid move from concept to reality.

PACS has also been in contact with Pearlene Lydia Williams the director of the Roseland Community Day Care Center and author of "A Pearl of A Great Price". She started a program to help young mothers get back on their feet by giving them what she calls "a helping hand and not a handout". Her program involves childcare, housing and college education or GED preparation if needed. She prepares women for the real world and has had great success in doing so. PACS would be the perfect feeder school for the

7

students that attend her daycare program, many of the parents that attend Ms. Pearl's (as she is affectionately known) program expressed a great interest in PACS and gave valuable input pertaining to their own needs as well as their children. They felt that a community school would be a great asset to the community.

PACS had formed a relationship with Pastor Steven Warren of Zion Lutheran Church. Pastor Steve is a great fan of the experiential learning model. He has been instrumental in providing PACS with positive constructive feedback and has hosted many PACS events. Pastor Steve is an inspiration to the team and he also serves on our board of directors. Pastor Steven Warren is a retired war veteran and he just recently received his Master Degree in Divinity from Concordia University last summer. Warren has implemented many summer youth programs in the past and would like to work with PACS in an effort to continue servicing, youth in the community.

These are just a few of the relationships that PACS has formed but definitely not the end. PACS will continue to canvas the community and make connections throughout the proposal process. We have identified other key areas that we are in the process of networking with and forming more relationships. There are many daycare centers in the area that we have connected with and plan to collaborate with on community projects to continue to build alliances.

Section 1.2.b. Seeking Community Feedback

In its response to *Section 1.2.b. Seeking Community Feedback*, the applicant will respond to three questions on the following topics:

Question #1: Community Meetings

Q. **Please describe the structure of the community meetings that your design team has held to discuss the school model and seek residents' feedback on the educational vision for the proposed school.**

PACS has held formal focus groups and informal focus groups. During the focus group PACS has developed a brief survey for parents asking for suggestions as well as participation in future PACS events. Then there have been the informal focus groups that just include casual conversations with people walking down the street. We also set up informational tables, the PACS design team forms a panel for inquiry including: flyers, brochures, postcards and banners displaying our vision. There is no pressure, we allow people to approach us and then we give out information and have meaningful discussions about education and our school model. Most of our community meetings have taken place in the park district (documented in the appendix), outside the park district, inside daycare centers and at various churches (see appendix). The environment is very relaxed and there is no stress just open conversation.

Question #2: On the Ground Outreach

Q. **Please discuss the various "on the ground" outreach activities that your design team has conducted. In which geographic areas within the recruitment boundary did your team's outreach activities take place? Which members of your design team participated in outreach activities? Who else did your design team enlist to help conduct outreach in the neighborhoods (e.g. advisors, collaborators, supporters, community members, paid staff, etc.)? What materials and information did representatives of your team share with community members to discuss the educational vision for the proposed school? What questions did your team ask community residents?**

Most of the PACS outreach was done by the entire team and Pastor Steven Warren. We have documented the outreach in a chart below. During the outreach activities the team spoke to people about their current educational situation and asked what changes they would like to see. The design team would also set up tables and demonstrate some of the activities you might see inside of a PACS classroom, children really responded positively to the activities. We made paper rockets, flowers and stress pencils, just to name a few of the activities we offered. PACS has developed promotional flyers, informational post cards and we also advertised family events for the community and as we visited sites and walked around we distributed the various materials. The first thing we shared with parents and community members was our school model of experiential learning and our vision. We also discussed how we could work together to achieve that vision.

Date	Marketing Event and Activity or Event	
May 3, 2014	Perseid Team Neighborhood Canvas (starting out at Zion 109th King Dr. to 103rd King Dr.) Members Present: ███████████████	Distributed out 100 flyers
May 31, 2014	Set up community table intent to register forms, flyers, surveys Zion Lutheran, 109th King Drive, Members Present: ███████████████	Distributed out 100 flyers and brochures combined
June 7, 2014	Passed out flyers in the neighborhood, Members Present: ███████████████	Distributed 100 flyers
June 14, 2014	Set up community table with intent to register forms, flyers, surveys in at Zion Lutheran, 109th King Drive, Members Present: ███████████████	Distributed 100 flyers
June 21, 2014	Set up community table with intent to register forms, flyers, surveys in at Zion Lutheran, 99th and Winston, Members Present: ███████████	Distributed 50 flyers
June 28, 2014	Friends and family meet and greet (Zion Church 109th King Dr.), Members Present ███████████████	25 petitions signed

9

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July 12, 2014	Perseid Academy Charter School— at Christ Temple Cathedral Church of Christ Holiness USA (Community Fest) 445 W 11th St, ████████████ ███	50 to 75 petitions and intent to enrol forms signed
July 12, 2014	Perseid Flyer Advertised on Internet (Facebook)	Perseid Academy Charter School
July 13, 2014	Set up community table with intent to register forms, flyers, surveys at West Pullman Library, 830 W. 119th St████████████████	Distributed 100 flyers
July 15, 2014	Online Petition http://www.ipetitions.com/petition/ perseid-academy-petition	http://www.ipetitions.com/petition/per seid-academy-petition
July 15, 2014	Perseid at Palmer 201 E. 111th St. (passed out flyers and spoke with parents), ████████████████	Distributed 50 flyers 50 to 75 petitions and intent to enrol forms signed
	Perseid at Pullman Library (passed out flyers████████████████	Distributed 50 flyers
August 9, 2014	Meet and Greet community, Zion Lutheran, 109th King Drive███ ███████████████████	Distributed 50 flyers
August 16, 2014	Meet and Greet community, Zion Lutheran, 99th Winston, ████ █████████████	Distributed 50 flyers
August 18, 2014	Fort Dearborn Post Office, 540 N Dearborn St. (mailing out flyers)	Mailed 40 postcards
August 20, 2014	Perseid Academy Spreads Good News At Food Pantry (3406 W 79th St.) ███████████████	50 to 75 petitions and intent to enrol forms signed
September 15, 2014	I Heart Radio, Roman Morrow Drive @5 Perseid advertisement	I Heart Radio, Roman Morrow Drive @5 Perseid advertisement
December 15, 2014	I Heart Radio, Roman Morrow Drive @5 Perseid advertisement	I Heart Radio, Roman Morrow Drive @5 Perseid advertisement
March 28, 2015	Christ Cathedral Church/CEDA (flyers and talked to parents) ██████████ ████████████	50 to 75 petitions and intent to enrol forms signed Distributed 150 flyers
April 9, 2015	Perseid marketing ,brochures,	Distributed 1 50 flyers

	postcards	
April 28, 2015	9th Ward Meeting (Pullman Presbyterian Church 550 East 103rd Street)	Signed at the door (they kept the sheet)
May 1, 2015	Meeting with GRCC, ██████████ ██████████ (1000 E. 111th St.)	Distributed 50 flyers
May 9, 2015	Neighborhood Canvas (flyers, postcards), ██████████ ██████████ ██████	Distributed 100 flyers
May 16, 17 2015	Neighborhood Canvas (flyers, postcards), Ward 8	Distributed 200 flyers
May 23, 24 2015	Neighborhood Canvas (flyers, postcards), Ward 9	Distributed 200 flyers
May 30, 31 2015	Neighborhood Canvas (flyers, postcards), Ward 10	Distributed 200 flyers
June 6, 7 2015	Neighborhood Canvas Zion Lutheran Church (surrounding area)	Distributed 100 flyers
June 12, 13 2015	Neighborhood Canvas (flyers, postcards), Ward 8	Distributed 200 flyers
June 19, 20 2015	Neighborhood Canvas (flyers, postcards), Ward 9	Distributed 200 flyers
June 26, 27 2015	Neighborhood Canvas (flyers, postcards), Ward 10	Distributed 200 flyers
July 5, 2015	Alderman Anthony Beal	Email of brochure, twitter, website and Facebook contact information sent out
July 5, 2015	Rep. Monique Davis	Email of brochure, twitter, website and Facebook contact information sent out
July 5, 2015	Representative Marcus C. Evans, Jr.	Email of brochure, twitter, website and Facebook contact information sent out
July 5, 2015	Representative Elgie R. Sims, Jr.	Email of brochure, twitter, website and Facebook contact information sent out
July 5, 2015	Representative La Shawn K. Ford	Email of brochure, twitter, website and Facebook contact information sent out
July 5, 2015	Representative Emanuel Chris Welch	Email of brochure, twitter, website and Facebook contact information sent out
July 5, 2015	Bobby L. Rush U.S. Congressman	Email of brochure, twitter, website and Facebook contact information sent out
July 5, 2015	Robin Kelley	Email of brochure, twitter, website and Facebook contact information sent out

Question #3: Feedback

Q. In your design team's interactions with elected officials, community organizations, businesses, parents, and community members, what were some of the reactions to the proposed school? What suggestions or feedback did community members have for the proposed school? Which pieces of feedback did the design team incorporate into the proposal and why?

PACS received feedback from the community asking for more technology in the classroom. We plan to equip all classrooms with interactive whiteboards and chrome books or desktop computers. We feel that technology is a key factor in the success of our students because of the world we live in. It is also a global connection that will help to decrease the global divide. Parents also stated that they would like to see a partnership between the school and community. PACS plans to have family read night and continuing education classes on evenings and weekends for parents and community members. PACS believes in family and we want to bring families closer together and what better way to do that than over a good book and a snack. Many people had never heard of experiential learning and after we began to talk about it and the components of the instruction people agreed that they would like to see that in their neighborhood.

Dimension 1.3: Parent and Community Support

Section 1.3.a. Evidence of Support from Key Community Stakeholders
Question #1: Key Community Supporters

Q. Who are some of the champions of the proposed school in the targeted communit(ies)? Please provide any personalized letters of support from parents and/or community members outlining why they believe the proposed school will be an asset to the community.

See Appendix 1.3 Letters of Support

Question #2: Student Demand

Q. Please provide evidence that parents of age-eligible children would consider sending their children to the proposed school in the fall of 2016 or the proposed opening year.

See Appendix 1.3 Intent to Enroll Forms

Question #3: Elected Officials

Q. List any elected officials who support the proposed school. *Note: if the applicant included a table in Dimension 2.1.b., the applicant may choose to add a "letter of support" column to check if the elected official supports the proposed school.*

At this time PACS has no letters of support from any officials, we continue to work with the community to gain support and build relationships. This is an ongoing process and will continue during the proposal process.

Question #4: Community Organizations, Businesses, and Leaders

Q. List organizations, businesses, or leaders in the targeted communit(ies) (required) or city-wide organizations, businesses, or leaders (optional) that support the proposed school. Attach letters of support that explain the basis for their support of the proposed school. *Note: if the applicant included a table in Dimension 2.1.c., the applicant may choose to add a "letter of support" column to check if the community organizations or stakeholders support the proposed school.*

PACS has letters of support from the following community members and business and are continuing their outreach throughout the proposal process.

Dr. Patrice Boyles, Assistant Professor, Department of Secondary Education, Chicago State University

Trez V. Pugh III, President and Founder of Sip and Savor

Harold Arnold, Real Estate Broker

Sara Slavin, ,Non-profit Educational Leader

Darnell Reed, Executive Chef

Darrin E. Lowery, Author/Publisher

Rev. Steven D. Warren (Pastor of Zion Lutheran)

Section1.3.b. Risk Factors

Q. Based on your design team's interactions with parents, community members, elected officials, community organizations, leaders, and businesses, who in the community is opposed to the proposed school? What is your understanding of why they are opposed to the proposed school?

From initial conversations with community residents, we have had many doors slammed in our faces and people have just refused to talk to us because they do not have a vested interest in the community. Those are road blocks but, not big enough to deter us from our mission and vision. We have had many more positive responses than negative. However, roadblocks emerge when community is not involved in the planning process to a degree or the on-going mission of the school. By delving into a participatory model to conduct research, Perseid is able to connect to the community in a balanced way which will negate any deliberate approaches to derail its presence. One of the reasons for roadblocks is the autocratic top down approach used when dealing with any entity. Participatory research principles will keep this problem at bay. It should be understood, that Perseid will follow its Mission and Vision—it should be understood that Perseid will not bend to others trying to destroy its presence. Perseid staff understands the socio-context of the neighborhood; the lens of the community; and, the worldview of the community. Perseid is coming to the table with this knowledge at hand. Therefore, its approach is more humane than someone who dictates to the community rather than hearing the voice of the community. The solution is to let the community have its voice.

Dimension 1.4: Continued Parent and Community Engagement

Section 1.4.a. Continued Outreach Prior to School Opening

Q. What is your design team's continued community engagement plan from proposal submission leading up to the opening of the school?

Once Perseid is operating, the Coordinator of Community Engagement is tasked with the responsibility of creating events that will bring all stakeholders together for focus group discussions and to provide directions that are beneficial for all. The Coordinator of Community engagement will be a part-time position in the first year of operation. From year 2 on the Coordinator of Community Engagement will be a full time position dedicated to marketing Perseid to the community by targeting probable partners for engagement and school enhancement. Further, Founding Board members are cooperating with outreach to community and businesses that will provide a strong foundation.

13

Section 1.4.b. Vision for Long-Term Collaboration with Parents and the Community
Question #1: Continued Parent and Community Involvement

Q. What formalized mechanism(s) will the proposed school have in place for parents and the community to be involved in the governance of the school and/or provide regular feedback to the Board of Directors? If the proposed governance structure does not require parent and community representatives on the Board, please explain why not. What policies and/or procedures will be in place for parents to share an objection or concern regarding a governing board policy or decision, administrative procedure, or practice at the school?

PACS will have 2 designated spots on the board to be filled by parents and community members (of course there can be more than two parents/community members on the board). PACS is a community school and wants to make sure that the community is well represented on the board and in the day to day structure of the school. PACS will also have a parent advisory committee and they will focus on school related issues from special events to fundraising. The administration plans to have an open door policy and welcomes suggestions for improvement and volunteers. When parents have a concern they can take it to the parent board member or they can write a referral to the administration. Those are the first two options. The third option is to make an appointment with the administrative team or the school leader. Lastly, the parent can attend a board meeting because the meetings are open to the public.

Question #2: Partnerships

Q. Describe the coalition of partners and collaborators that your design team has formed in the targeted communit(ies) who can provide support services for the school's students and families once in operation. Please describe any community-based partnerships you are proposing for the new school (required) and partnerships with city-wide organizations (optional). Please provide letters of support from these organizations. Explain whose responsibility it will be leading up to school opening and once the school is in operation to oversee these partnerships.

Once in operation, the Coordinator of Community events will do an extensive search of community-based organizations, local businesses and other community groups. These organizations will be invited to meet with the CEO and Coordinator to discuss how to approach working together for the benefit of Perseid and community. Topics can include: curriculum projects pertaining to situations in the community, staff research on improving community conditions as these conditions relate to Perseid, opportunities for the students to have career days and travel opportunities. The discussions will provide the groundwork and from these discussions activities will emerge that will be both fundamental to ongoing relationships between Perseid and the business organizations involved. These discussions can be conducted on a quarterly basis, and results can be reviewed and announced annually—at the end of each school year. Community recognition dinners and assemblies can be scheduled to maintain an ongoing relationship.

Participatory engagement will yield the most sought after results. Since Perseid is a researched-based school, with participatory research methods, the results are then triangulated and presented to all for review and acceptance. Rigorous research methods, when used in participatory methods, will offer Perseid and the community the best pathways for engagement among themselves**.**

Question #3: Community Supports

Q. How will the proposed school contribute to the broader community? What services will it provide to families of students and/or community residents?

14

PACS will continue to support the community through joint ventures with community partners. PACS will provide afterschool programs to families and summer programs as well. There will also be adult and continuing education classes offered at PACS. We also understand that life cannot be all about books so we plan to have recreational activities as well such as family movie night, open gym, scrapbooking girl scouts, boycotts and fitness classes.

Domain 2: Academic Capacity

Dimension 2.1: Mission, Vision, and Culture

Section 2.1.a. Overview of the Educational Model
Question #1: Mission and Vision

Q. State the mission and vision of the proposed school. The mission and vision statements should provide the foundation for the entire proposal and be reflected throughout all sections.

Mission: Perseid Academy Charter School's mission is to discover, grow, develop and produce students who are S.T.A.R.S., (Striving Toward Academic Resounding Success).

At Perseid Academy Charter School we will accomplish our mission by utilizing Core Standards, Character Education with an emphasis on the essential of time management. Innovative, proven and evidence based strategies of Experiential Educational Learning with guided supports form our highly qualified instructors and support staff, will be the foundation of our academic system.

Perseid Academy Charter School will collaborate with staff, students, parents and community partners to produce brilliant, successful, social, and emotional, productive, diverse lifelong learners. These learners will become tomorrow's local and global leaders, transcending all boarders.

Vision: In the fall of 2016, Perseid Academy Charter School will be rocketed into existence to begin to discover, grow, develop and produce students who are.

Perseid Academy Charter School (PACS) will be piloted by an Executive Director who will equip PACS with new cutting edge technology, tested and proven educational tools to complement our highly qualified instructors and support staff. Our staff will have high expectations of successful academic, social and emotional outcomes for all Perseid Academy Charter School S.T.A.R.S.

Perseid Academy Charter School will be unified in the path we will set for the success of our school and our students. We will work together forming one community where all things are jointed, connected through the shared interest of our C.R.E.W. (Caring, Resourceful, Energetic, Whole-Staff), students, parents, and community partners. We will share one commitment to produce both a successful school and student body.

Question #2: Educational Philosophy

Q. Briefly describe the educational philosophy of the proposed school. Identify the design team's core beliefs and values about education and explain how these priorities inform the school's key program and design components. Provide a clear rationale for using these strategies, citing research and evidence of success with similar student populations.

The Perseid Team believes that learning just doesn't happen in the classroom it happens everywhere. Learning is the act of experience. Curiosity, creativity, imagination, strengths and motivation are unwittingly suppressed by the school system.[3] Students learn best by doing which is why Perseid Academy Charter will be an Experiential Learning School.[4] In an experiential environment student learn through actual hands on experience. They live the curriculum. Students need to be challenged and allowed to use their creativity which is how we build leadership capacity in our youth. Letting students take the lead by having a say in their educational path. Experiential Learning addresses the needs of all students, making every lesson meaningful to each child. Student collaboration and constant reflection are key components in our educational model and will be infused throughout our curriculum. Perseid will have a blended learning rotation model[5] embedded within the curriculum in order to enhance and support the project based instruction.

Section 2.1.b. Students' Opportunities to Learn and Learning Supports
Question #1: Description of Culture

Q. **Describe the culture of the proposed school. What are the systems and traditions that the school will implement to help the school achieve this culture? Who is responsible for overseeing the implementation of these systems and traditions?**

Shared Beliefs: Should be more specific

Students attending Perseid Charter School will be career and college ready, critical thinkers with global perspectives. Perseid will create a welcoming atmosphere for staff, students, community and parents to coexist, happily and be productive. Perseid will encourage and build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. *"*Students at Perseid are broken up into groups of S.T.A.R.S. (Striving Toward Academic Resounding Success) by grade level and skill. Perseid will promote a positive environment with high behavioral and academic expectations to foster students' intellectual, social, emotional development. Experiential Learning is a way of life. Every situation provides a learning experience. Education doesn't stop when a student leaves the classroom that is just the beginning. Students must understand and believe that knowledge is valuable and necessary.

Perseid will strive to instill a sense of responsibility, self-actualization, self-efficacy and cooperation among individuals. This motto represents our commitment to inclusion and action in the service of self and others. Students at Perseid are celebrated for academic development and character development. Perseid believes in educating the whole child. High student expectations are demanded at all times and modeled by all staff members at Perseid. Policies and practices encourage students to take responsibility for learning, to demonstrate empathy, kindness, and to be stewards of the school.

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[3] Kay, R. E. (1991). Let's Stop Teaching and Let Our Children Learn. *Social Policy*, *22*(1), 8.
[4] Knapp, C. E. (2010). The 2009 Kurt Hahn Address: Seeking Deeper Understandings From Experiences. (Undetermined). *Journal Of Experiential Education*, *33*(3), 274-287.
[5] Rotation model — A program in which within a given course or subject (e.g., math), students rotate between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments

Perseid Culture and Character

Figure 2 Culture and Character

Parents will be an integral part of the school. Students are celebrated for their efforts. Creativity and leadership is encouraged among students and community partnerships are also encouraged and ingrained within the curriculum.

Experiential Learning:

- Physical, intellectual, and artistic quest are embedded in the school's traditions and rites of passage, building community and providing opportunity for leadership and teamwork. Students are encouraged to think outside of the box and be creative. Students challenge each other's thinking by exploring new ideas and concepts.

- Whenever possible students explore nature through neighborhood walks, learning adventures and field experiences.

Character Development and Traditions:

- Community meetings will take place bimonthly and they will include all members of the Perseid family including community, staff and students. The values and character attributes are visible school wide in every classroom. Ongoing support continues through the year in the form of team building activities to cultivate character.

- Students play an active role in maintaining school traditions and acting as leaders (e.g., being ambassadors for visitors, leading meetings beginning at the third grade level. Once students have reached the fifth grade they begin mentoring younger children, leading morning announcements in a student friendly language created by student ambassadors.

- Community spaces will be found around the school for student and staffs use. Community spaces can be used for class meetings, student collaboration, student meetings, community meetings, reflection areas and parent meetings. Community spaces can be used by anyone who is a member of the Perseid Community.

Learning Climate:

All Perseid staff members will model lifelong learning for students, by continuing their education professionally or personally. PACS will implement school wide reading program in which the entire staff will read the same book. Students and faculty will be able to engage in conversations around the

17

designated book for the month. PACS will also host adult continuing educational classes' afterschool for the family and community members of Perseid.

- All classroom instruction is differentiated based on the instructional level of each student in order to facilitate a more precise Experiential Learning.

- Students and staff members are aware of cultural differences. Students are educated about the differences in people globally and locally. Religious views are respected as well as family cultures. Global learning is evident at all grade levels and is reflected in the curriculum and throughout the school.

- Perseid students are taught to be self-directed learners and leaders. School discipline policies are transparent in the student handbook. Students are encouraged to practice self-discipline and fairness. Behavior problems are viewed as learning experiences and students become problem solvers with adult facilitators. Students are encouraged to confront their problems in a peaceful way with adult supervision. They use the community space to talk to one another and resolve any issue. This practice will be implemented across all grade levels

- Character education is taught daily and used as positive behavior reinforcement and to support more exigent behavior issues. Students are constantly making connections with real life and school life. Teachers support students and guide them to become better people, critical thinkers and future leaders.

- Students will participate in three assemblies each year (Holiday Celebration, Universal History and End of The Year Celebration). Students will be recognized quarterly for honor roll, attendance and teacher incentive/citizenship improvement at a school wide breakfast or lunch. Students are celebrated for academic growth and character development separately as they are both equally important in building productive citizens.

Teacher Student Connections (Structures for Knowing Students):

Students are grouped by grade level and are referred to as S.T.A.R.S., (Striving Toward Academic Resounding Success). All students attend a morning meeting at least once a day. Morning meetings, typically involve the whole class, are held at the beginning of the day. During morning meetings students can discuss personal goals, academic goals, school related issues. Morning meetings are also used to acknowledge student milestones and successes.

- Morning meetings are held in circles on the rug or in chairs so that everyone can see one another. These meetings are a time for friendly student collaboration and competition while maintaining an encouraging environment.

- Teachers guide the S.T.A.R.S. and develop goals, objectives and instructional plans to support the curriculum and further character development. Teachers build vital relationships with students and scaffold them as they transition to new grades. Teachers keep their same S.T.A.R.S. for at least two years.

- Older students (beginning at the fifth grade level) can serve as mentors to younger students. Mentors can begin to guide morning meetings with a teacher once they have been in school for at least six weeks and gone through leadership training from an advisor.

Student Friendly Learning Spaces:

- Classrooms are well maintained and cleaned. Students and teachers work together to ensure that the learning space is inviting.

- Students' achievements are celebrated and showcased throughout the building. Classrooms showcase student awards inside and outside.

- Authentic student work can be found throughout the building in various forms from writing to artistic projects.

- All classrooms are equipped with the latest technology (interactive whiteboards, document camera, projectors) and resources for student learning. Students will have a science lab. All classrooms will have classroom a library, manipulatives, plants, aquariums or terrariums with live animals and rugs (for morning meetings).

Question #2: College Readiness Supports

Q. Describe the specific programs and supports, beyond academic curricula, that the proposed school will provide to expose students to college and ensure that they are successful in college academically and emotionally. If applying to open a high school, describe how the school will help students meet requirements to apply to college, enroll, and persist in college after high school graduation. Who is responsible for overseeing the implementation of college readiness supports? Which staff members will support these efforts?

Perseid will begin with grades kindergarten through second grade and add one grade every year until the school reaches 8th grade. Students will be exposed to college career and readiness skills at every grade level including kindergarten. Students will engage in public speaking activities daily. Students will also be responsible for leading conferences, presenting their grades along with evidence from the student portfolio to their parents and teachers. Student led conferences promote accountability and invoke leadership skills. Oscar Smith Middle School in VA implemented student led conference with a student population of 85% receiving free or reduced lunch and the result was a 15% increase in parent participation and attendance. [6] Students will also be involved in collaborative journeys in school and out of school. Perseid will have career day twice a year introducing students to new professions and guest lecturers from all walks of life.

Perseid will use the experiential learning model. This model employs project based learning blended with technology in order to ensure student success. Students will spend at least two years with a teacher in order to insure a solid foundation before moving on to the next grade. Our school will be open to all and there will be special programs in place for struggling students that entail a robust curriculum that is challenging. It has been proven that students learn best by doing and that is the basis of experiential learning. This approach gives students the opportunity to blend traditional academic instructional work with instructor designed out of class learning, each method building upon the other.[7] Perseid will also use

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[6]Kinney, P. (2012). Student-Led Conferences Support Learning. *Principal Leadership*, *13*(3), 55-57.
[7] PORTERFIELD, D. R. (2013). LEARN WHILE DOING. *Independent School*, *72*(3), 50.

teacher led action research in order to build a strong in-house school based problem solving PLC's (Professional Learning Community). In an increasingly complex and challenging profession, the need for teachers, administrators and school systems to become involved in professional development activities is ever present. Historically, the term 'action research' has been long associated with the work of Kurt Lewin, who viewed this research methodology as cyclical, dynamic, and collaborative in nature.[8]

Perseid will prepare all students for college and career success by providing a college-bound curriculum with high expectations for all students, nurturing a school-wide college-bound culture, and setting up structures that allow time for college knowledge integration. Perseid students will be taught to become effective leaders. The trait theory of leadership identifies three categories that are helpful in determining leadership success: motivation, personality and ability.[9] Students will learn about which colleges are in their state. Students will also learn about the various majors of study available at different colleges nationwide. A college-bound curriculum is one that includes content area knowledge and skills, such as American literature and numeration, number sense, problem solving, algebra-prep; academic research and writing skills; technology literacy; habits of scholarship, such as time management and persistence toward excellence; and "college knowledge" about such things as college admissions requirements and the norms and expectations of college life. Paving the way for college begins in the primary years and culminates with intensive focus in the high school years. All students should have the option and opportunity to go to college and the goal of Perseid is to make that happen.

College Bound Core Concepts and

- Hallways and classrooms display college mascots.
- College visits for students beginning at 6th grade.
- Teachers make sure that college expectations are clear to all students.
- Students work daily to develop problem solving skills and to be self-directed learners.
- Students are taught to think critically and analytically at every grade level.
- Technology is integrated throughout all subject areas.
- Teachers take advantage of technological innovations to extend student project work beyond the school day and the outside of the school building.

Question #3: Post-Secondary Tracking (if proposing a high school)

Q. If proposing a high school, specify the methods that the school will employ to track student/alumni college acceptance and persistence rates. Identify who is responsible for monitoring and overseeing tracking efforts.

This section does not apply

Question #4: Student Profile

Q. Describe the anticipated social, emotional, and physical health needs of the targeted student population.

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[8] Hine, G. (2013). The importance of action research in teacher education programs. *Issues In Educational Research*, *23*(2), 151-163.

[9] Elmuti, D., Minnis, W., & Abebe, M. (2005). Does education have a role in developing leadership skills? *Management Decision, 43*(7), 1018-1031. Retrieved from http://search.proquest.com/docview/212101322?accountid=303

Students in the Pullman area are in need of more programs that demonstrate decision making skills and personal responsibility when it comes to making appropriate choices within the school and the community. PACS has talked with the community, distributed parent surveys and revived feedback stating that this is a major concern of parents. Parents are concerned about the high crime rates in the neighborhood and feel that there is a need for more character based education. Parents do not want their children to participate in risky behavior that could result in negative outcomes and therefore they feel that experiential learning can help, introduce students to new methods of problem solving as well as new innovative education methods.

Question #5: Monitoring Non-Academic Needs and Growth

Q. **Explain how the school will identify and monitor individual students' social, emotional and physical health needs on an ongoing basis at the school. Please describe any non-academic goals that the school may set for students, how they will be measured and by whom. Who will be responsible for overseeing the implementation of these efforts?**

Perseid Academy will strive to create a community and culture that support the development of strong character. We will have high expectations for all of our students. Every student is involved in setting long term personal and educational goals with the help of a teacher. Students are encouraged to build relationships and take risk. Failure is not the end but a learning experience.

At-Risk Student

The academic and instructional design of Perseid Academy will be based upon a dynamic of cutting edge solutions to the myriad of concerns which our students could face at any given time. We will seek out the very best solutions and implement the best practices to address the needs of the at-risk students, including children challenged by poverty, homelessness, temporary living situations, trauma, truancy, behavioral issues, and histories of low academic achievement.

The Perseid Academy Student Support Coordinator in conjunction with the Student Support Services Coordinator will be instrumental voices on our team administering and formulating the coordination of Special Education needs for our students. The School Culture Team in conjunction with the Director of Community Outreach and Development will monitor and implement procedures and programs designed to foster the needs of our at risk students. A support team for any students who are at risk and struggling with other challenges including social and or emotional issues, pregnancy, and drugs will be provided with available resources to address their adversities.

The Student Support Services Coordinator and the Student Support Coordinator will work with the Director of Community Outreach and Development who will be responsible for creating and maintaining relationships with organizations in the community that can assist our students and their families. The Director of Community Outreach and Development will then connect the Student Support Coordinator and Student Support Services Coordinator to the appropriate organizations. For example, if a family becomes homeless during the time their child is enrolled with us, the Director of Community Support will connect the Student Support Coordinator and Student Support Services Coordinator with a local shelter, local and federal social services and or a local job training program.

Perseid Non-academic Goals

21

Non-academic Goals	Person Responsible	Measureable Variables
Identified students (at-risk) attend all class/school related functions free of charge (goal 95%)	Director of Community Support	This goal will be measured by the teachers field trip invoices and registration that will be turned in to the Director of Community Support, will check for compliance
Students will have a 98% attendance rate	Student Support Coordinator	This goal will be measured by the attendance log and gradebook online.
Students will attend school in uniform daily (goal is 95%)	Student Support Coordinator	All classes will have a uniform chart in class and each students uniform compliance will be recorded by the teacher daily

Question #6: Social, Emotional, and Physical Health Supports

Q. Describe the programs, resources, and services (both internal and external) that the proposed school will provide in order to promote students' social, emotional, and physical health. Explain how the proposed school will meet the needs of students in at-risk situations, including but not limited to homelessness, poverty, behavioral issues, truancy, drugs, pregnancy, and mental health and emotional issues.

PACS will have a designated Homeless Liaison (Director of Community Outreach and Development), who will be responsible for implementing and following the McKinney-Vento Act.[10] The liaison will make placement decisions based on the best interest of the child. Students will be enrolled immediately even without records. The liaison will also assist in obtaining any records that may be necessary for the student to enroll in school (i.e. immunization records).

The Student Support Services Coordinator and the Student Support Coordinator will then communicate directly with families with necessary information to assist in resolving said issue(s). In the event a student is homeless, or becomes homeless while at Perseid Academy, the Student Support Services Coordinator and the Student Support Coordinator along with the Director of Community Outreach and Development will work closely with the family to ensure that the student is able to get the school support they need. This includes ensuring that the student will have access to free transportation to and from school as accorded to them under law, and that the school makes any adjustments needed during this time to accommodate the student's needs: For example, contacting CPS office of Students with Temporary Living Situations, for additional assistant of the student and their family.

In full compliance with all federal nutrition guidelines, students will be provided with breakfast, snack, and lunch at the school, with free/reduced lunch students having their costs assumed by the school and federal government, and full-price students (if any) bearing the costs themselves.

Truancy with at-risk students happens for various reasons such as but not limited to, homelessness, poverty, health issues, absenteeism, tardiness, food insecurity, and supervisory issues. We will apply our school code of conduct policy as written in the manual. We will assist the student and their

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[10] http://center.serve.org/nche/pr/liaison_toolkit.php

parent(s)/guardian(s) with obtaining the needed resources to help the student overcome the challenge of truancy. The Director of Community Support and Development, along with the Student Support Coordinator, Director of School Culture and needed clinicians will work together with the student and their parent/guardian to meet and overcome the challenges of truancy.

Pregnant students which are at-risk along with their parent(s)/guardian(s) will be provided with available resources to help the student remain in school to complete their education. Upon notification of a student being pregnant, administration will direct the following department leads. The Director of School Culture, Student Support Coordinator, nurse, and other needed clinicians, will meet with the student and their parent(s)/guardian(s) to discuss and implement Perseid Academy's school policy.

We will initiate the President's initiative to prevent teen pregnancy by inviting student/parent(s) /guardian(s) to workshops on pregnancy prevention (Age/grade appropriate). We will adapt this strategy to meet the needs of our students and their families. Teen Pregnancy Prevention 2010–2015: Integrating Services, Programs, and Strategies Through Communitywide Initiatives: The President's Teen Pregnancy Prevention Initiative:[11]

Program goals are—

1. Reduce the rates of pregnancies and births to youth in the target areas.
2. Increase youth access to evidence-based and evidence-informed programs to prevent teen pregnancy.
3. Increase linkages between teen pregnancy prevention programs and community-based clinical services.
4. Educate stakeholders about relevant evidence-based and evidence-informed strategies to reduce teen pregnancy and data on needs and resources in target communities.

Appropriate parent/guardian permitted sex education classes (age/grade appropriate).

Data on family structure and behaviors, food security, parent employment, health insurance, exposure to toxins, and child care shows the negative influence of manifested child poverty has on both the educational opportunities available to children the educational outcomes that they will likely achieve.[12]

Poverty

Education then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance-wheel of the social machinery. — Horace Mann, 1848

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[11] Teen Pregnancy Prevention 2010–2015,
Integrating Services, Programs, and Strategies Through Communitywide Initiatives: The President's Teen Pregnancy Prevention Initiative http://www.cdc.gov/teenpregnancy/preventteenpreg.htm, Accessed June 13, 2014.
[12] Sources: Data for overall, Black, and White children in poverty are from DeNavas-Walt, Proctor, and Smith (2012); extreme poverty data calculated by authors from data in Shaefer and Edin (2012); food insecure data, Coleman-Jensen, Nord, Andrews, and Carlson (2012); and unstable unemployment data, KIDS COUNT Data Center (2013).

Childhood Poverty [13]

Overview of Childhood Poverty and Disadvantage in the United States

All children in poverty	22%
Black children in poverty	28%
Hispanic children in poverty	25%
Children in extreme poverty	4%
Households with children who are food insecure	21%
Children with unstable parent employment	32%

Child poverty is a considerable problem in our country and has to be attacked head on because it is a detriment to the academic achievement of our children and a future economic drain on common resources.

Any student found to be academically hindered by poverty at Perseid Academy Charter School shall be aided by the Executive Director, Director of Community Support and Development, Social Worker, and Student Support Services Coordinator to help avail all local, state and federal resources to aid the student and their family in bettering their economic situation.

Drugs

Alcohol is the drug of choice among Illinois youth and alcohol use increases with age – The most commonly reported drug across all age groups is alcohol. As youth age, the likelihood of using alcohol increases such that approximately 34.5% of 8th graders report alcohol use but nearly 65% of 12th graders report alcohol use in the past year based on 2012 estimates. (CPRD, Illinois Youth Survey, 2012)[14]

Grade school kids need early alcohol-use prevention. When it comes to preventing underage alcohol use, research suggests that early education is best:[15]

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[13] Poverty and Education: Finding the Way Forward This report was written by: Richard J. Coley Educational Testing Service Bruce Baker Rutgers University July 2013 ETS Center for Research on Human Capital and Education Research and Development Educational Testing Service Rosedale Road Princeton, NJ 08541-0001

[14] Prevention First 2800 Montvale Drive Springfield, IL 62704SAPP YOUTH AND ALCOHOL: JUST THE FACTS. . . https://www.prevention.org/Resources/SAPP/documents/YouthandAlcohol-JusttheFacts....pdf. Accessed June 14, 2014

[15]http://www.hazelden.org/web/public/af080317pypm.page Accessed June 11, 2014

A recent study that surveyed 4,150 sixth-graders from Chicago-area schools suggests that primary prevention programs for alcohol use should occur prior to the sixth grade, particularly for youth identified at high risk for early use. The study found that 17.2 percent of the sixth-graders surveyed had used alcohol in the previous year. The alcohol user group scored high in nearly every at-risk factor that was measured. The study, led by researchers from the University of Minnesota, concluded that prevention efforts need to begin early--by at least fourth grade--in order to address those at risk and to promote protective factors against alcohol use.

What's more, we know that early-onset drinking is a strong predictor of alcoholism or alcohol abuse later in life, according to several studies. A 2006 study by the Boston University School of Public Health and Youth Alcohol Prevention Center found that among those who started drinking before age 14, 47 percent became alcoholics at some point in their lives, compared with 9 percent for people who waited until age 21 or later to begin drinking. The earlier one drinks, the greater the chance of alcohol-use problems.

In addition, underage drinking is linked to an increased risk of alcohol-related injuries and suicides, risky sexual behavior, physical fights, tobacco use, illegal drug use, and other delinquent behavior.

Research shows that brain development continues well into a person's twenties. Alcohol can affect this development, and contribute to a range of problems such as impaired memory and reduced cognitive functioning. (Surgeon General's Call to Action, 2007)[16]

When compared to the national average, Illinois 6, 8, 10 and 12th graders in 2012 report higher rates of alcohol use in the past 30-days and 8th graders report higher rates of alcohol use in the past year. (CPRD, Illinois Youth Survey, 2012)[17]

Perseid Academy Charter School under the leadership of the Executive Director will address the issue of substance abuse with our student body. We will use age appropriate information for our students e.g., flyers, posters, available media, student/parent/guardians workshops/conferences, related field trips, assemblies, and classroom projects. We will follow the policy set forth in our school code of conduct.

Perseid Academy Charter School Whole-staff, student body and parent/guardians are a globular cluster of stars, we are tight knitted, we are a community family, what affects our student and their parents, affect PACS.

Question #7: Approach to Behavior and Safety

Q. What is the proposed school's approach to student discipline and classroom management? Outline the system of incremental consequences for both positive and negative behavior, as well as the school's plan for supporting positive behavior and responding to inappropriate behavior when it occurs.

CLASSROOM MANAGEMENT

Classroom management in today's schools require a team effort involving all the complete cooperation of teacher, students, and parents.

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[16]Prevention First   2800 Montvale Drive Springfield, IL 62704SAPP YOUTH AND ALCOHOL: JUST THE FACTS. . . https://www.prevention.org/Resources/SAPP/documents/YouthandAlcohol-JusttheFacts....pdf. Accessed June 14, 2014
[17] Ibid

25

PACS's teacher will be trained in conflict resolution techniques, relaxation methods, and best practices in behavioral recommendations and accommodations emphasising charter education.

RELAXATION EDUCATION

Problem

If children and teens don't learn healthy ways to manage stress, it can have both short-term consequences (bedwetting, short-temperedness, inability to focus on schoolwork, sleep-deprivation and weakened immunity from illness), as well as serious long-term health implications that can increase their likelihood for depression.[18]

The ability to process and decide which reducer is needed in what situation and when it should be used is beyond the prevue of some students. All students need stress reducers just as we do, because all students are not able to quickly choose and use stress reducers on their own we will provide the needed training to help them develop this much needed skill. We will not only teach these skills, we shall also provide students the opportunities to learn them in calm situations. The first step is to teach children to identify their own physiological indicators that stress is beginning.[19]

The following areas of a student's life and development where the possible side effects of stress can have a negative effect:

- Friendships
- Academic success
- Physical and emotional well-being
- Moral development

REALITY CHECK: *A recent APA survey, confirmed that parents not only underestimate their children's stress levels, but also may not fully recognize the impact stress can have on physical and psychological health.*

REALITY CHECK: *Studies find that eight to ten percent of American kids are seriously troubled by stress and the symptoms associated with it. In fact, kids are now suffering from stress as early as the age of three—a shocking reality that is sadly going mostly undetected by parents.[20] Teaching our students healthy ways to manage their stress is a vital key to helping PACS students to become successful in the classroom and in life.*

Methods for teaching students to relax.

➢ Blow your worries away
➢ Taking a slow deep breath is an easy way to reduce your stress and let your worries out. [21]

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[18] Aronen, E., & Soininen, M. (2000). Childhood Depressive Symptoms Predict Psychiatric Problems in Young Adults. *Canadian Journal Of Psychiatry*, *45*(5), 465-470.

[19] Tacker, K. A., & Dobie, S. (2008). MasterMind: Empower Yourself With Mental Health. A Program for Adolescents. *Journal Of School Health*, *78*(1), 54-57.

[20] http://www.apa.org/news/press/releases/2009/11/stress.aspx

[21] http://kidsrelaxation.com/all-relaxation-activities/worry-bubbles/

- ➢ Melt the tension
- ➢ Another way to get rid of tension is for children to concentrate on a spot or a ball, tensing it up for three or four seconds, and then lets it go

Anxiety Buster
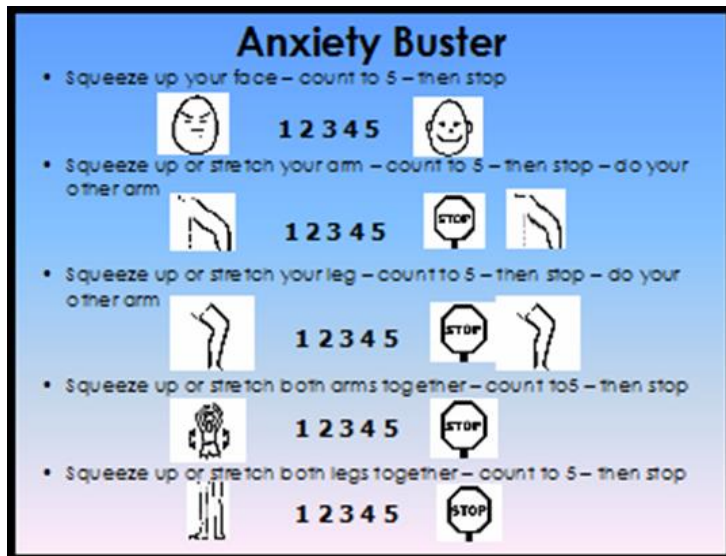
- ➢ Use a positive phrase to stay cool
- ➢ Teach your child to say a comment inside their head to help them handle stress. Such as: "Calm down." "I can do this." "Stay calm and breathe slowly." "It's nothing I can't handle."
- ➢ Visualize a calm place
- ➢ Ask your child to think of an actual place he's been to where he feels peaceful.
- ➢ Teach a stress buster formula

A very effective strategy to help kids calm down and reduce stress is called "1 + 3 + 10." Print the formula on large pieces of paper and hang it up in your child's bedroom or on the fridge. Then tell the child how to use the formula. "As soon as you feel your body sending you a warning sign that says you're getting nervous, do three things. First, stop and tell yourself: 'Be tranquil.' That's 1. Second, take three deep gentle breaths from your tummy. That's 3. Now count slowly to ten inside your head. That's 10. Put them all together it's 1 + 3 + 10 and doing it helps you stay calm."

There is no right or wrong way to reduce stress, the key is to offer kids options so they can find what works best for them. And once they find their unique "stress buster" they must practice it over and over until they can use it on their own.

Character Education/Citizen Science

27

Character Education/Citizen Science is an umbrella term loosely used to describe the teaching of children in a manner that will help them develop variously as moral, civic, good, mannered, behaved, non-bullying, healthy, critical, successful, traditional, compliant or socially acceptable beings.[22] The following are examples of positive character behavior we will exhibit toward one another and methods we will employ at PACS by both whole-staff and student body.

Positive Character Behavior

Adaptability	Be ready and willing to adjust as necessary to the changes in people and circumstances that arise in daily life.[23]
Compassion	Show kindness and concern for others by offering help whenever
Contemplation	Think things through with proper care before taking action.
Courage	Face difficulty or danger and express your views even if you are afraid.
Honesty	Be honest in all you do and never deceive, steal, or take advantage of the trust of others.
Initiative	Take responsible action on your own, without encouragement from others.
Loyalty	Show others that you are faithful and dependable when you have a commitment to them.
Optimism	Strive to be hopeful and positive in your beliefs about yourself, others, and the future.
Perseverance	Continue to work hard and persist toward the goal even when obstacles and difficulties arise.
Respect	Show consideration and regard for yourself, others, and the world around you.
Responsibility	Demonstrate that you consider yourself to be accountable for your actions and that you follow through on your obligations.
Trustworthiness	Show others by your actions that you are reliable and believable and deserving of their confidence.

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[22]https://www.google.com/search?sourceid=navclient&aq=&oq=chracter&ie=UTF-8&rlz=1T4GUEA_enUS582US582&q=character&gs_l=hp..0.0i10l5.0.0.2.278639...........0.Aw6Zv8v7RXo

[23] http://www.mcsdk12.org/ Mifflin County School District,

Below is one example of how character traits will be emphasized to all students in the following sequence:

Six Pillar Mnemonics[24]

Figure Six Pillar Mnemonics 4

Figure : 4 Color Theme Chart

COLOR SCHEME [25]

Trustworthiness : blue **Think** "true blue"

Respect : yellow/gold **Think** the Golden Rule

Responsibility : green **Think** being responsible for a garden or finances; or as in being solid and reliable like an oak

Fairness : orange **Think** of dividing an orange into equal sections to share fairly with friends

Caring : red **Think** of a heart

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[24] http://charactercounts.org/sixpillars.html#sthash.k5VuolBl.dpuf

[25] Ibid

Citizenship : purple **Think** regal purple as representing the state or your neighbourhood

T.R. R. F. C. C. (Trustworthy, Respectful, Responsibility, Fairness, Caring, Citizenship Students can use this acronym to help them remember that people with good character are terrific![26]

Teachers at Perseid will address and intervene with barriers to learning and teaching such as: bullying, disengagement, absenteeism, and behavioral health issues. We will gauge our success in growing students with coping and socially acceptable behavior patterns by the infrequency of student disputes getting out of control. When the number of incentives for attendance and academic achievement are handed out in more significant amounts than disciplinary incident reports are. When our students use a well thought out response, in lieu of an incendiary reaction to handle conflict.

Peer Mediation

Peer mediation is problem solving by youth with youth. It is a process by which two or more students involved in a dispute meet in a private, safe and confidential setting to work out problems with the assistance of a trained student mediator.

The Director of School Culture will be responsible for the development and implementation of the Peer Mediation Program.

In order to curve conflict and aggressive behavior, students will participate in a peer mediation training program for 30 minutes a day for 6 weeks. (A peer mediation council of students will be established and adapted for each grade level and guided by a trained Perseid staff member in peer mediation/conflict resolution). Parent permission form will be required for both participation in peer mediation and being part of the peer mediation council. During this time they will learn how to handle conflicts. They will also learn problem solving techniques which they will use in their classrooms. Some students believe that physical force is the way to handle a situation. They also commonly participate in giving one the cold shoulder. This general lack of co-orientation skills is problematic for elementary schools. [27]

*Note- All teachers and school directors will be trained through Professional Development Program(s). School Directors will then hold departmental professional development sessions to train their staff.

Nutritional Health of Student Body

Student Body Nutritional and Wellbeing Program

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[26] Ibid

[27] Johnson, D. (1994). Effects of Conflict Resolution Training on Elementary School Students. *Journal Of Social Psychology*, *134*(6), 803.

<u>L</u>AUNCHING, <u>U</u>LTIMATE, <u>N</u>UTRITIONAL, <u>C</u>ULINARY, <u>H</u>EALTH Rocket

The Director of Student Body Nutrition will follow the guide lines as outlined by Chicago Public School District/System. The Director of Student Body Nutrition will also give student/parent workshops detailing the necessity of good nutrition and its impact on student learning, as well as presenting new healthy food alternatives to replace current unhealthy foods and eating healthy on a budget. This will be our L.U.N.C.H. student program <u>L</u>aunching, <u>U</u>ltimate, <u>N</u>utritional, <u>C</u>ulinary, <u>H</u>ealth, Perseid will be a school that employs healthy eating habits by providing a healthy breakfast, lunch and snack menu for our student body.

Physical Health of Student Body

Perseid will have a wellness program for students, which will be infused into their daily curriculum.

- ➢ Daily out of doors recess (weather permitting)
- ➢ Daily indoor recess in classroom (during in climate weather)
- ➢ Structured Physical Education will be mandatory in the weekly schedule with guided support from the Physical Education Teacher. Using exercise, sports, dance, and other methods to enrich and help PACS's student body to develop and become an academically and physically healthy student body
- ➢ It will be the major responsibility of the janitorial staff to keep PACS clean and well maintained, making a physically clean learning environment to help prevent the spread of germs and disease
- ➢ Well regulated climate control environment
- ➢ Both whole-staff, and student body doing their part by putting trash in the receptacles, placing recyclable items in recycling containers located throughout the school
- ➢ Respecting the property of the school by not destroying or defacing it
- ➢ Keeping the school up to all municipal, state and federal building codes will be a priority for PACS maintenance department
- ➢ There will be whole-staff and student body joint and individual conferences on the health benefits of recycling on both people and the environment

Perseid holds character development alongside academic achievement at the core of our curriculum. It is our venture to provide an environment that will challenge students to discover their inner potential and, ultimately, to find fulfillment in life.

Perseid Academy will strive to create a community and culture that supports the development of strong character. We have high expectations for all of our students, and every student will be involved in setting long term personal and educational goals with the help of their homeroom teacher and parent(s)/guardian(s).

Students will be encouraged to build friendly peer relationships and to be adventurous in their pursuit of academic success and to recognize and develop their personal gifts and talent. Our students will be taught, "Failure is not the end, but the beginning of a learning experience, one more step leading to success".

Our safety concerns for PACS students will begin before our students arrive for instruction. Mode of transportation and secure passage to school will be two our top priorities for student safety, although PACS will not provide transportation they will use the Safe Passage Program as well as staff members to monitor the grounds in the morning and afternoon.

Our School Culture Team will be referred to as "Star Catchers" and they will be in charge of infusing character education throughout the school year, (adapting programs to meet the comprehension and **implementation/application** abilities of each grade level). Our School Culture Team will use character education as one of the tools to be used in behavior and safety for PACS whole-staff and student body. PACS will follow a simple seven step method of disciplinary policy communication procure.

Bullying prevention will be addressed in PACS school registration application, parent/guardian and student welcoming portfolio, posted throughout the school, whole staff professional developments, school wide assemblies, parent conferences, and school-parent communications sent home. **PACS will not tolerate bullying** and will follow all laws in contending with instances of bullying and reporting it to the proper civil authorities. (The Director of School Culture and the whole school staff will follow PACS protocol in handling situations involving bullying).

Expulsion will be a last resort in dealing with a student's behavior. Only after exhausting all recommendations and accommodations, parent intervention, and following all laws in determining when expulsion is applicable to situation will be executed/implemented.

The Following Drills will be practiced on an ongoing basis:
Fire, Active Shooter, and Emergency/ Disaster
Age Appropriate Information will be delivered to our student body by Assemblies and/or Classes, flyers, brochures and any available media dealing with but not limited to the topics listed:
- ❖ Poison Control
- ❖ First Aid
- ❖ Personal Safety – What to do if approached and/or threaten by others
- ❖ Fire Safety- What to do in case of a fire/ fire prevention
- ❖ Drug Prevention/Overdose/Allergic reactions

SECURITY

STUDENT SAFETY FIRST, STUDENTS SAFE ALWAYS!

PACS SAFETY PLANS AND PROCEDURES

PACS school will hire trained security personnel. All school staff members, parent and community security volunteers will be required to go through the same 20 hour security training as does CPS security

employees. PACS will adopt the CPS Uniform Discipline Code to work along with their 7 layers of interventions in order to eliminate suspensions.

Security personnel will be clearly recognizable by uniform and/or identification. Our security personnel will patrol the school hallways and outer perimeter of school building, be a visible presence during all classroom recesses, assemblies, and school events.

Wireless communication devices will be used for communication between security personal, administrators, teachers, and office manager. They will report directly to the Executive Officer on a daily basis, but during an emergency, they will report directly to the Executive Director. The Executive Director, Executive Officer, Director of School Culture and the Director of School Security and Emergencies will coordinate with best practices and procedures to best expedite security measures for all security concerns. They will follow PACS Emergency Protocols and Procedures which will include adaptive polices of Chicago Public Schools' and customized protocols and procedures to meet the needs of PACS.

The janitorial and maintenance staff will make sure that floors are free of spills in a timely fashion. They will make sure all trash is regularly collected and disposed of. The janitorial and maintenance staff will be responsible for making sure all exits are clear and accessible at all times. All school maintenance will be completed in an expedited time period.

Janitorial and maintenance staff will be responsible for all walkways, stairs, and sidewalks on and around the perimeter of the school be kept free of ice and snow during the winter season. All campus grounds will be maintained by our Janitorial and maintenance staff.

First-Aid procedures and protocols will be addressed in Special whole-staff, student body (age appropriate), parents and community volunteer workshops. First-aid kits will be in each classroom, and office throughout the school, along with first aid manuals.

All hazardous substances will be clearly labelled and stored in compliance with all governmental laws.

Safety warnings will be posted throughout the school on various topics.

The whole staff of PACS will be trained designated disaster leaders during times of emergencies.

Question #8: Behavioral Interventions and Supports

Q. **Describe the multi-tiered system of prevention and intervention behavioral supports that the school will put in place for all students and students in need of targeted supports.**

Discipline Policy Communication Procedural Chart*:

School Culture Conduct Procedural Steps	Participants	Possible Intervention and Consequence Strategy(ies)
Initial Step	Student-Teacher Conference	Warning giving to student about inappropriate behavior. Enact school's conduct intervention and consequence(s) policy and

33

			procedures, resolve issue.
2nd Step		Student-Teacher-Parent Conference	Mandatory conference to discuss student's inappropriate behavior with parent. Enact school conduct interventions and consequence(s) policy and procedures, and resolve issue
3rd Step		Student-Teacher-Parent-Director of School Culture	Mandatory conference to discuss and resolve student inappropriate behavior. Enact school conduct interventions and consequence(s) policy and procedures, and resolve issue.
4th Step		Student-Teacher-Parent-Director of School Culture-	4-A. Individual Behavior Intervention Plan 4-B. In-School Suspension 4-C. Out of School Suspension
5th Step		Student-Teacher-Parent-School Culture Team	5-A. Student Diagnostic Assessment 5-B. Domain Meeting 5-C. Team Decision
6th Step		Student-Teacher-Parent-School Culture Team	6-A. RTI 6-B. 504 Plan 6-C. IEP
7th Step		Student-Teacher-Parent-School Culture Team	Expulsion

Student Workshops on Character Education and its effect on student behavior and academics will be held each quarter (every10 weeks). Training for Whole-staff in current techniques and theories dealing with behavior and safety issues will be held during professional development (TBA).

 Age appropriate Character Education will be a part of classroom curricula at PACS.

I**ncentives, (e.g.,** certificates, trophies, and sit in special seating during assemblies) will be used to encourage the development and use of acceptable behavior by the PACS's student body. The following criteria will be used to gauge the improved student behavior. The criteria will not be limited to just the ones listed below

- ➢ Teacher Observation
- ➢ Collected Data
- ➢ Interaction with Peers
- ➢ Parent Input
- ➢ Student Reflection
- ➢ The incentives will be awarded accordingly:
- ➢ Individual, whole class, and departmental

Question #9: Monitoring and Evaluating Behavioral Interventions and Supports

Q. How will the school monitor the progress of behavioral interventions and determine whether they are succeeding in promoting positive student behavior? Who will be responsible for overseeing student discipline and behavioral interventions?

PACS will have a School Culture Team in charge of monitoring behavior intervention. They will track students discipline referrals and positive behavior and compile them into a report every month in order to assess if the interventions are working. They will also be responsible for assigning student consequences and rewards.

Question #10: Communication of Behavioral Expectations

Q. How will expectations for behavior and corresponding consequences and rewards be clearly communicated to students and families?

The discipline policy will be sent home with every student at the beginning of the year. It will also be posted on our school website. Students will be able to see the rules on the walls when they enter the school and their classroom. Rules will be universal throughout PACS.

Question #11: Exclusionary Discipline

Q. Please provide a preliminary list and definitions of the offenses for which students in the school may be suspended or expelled. What corrective, instructive, and/or restorative responses to misbehavior will the school implement prior to the use of exclusionary discipline?

Misbehavior	Corrective Instruction (See 2.1b Q7 Safety and Behavior, for more methods)	Restorative Justice
Use of profanity with and adult	Teach students more vocabulary words and ways to express themselves	Restorative Conferencing-students that have disagreements will talk to each other about them.
Theft-personal or school	Students will be punished with an in school suspension	Restorative Circles-students who have created multiple offenses will begin to talk as a group, sharing personal experiences and reasons for their acts.
Acts of violence-fighting, attacking, play resulting in bodily harm, bullying	Parent conference, suspension	Restorative Circles-students who have created multiple offenses will begin to talk as a group, sharing personal experiences and reasons for their acts.
Refusal to follow directives-leaving class without permission, cheating	Students will be punished with an in school suspension, loss of privileges	Restorative Conferencing-students that have disagreements will talk to each other about them.

Question #12: Due Process

Q. Explain how the school will protect the rights of students with disabilities/impairments in disciplinary actions and proceedings and afford due process for all students. Describe the appeals procedures that the school will employ for students facing possible expulsion.

In this case the first step is to inform the parent of the student's behavior. Next schedule a meeting with the Multidisciplinary Evaluation Team. They will determine if the penalty appropriate for the student. If the parent disagrees with the decision then they can appeal the decision in writing within 5 days of the hearing. The appeal must state reasons for their concern; the team will revisit the situation and review the evidence and student files. All parties must then agree upon a reasonable penalty for the student.

Question #13: Parent Engagement

Q. **How will the school communicate expectations about the school's mission and vision, culture, to families? How will the school engage parents and caretakers in their child(ren)s' education? Outline any requirements for parents' involvement in their students' education. Discuss strategies to provide clear and consistent communication to parents about their students' progress throughout the school year, including parents who do not speak English.**

Engaging Family and Community:

Perseid parents are key partners in the education of their children. Parents are always welcome, and known within the Perseid community. Perseid expects all parents to be actively engaged in the life of their child and the school. Parents add value to the community. Perseid parents will receive monthly newsletters, text messages, and other various forms of social media in order to keep the lines of communication open. Perseid will also build and maintain partnerships with community organizations and cultural institutions.

Perseid will engage family and community:

- Student Ambassadors welcome visitors to the school by greeting them and giving them a tour of the school. Students are willing to share their work portfolios, discuss current events and assignments with guest.

- Perseid will use various forms of social media to keep parents informed (Facebook, twitter, school website, parent portal, text mail)

- Student-led conferences assure parents and students that students are self-directed learners. Students share their portfolio with their parents and discuss their grades during report card pick up.

- The school establishes forums that guarantee respectful communication and the opportunity for diverse perspectives to be heard (tea with teachers, walking in your child's shoes, Parent Association Committee).

- Parent volunteers are encouraged and welcomed in the school.

- Student and parent surveys will be distributed yearly and the data will be analyzed by the leadership team in order to make necessary adjustments and improvements for the next school year.

- Students learning will be showcased at the school at different events (Family Read Night, Family Math Night, Experiential Extravaganza, and Science Fair).

- Teachers communicate positively with families through newsletters and establishing relationships at the beginning of the year.

- Perseid school leaders will establish relationships with the community. The school will embrace its responsibility as a member of and contributor to the surrounding community.

English Language Learners

Perseid Academy will serve English Language Learners (ELL) in accordance with all applicable Federal Laws and regulations. ELL students will receive academic instruction in the mainstream classroom with instructional support from a Bilingual Teacher Assistant. The daily schedule of each ELL Student will reflect the needed support and resources required for that student to meet all academic standards. ELL Students will participate in all local and state standardized testing.

We will proactively identify and support any ELL students who enroll at the school at any time. If the home language is other than English, and for any student suspected of having limited English proficiency, we will administer the **WIDA-ACCESS** placement test**.[28] ACCESS** for ELLs or similar assessment (In Kindergarten, this will be the **W-APT** test, (W-APT stands for the **WIDA-ACCESS Placement Test[29]**. It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is one component of WIDA's comprehensive assessment system.) Results from these assessments are used to provide identification of and avoid, misidentification of ELL students, inform instruction, and insure all students can access academic content and master performance and content standards.[30] (**Assessing Comprehension and Communication in English State-to-State for English Language Learners**) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English.)[31]

All ELL students have tutoring time in small, like-skilled groups daily. Perseid Academy will implement an overall academic plan that includes identification, services, program and evaluation. The proficiency of an identified ELL student receiving pull-out services will be measured at least twice a year to determine whether continued special services are warranted. All pull-out and special services continue until a student attains fluency in English language proficiency as assessed. No student is exited from the ELL

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[28] World Class Instructional Design and Assessment, ACCESS for ELLS, developed by CAL (Center for Applied Linguistics, Assessing Comprehension and Communication in English State to State for English Language Learners. "Purpose and Use". Accessed February 20, 2014. http://www.wida.us/assessment/access/

[29] World Class Instructional Design and Assessment, ACCESS for ELLs, developed by CAL (Center for Applied Linguistics, WIDA-ACCESS Placement Test. "Purpose and Use". Accessed February 22, 2014. http://www.wida.us/assessment/W-APT/

[30] Ibid

[31] World Class Instructional Design and Assessment, ACCESS for ELLS, developed by CAL (Center for Applied Linguistics, Assessing Comprehension and Communication in English State to State for English Language Learners. "Purpose and Use". Accessed February 20, 2014. http://www.wida.us/assessment/access/

program unless they can read, write, and comprehend English well enough to participate fully in Perseid Academy's academic program.

- Instruction given in both English and Native language of child
- Participate with English speaking students
- Individualize academic instructional program
- Books in English and Native languages
- Bilingual Instructors
- Forms in both English and Native languages

Question #14: Parent Resources

Q. **Describe any programs or resources that the school will provide specifically for parents or caretakers. Will school staff or external organizations provide these services? How will the costs of services be covered?**

PACS will celebrate parents and care givers by having coffee and doughnuts in the mornings once a month. We will also have an appreciation luncheon every quarter for parents and caregivers at the school. On the weekends and afterschool PACS will have aerobics, and Zumba classes for a minimum cost to parents under $3.00 per class. Some of the classes will be done by PACS staff members and some will be outside organizations (Body by Jeanai, fitness coach). Since we are new we cannot afford to cover the entire cost but that is definitely one of our future goals, to have many programs for parents and care givers at no expense.

"When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." That's the conclusion of A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002).[32]

The report, a synthesis of research on parent involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes, and earn credits
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school
- Graduate and go on to postsecondary education (see **A New Wave of Evidence,** Southwest Educational Development Laboratory, 2002 - in references below).

Parent Planning Night

Perseid will have Parent Planner Nights to give parents a head start on school projects.
Parents will be able to see exemplar projects and teachers will explain the process and required rubrics.

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[32] http://www.nea.org/tools/17360.htm, A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (PDF, 1.2 MB, 241 pgs.) A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002) Report Conclusion. (PDF , 87 KB, 5pp)

Many times parents are unaware of what the expectations are for student work. Parent Planner Night will give parents examples of completed projects as well as materials and references.

Brown Bag Lunch

Perseid administration staff and teachers will reach out to parents once a month by inviting them to bring a brown bag lunch to school and eat lunch with students and teachers. They will use this time as a quick informal meeting session. Parents can express their concerns or just drop in to say hello.

Collaborative School Commission

Perseid will create a collaborative school committee (CSC). The CSC brings together staff, parents, students and community members to create and implement a plan to promote high achievement within the school. Being part of the CSC is an exciting way to get parents and community involved in our school, as well as a way to create valuable stakeholders.

Parent Volunteers
Parents are welcome to be a part to the Perseid Family in whatever way they can. Parents will be recruited as classroom helpers which are volunteers that can help the teachers weekly or monthly. We will also have a secured parent chaperone roster for parents interested in volunteering to attend field trips with their own children or other classes in need of chaperones. All chaperones must sign a trip conduct agreement form.

Family Read Night

Families will be invited to Perseid to celebrate the joy or reading. Families will be able to tour the school and participate in various literacy activities. They will also receive book list by grade level and common core literacy objectives to inform them of the expectations their child will have to meet. Parents will also participate in read aloud by teachers. There will also be parent literacy workshops to help parents understand how to work with their children at home to extend the classroom learning.

Family Math and Science Night

Families will be invited to Perseid to celebrate the joy of math and science. Families will be able to tour the school and participate in various literacy activities. Teachers will inform parents about the math and science fair rules and expectations. Students will also participate in various math projects and activities. Family Math/Science Night will be a time for fellowship and bonding. Families will also have dinner at the end of the evening.

Parent/ Student Workshops

Workshops set up to enhance both parent and students awareness of such things as First Aid procedures, Special Topics, including but not limited to becoming an entrepreneur, making tasty healthy dishes, model car building, learning to be collectors, Arts and crafts, team building.

Parent/Student Projects

Parent/Student projects for example science projects, writing (e.g. books, poems, stories, etc…), illustrating a book, school decorating (e.g. create posters, paint murals, and etc…), Book reporting night

(talk about book(s) they have read together). Parent and student will have an opportunity to strengthen their personal bond and doing projects aimed at bettering PACS makes them active stakeholders in the school.

The Great Race-A series of fun, exciting and educational projects over time with the parent/student team winner being named at end of school year. Detailed information about the Great Race will be provided in the Parent Portfolio.

Dimension 2.2: Demonstrated Track Record

Section 2.2.a. Experience and Track Record
Question #1: Experience and Roles

Q. **Briefly describe the qualifications and experience of members of the design team and/or (founding or existing) Board of Directors in all areas that are key to successfully opening, managing, and sustaining a new school, including education, school leadership/administration, operations, finance, development, law, and ties to the proposed community. Describe how the design team was formed, each member's contributions to the proposal, and each member's proposed role in the school. Please cite any advisors or consultants external to the founding group and define their contributions to the development of the proposal, including their relevant experience and qualifications.**

Capacity

The Perseid Design Team consists of educators from various sectors of education and business. A short preview of their skills is listed below followed by Tables delineating fuller their experiences.

Florida Banks, Bachelor of Science Special Education, M.Ed. Curriculum and Instruction, LBS1, EMH, Type 10, over 20 years' experience in special education.

Kristin Appiah-Word, Bachelor of Business, M.Ed. Curriculum and Instruction, M.Ed. Leadership and Supervision, and ABD-Teacher Leadership-Walden University, Type 3, Type 75.

Dorothy Appiah, Bachelor of Science in Business Administration, Master of Public Administration, Ed.D. in Adult Continuing and Higher Education, Type 75, Type 9, over 20 years in Career and Technical Education, business owner, adult education specialist, trainer and author: Where Will They Go? Transforming Public Housing in the City of Chicago, VDM Publishers, Germany.

Tonia Humphrey, Bachelor of Science, M.Ed. Curriculum and Instruction, Master of Arts Journalism, Type 3, formerly an elementary educator now working in post-secondary education and as an independent consultant.

Question #2: Academic Track Record

Q. **Provide evidence demonstrating that the design team, whether an existing Chicago operator, existing national operator or Management Organization, or a new operator, has a proven track record of success driving academic achievement and growth for students similar to those the school expects to serve in a school setting.**

Table 1

████████████

Table 2 ▮▮▮ Operational Capacity

Perseid Operational Roles and Responsibilities of Design Team Members	
Role at Perseid	Design Team Member to transition to Chief Education Officer/Founding Principal
Operational Responsibilities	Oversee all operational aspects… ➢ supervising monetary operations ➢ observing staff for improvement and evaluation ➢ making sure that student data are maintained ➢ conducting parent involvement activities ➢ hiring staff that fit the mission and philosophy of the school ➢ making sure that any and all student problems are solved immediately ➢ making sure that the community is involved
Expertise	*18 years as a Chicago Public School elementary teacher *3 years as a secondary business instructor for Entrepreneurship education * Created authentic assessments for teachers *Bachelor of Business in Marketing *Master of Educational Administration *ABD (All But Dissertation) in Teacher Leadership *Secured many grants to fund educational projects to enhance curricula *Created curricula for pre-school/Kdg program at South Suburban College *Served as Regional Operations Manager for Newton Leaning NCLB Tutoring for CPS Charter Schools supervised 5 charter schools with a budget over two million dollars—**CICS (Chicago International Charter Schools) Basil Campus, Bucktown Campus, West Belden Campus, Longwood Campus, and Prairie Campus**. Prepared payroll, supervised and hired staff, coordinated assessments, evaluated teaching protocols, conducted on-site teacher curriculum training, worked with the community when required. This experience was instrumental in providing expertise in running school-wide programs for a variety of charter schools. *Assistant Administrator for DKY Developers NCLB State-wide tutoring program. DKY Developers has been approved as an NCLB tutoring company since 2009. During that time ▮▮▮▮▮▮ responsibilities included: staff training, payroll, teacher evaluation, marketing, assessment coordinating, and program close out procedures. *Created and conducted teacher orientation programs for the use of assessments for DKY Developers. *Presented at various conferences on technology in the classroom and curricula innovations.

41

	*Prior to teaching ▮▮▮▮ spent time as Manager for a sporting goods outlet responsible for payroll, customer service, and employee training.
Consultant Activities	Consultant and teacher trainer for Fermi Laboratory and Foss Scientific— Participate in workshops and hold train-the-trainer (teachers) workshops off-site in science methodology and classroom activities.

Table 2

▮▮▮▮▮▮▮

Table 3 ▮▮ Operational Capacity

Perseid Operational Roles and Responsibilities of Design Team Members	
Role(s) at Perseid	*Design Team Member to transition to Consultant, Literacy Coach and Community Coordinator
Operational Responsibilities	Assist with literacy, college readiness and establish fundraising goals. Due to her vast experience as a college instructor and program facilitator, she will work with the Director of Curriculum and Assessments to help maintain and set comprehensive literacy goals and develop appropriate assessments (interim and summative) for teacher use in grounding instructional practices geared toward enhancing literacy and cognitive skills. ▮▮▮▮▮▮ will utilize her journalism experiences to implement fund raising goals within the community and provide outreach activities that will support fund raising efforts. Through targeted journalism and marketing activities, the community and stakeholders will be made aware on a continuous basis of the presence of Perseid, its objectives, initiatives, goals and its exceptional adventure program. Journalism is a known gateway for informing and galvanizing the community. In order to support operations at the community level ▮▮▮ ▮▮▮▮▮ responsibilities will include keeping in contact with neighborhood papers, writing articles on Perseid's initiatives, and submitting white papers to educational magazines and forums—which is an excellent way of notifying educators of the open website that Perseid will create where educational initiatives and research conducted by the teachers at Perseid can be shared with all educators free of charge.
Expertise	*Educator *Literacy Expert *Co/leader in publicity and fundraising *Extensive experience in post-secondary outreach *Bachelor of Journalism *Master of Education *Doctoral coursework in education

	*Chicago Public Schools elementary educator for over 15 years She has extensive experience in literacy as an educator at the elementary as well as the secondary level. Her work as research associate at Northern Illinois under the supervision of the Research Director will be of great value as we conduct action research and compile data. She has worked with the Erickson Institute as an educator in early childhood programs. ███████████ owns SmartiPantz an Educational Services company. She is knowledgeable in financial operations, administration of services, educational programming, tutoring. Her expertise as a business owner further enhances her skills in leading and coordinating educational programs at Perseid.
Consultant Activities	Hug A Books—an organization that offers reading and literacy programs to Chicago Public School Students.

Table 4

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Table 4 FB Operational Capacity

Perseid Operational Roles and Responsibilities of Design Team Members	
Role(s) at Perseid	***Design Team Member to transition to Director of Diverse Learners
Operational Responsibilities	██████████ will work to ensure that students with variant learning disabilities have their educational needs met. She will monitor the implementation of accommodations and assessments for special needs students. She will also work to oversee the development of Individualized Educational Plans (I.E.P.) as well as Individualized Service Plans (ISP).
Expertise	***Professional Educator License in Special Education LBS1 *Elementary Special Education Educator for over 30 years. *B.S. Education University of Wisconsin-Whitewater, 1978 *Mentor Teacher at Fernwood Elementary and Vernon Johns Elementary Schools *Consulting Teacher at Vernon Johns Elementary – worked with struggling teachers *Named Teacher of the Week by the Chicago Sun-Times Newspaper , for week of February 17, 1997) *Featured in CPS CHILDREN FIRST SPECIAL REPORT, April 1997, Number 62, Office of Specialized Services: Honored for being named Teacher of the Week by the Chicago Sun-Times Newspaper, p. 8.

	*School-wide Special Education Coordinator at Vernon Johns Elementary School
	*Community Outreach Coordinator at Vernon Johns Elementary School
	*Volunteer Assistant Girl Scout Troop Leader at Fernwood Elementary School, Troop 2009-2012, also at Fellowship M.B.C. Girl Scout Troop 1728 during the 1980's
	*Member of Peer Helpers at Vernon Johns Elementary School
	*Allstate Insurance Helping Hands Volunteer
	*Multiple Sclerosis Society Camp Volunteer
	*Participated in Multiple Sclerosis Society Chicago Walk-A-Thon on behalf of older sister, Beth
	*Developing a new neighbourhood outreach program with New Trinity M.B. Church, Hoodies of Hope
	*M.A. Education-Olivet Nazarene University
	*SIPAA (Contributing Staff Member)
	*Served as Dean at Vernon Johns Elementary School
	*Oppenheimer Award Winner
	*Special Education Maintained Safe Harbour, Fernwood (2008-2011)
	*Piloted Danielson Frameworks
	*Served as Case Manager
	*Received Red Apple Award for Outstanding Teacher at Vernon Johns Elementary School, Spring 1999
	*Received Golden Apple Award for Excellence in Teaching at Vernon Johns Elementary School, Spring 2000
	*Reach 2010 Program Advocate at Vernon Johns Elementary School
	*Walked in the American Cancer Breast Cancer Walk with staff, students and parents of Vernon Johns Elementary as advocates for Reach 2010
	*Hosted a Reach 2010 Breast Cancer Workshop at Vernon Johns Elementary School
	*First Chairperson of Neighborhood Advisory Committee, at Vernon Johns Elementary School

Table 5

██████████████.

Table 5 DA Operational Capacity

Perseid Operational Roles and Responsibilities of Design Team Members	
Role(s) at Perseid	*Design Team Member to transition to Director of Operations and Finance
Operational Responsibilities	▓▓▓▓▓ will work to connect parents and students by educating and informing them through the promotion of stewardship. She is experienced in adult education and community involvement. She has authored a book documenting the transformation of various south side communities.
Expertise	*Community Research
	*Connecting community to Perseid
	*Fostering partnerships with other organizations within the community and outside of the community for expansion and diversity
	*Former secondary career/technical educator
	Bachelor of Science in Business Administration
	Master of Science in Public Administration
	Doctor of Education
	Doctoral work in community organizing and research. Formatting surveys and documenting responses. Soliciting other organizations to become partners with Perseid. Writing marketing and business plans. Organizing community affairs to promote Perseid. Seeking partnerships from other educational organizations and promoting articulation agreements for Perseid graduates with other schools.
	Founded D.K.Y. Developers (a for profit) firm in 2000 and D.K.Y. Developers Association (a 501c3 non-profit foundation) in 2007. D.K.Y. Developers was awarded 8A status for Educational Support Services by the SBA in 2010. In order to gain status as a federally designated firm, the following had to be submitted and approved: personal financial history, documentation of the firm's ability to provide services at the federal level, cash flow statement, balance sheet, income statement, and contracts awarded. These financials must be prepared annually and have been since 2010. 2009 D.K.Y. Developers was approved by the Illinois State Board of Education to offer NCLB tutoring statewide. Annual submission of company financials and assessment data of students tutored are required by the State Board of all companies desiring to be approved for tutoring contracts. In order for a district to offer NCLB tutoring, the district must not have met AYP (Adequate Yearly Progress), must have a student population that receives free or reduced lunch, and these students must be income eligible. Of the districts I have served, Chicago Public Schools has been one. Our team is very familiar with the student population in Chicago.
Consultant(ing)	Entrepreneurship Education for Pre-school educators

	Curriculum creation for a Mentoring Program
	Curriculum and catalog formatting for Easter Seals Training Program

Measure of Improvement
D.K.Y. Developers
NCLB (No Child Left Behind)
Supplementary Education Service (SES)
Assessment Results for 2011-2012 and 2012-2013
in Reading and Mathematics

As demonstrated by scores on Norris Educational Assessment Test (NEAT), a recognized assessment, and through appropriate analyses of those scores on enrolled students' achievements across two years in each of the proposed subject areas and for the grade levels indicated, particularly for low-income, underachieving students, the following Increases and Decreases are the analyses of student achievement and growth. An increase of 3 average points per student is statistically significant.

NEAT was standardized on 2,920 students, (these students comprised representatives of African Americans, Asian Americans, Hispanic Ethnicities, and Caucasians) who were aged 4 years 0 months to 17 years 11 months. The format and standardization of NEAT make it appropriate for use with students as young as 4 years (prekindergarten) and as old as 17 years 11 months (12th grade).

NEAT Readiness tests are designed for use with the youngest (through 6 years); and, the NEAT Achievement tests are for use with students 6 years old an

Norris Educational Assessment Test (NEAT)
is published and distributed by:
Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025-12

Graph A
2011-2012 SES Reading
Grades K-12
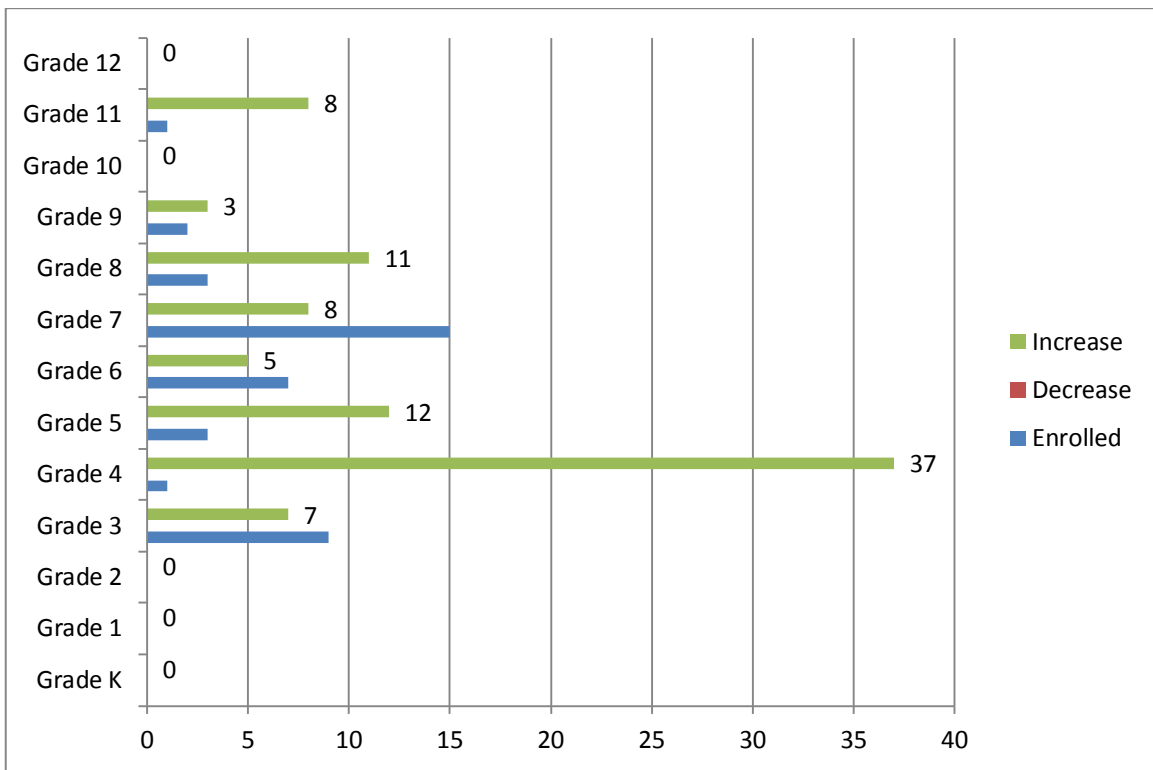
Figure 5 Graph A Similar Populations

Graph A$_2$
2011-2012 SES Mathematics
Grades K-12
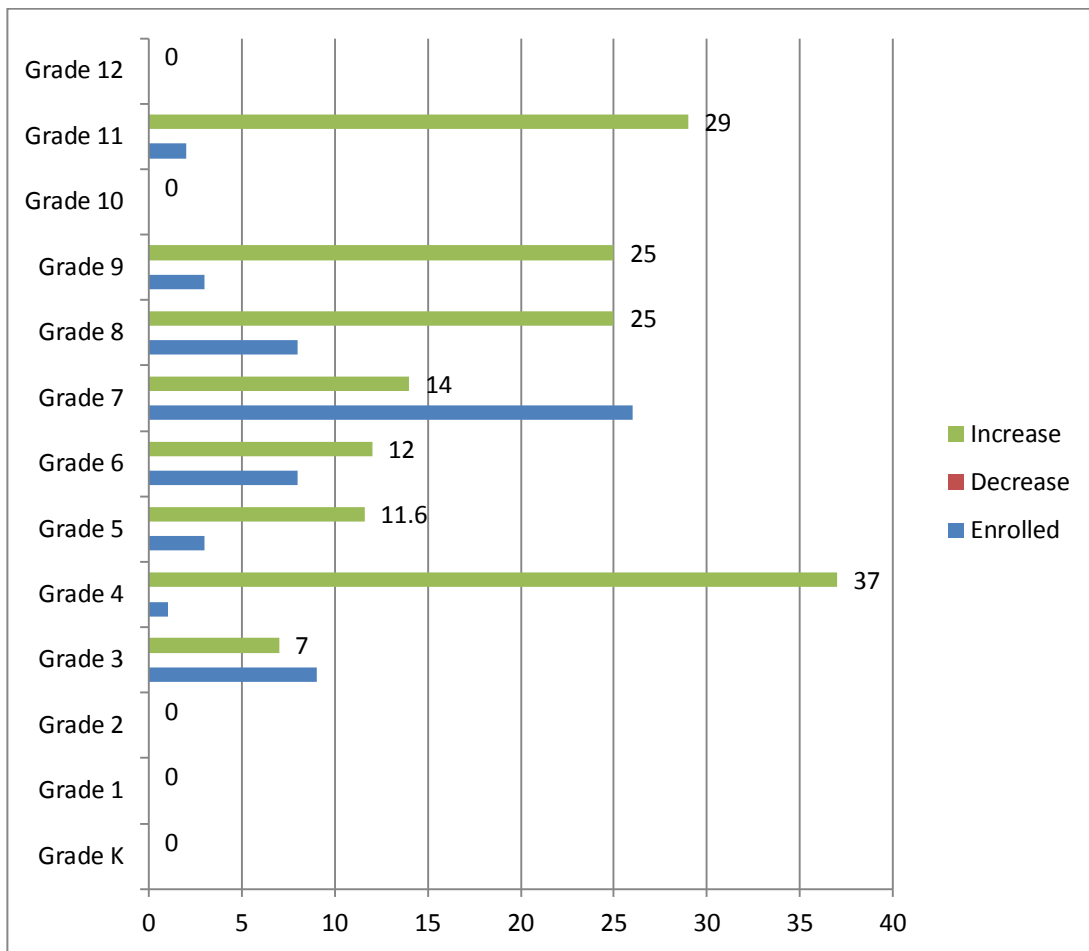
Figure 6 Graph A2 Similar Populations

Graphs A and A$_2$, 2011-2012 are aggregate results for Supplemental Education Programs conducted in the following school districts in Illinois: City of Chicago School District 299; Cook

County School District 130; Crete-Monee School District 201U; Posen-Robins School District 143.5; and Rhodes School District 8.45.

Graph B
2012-2013 SES Reading
Grades K-12
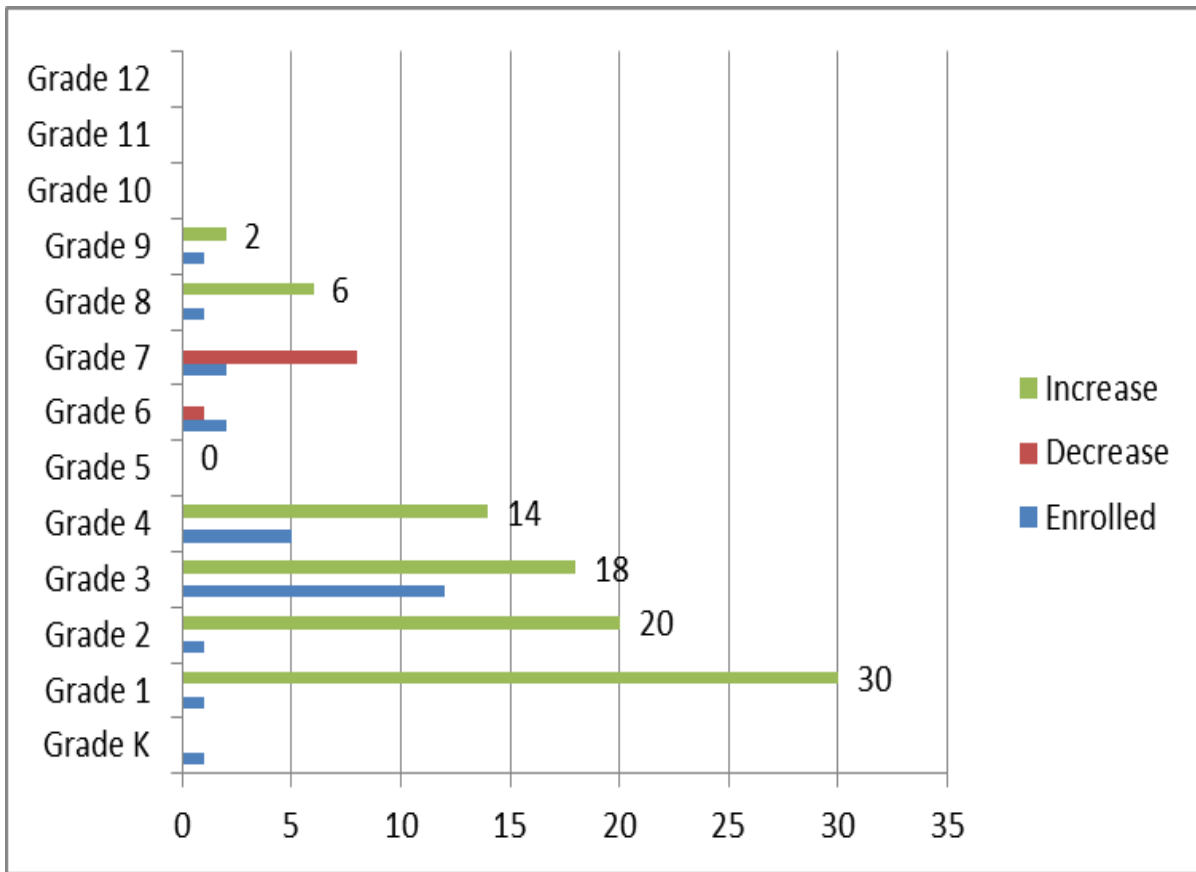
Figure 7 Graph B Similar Populations

49

Graph B$_2$
2012-2013 SES Mathematics
Grades K-12
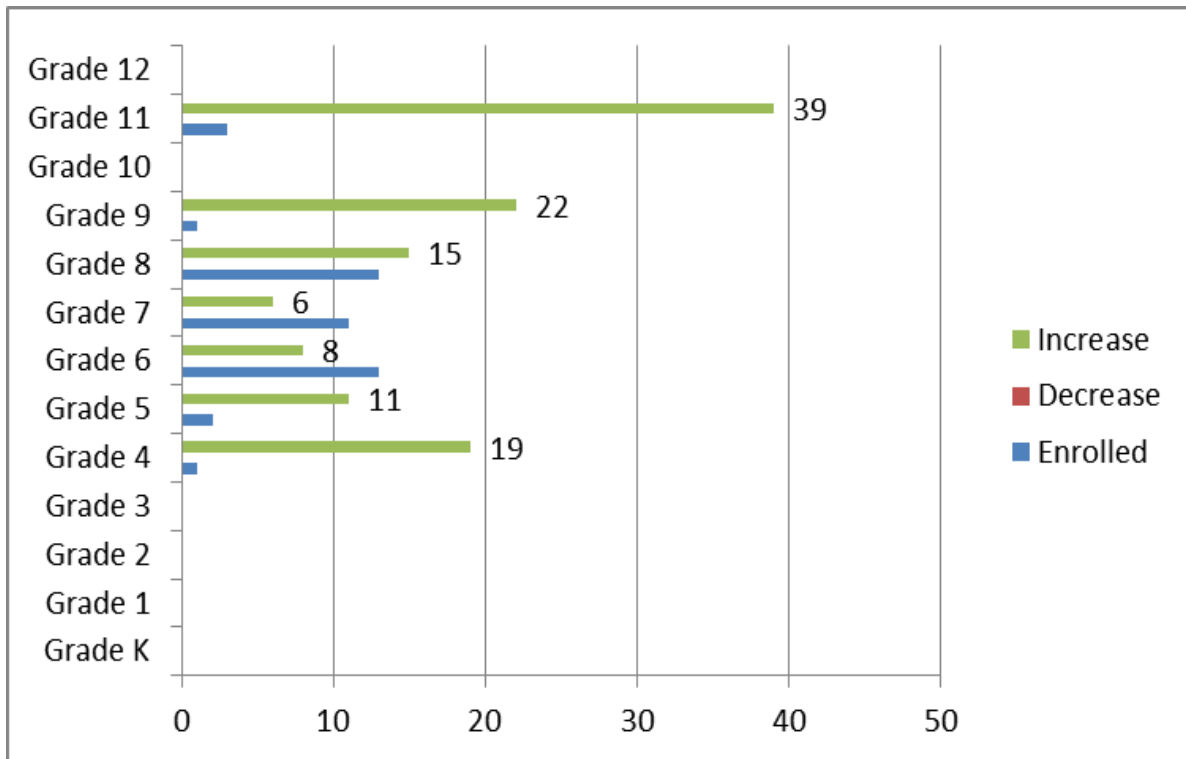
Figure 8 Graph B2 Similar Populations

Graphs B and B2, 2012 and 2013, are aggregate results for Supplemental Education Programs conducted in the following school districts in Illinois: Aurora East School District 131, City of Chicago School District 299; Crete-Monee School District 201U; Joliet School District 86; Matteson Elementary School District 159; Skokie School District 69; and, Steger School District 194.

Section 2.2.b. School Leadership

Question #1: Structure

Q. Briefly describe the proposed instructional leadership structure. *(Note: the structure should align with the school-level organizational chart provided in* Section 2.5.a. Recruitment and Staffing*).*

The instructional leadership structure will be very simple since we are just starting out. The Board of Directors will ensure that the Executive Director maintains fairness and fidelity. Then there's the Curriculum Director, Diverse Learner Director School Culture Coordinator and Community Outreach Coordinator. These are all important positions because they work together to make a complete picture.

Question #2: Selecting Instructional Leaders

Our Leadership Team will be drawn from every department, as described in our school manual. To complete PACS whole school staff, our hiring protocol and procedure will reflect the same thoroughness of our teaching and office staff as describe in our hiring manual.

Our interview process consists of essay questions which answers will be of different lengths, in person interview, in person classroom scenario observational interview for freshmen teachers, a video depicting the applicant demonstrating their knowledge of project based learning in a classroom setting. An in person observation senior teacher demonstrating their ability to mentor a freshmen teacher, with real time assessment and redirection input. Phone interviews may be conducted also if there is an in person interview scheduling conflict with an applicant.

Perseid Staff Selection Model			
Competency	Indicator	Measurement	Evaluation Tool
Commitment	Belief that all students can learn.	Cover Letter Educational Philosophy Previous Track Record	Cover Letter Interview Analysis Questionnaire Review
Assessment	Knowledge of Assessments	Assessments used and for what purpose?(i.e. NWEA, STAR)	Test Data Interview Analysis Sample of Formative Assessments
Inquiry Based Instruction	Uses questioning and student input to successfully	Sample teaching lesson	Formative Observation

51

	convey ideas		
Creativity	Ability to create a warm and welcoming atmosphere	Samples or pictures of bulletin boards	Bulletin board rubric
Professionalism	Appropriate work attire		Interview Questionnaire
	Able to work collaboratively	Proof of PLC (Study Group)	Proof of PLC outcomes
	Commitment to education	Sample Goals and Objectives	Previous Track Record
	Working knowledge of educational vocabulary and pedagogy	Interview	Interview Dialogue

Question #3: Experience

*Please note: If an applicant is proposing to open a school as a new operator, a proposed instructional leader must be identified at the time of proposal submission.

Q. If school leadership has been identified; please provide evidence of each proposed leader's success driving achievement with a similar student population in a school setting. If any of the proposed school leader(s) do not have leadership experience in a school, please cite any school leadership programs or fellowships that they have completed or will complete prior to school opening. (For existing operators only) If a proposed leader has not been identified, describe key partnerships, leadership pipelines, networks, and/or sources that the operator will rely upon to recruit the school leader(s).

███████████████, has been choose as the Executive Director and has amassed the following experiences in her educational career, which provide for a very good foundational grasp of administrative leadership.

Leadership Positions Within CPS:

█████ has been a teacher in the Chicago Public Schools System for the past 18 year. She holds a Master's in Curriculum and Instruction and a Master's in Leadership; she also has a Type 75 Administrative Certificate. Currently █████ is working on her Doctorate in Teacher Leadership at Walden University. At this time, she is ABD (All But Dissertation).

Throughout her career with CPS she has served in many leadership capacities. In 2010 she helped to write the SIPAAA (School Improvement Plan for Advancing Academic Achievement) at Fernwood Elementary under the leadership of Dr. Deborah Heath. During her time at Fernwood she also served as the Primary Department Chairperson, Summer School Coordinator and DIBELS Teacher Trainer In 2009 she served as the Summer Step Up To High School Coordinator at Coles Language Academy.

Currently she works at Lawndale Academy and serves in leadership roles such as: ILT (Instructional Leadership Team) Member, Fry Word Initiative Coordinator, REACH Team Leader (in-house), Student Teacher Mentor, Grant Facilitator, Acting Interim Assistant Principal (2013-15). █████ also works at Fermi Lab, where she creates and implements Science Adventure STEM Classes to various students of all ages.

Leadership Positions in the Nonprofit Education Sector:

█████ continues to work to expand her career by involving herself in outer education endeavors. In 2013 she was a Study Group Coach for the Chicago Foundation for Education, sharing her expertise on Whole Brain Teaching leading a group of her peers outside the classroom. This year she will lead a Study group focusing on Whole Brain Teaching. Currently, █████ is an Action Research Fellow exploring experiential learning with her students and measuring their comprehension of nonfiction text. She was responsible for researching new strategies and best practices for classroom instruction, facilitated Professional Development for teachers, and created and implemented new pedagogical practices within a PLC (Professional Learning Community).

She also served as a presenter at the Collaborate Chicago Common Core Conference (2012) and Chicago iPad Academy (2013) where she discussed "Personalizing Your Pedagogy through the Use of iPads In the Classroom".

Leadership Positions in the Supplemental Educational Services Sector, Serving Similar Student Populations:

In 2005 she served as the Regional Operations Manager for Newton Learning where she supervised over 500 students specifically in charter schools. As a Regional Operations Manager, she planned, monitored and implemented supplemental educational programs (for early learners, intermediate and elementary school students).

In 2007 she worked as the Director of Operations at Spectra Services. There she performed many functions, including; coordinating curriculum, teacher training and observations, implementation and supervision of afterschool programs.

Consulting for DKY Developers to provide professional development to teachers who work with students of similar populations:

Beginning in 2006 to present she has worked as a Professional Development Provider for DKY Developers. She is responsible for conducting professional development seminars offering teachers the opportunity to earn CEU (Continuing Education Unit) or CPDU (Continuing Professional Development Units) credit. Teachers are mandated to enroll in seminars that offer professional development in order to maintain their position. These credits become part of their professional portfolios. DKY Developers has been approved since 2009 to provide Supplemental Educational Services in the state of Illinois. A partial list of school districts include: Chicago Public Schools, Joliet Township High School, Joliet Public Schools and Posen-Robbins.

Data Driven Instruction Results
The chart below is evidence of data used to analyze student growth and achievement. The chart shows the effectiveness of using data to drive instructional practices, particularly when serving students of similar populations.

53

2011-2012
DIBELS-Reading Scores(total of 21 students, 3 out of the 21 had an IEP): **BOY:**12 students in Benchmark, 5 Strategic, 3 Intensive **EOY:** 15 students in Benchmark, 4 Strategic and 2 Intensive These scores indicate a 27% growth in the Benchmark Category
DIBELS-Math Scores(total of 21 students, 3 out of the 21 had an IEP): **BOY:**3 students in Benchmark, 8 Strategic, 9 Intensive **EOY:** 13 students in Benchmark, 6 Strategic and 2 Intensive These scores indicate a 50% growth in the Benchmark Category
Scantron - Reading Scores(total of 21 students, 3 out of the 21 had an IEP): Spring Target Results: 14 out of 18 students exceeded their goal, 3 out of 18 did not meet their goal.77% of the regular education population exceeded their spring target and 16% of the regular education population did not meet their target. (3 special education students are not included in this data because they were assigned to another teacher)
Scantron - Math Scores(total of 21 students, 3 out of the 21 had an IEP): Spring Target Results: 14 out of 18 students exceeded their goal, 3 out of 18 did not meet their goal.77% of the regular education population exceeded their spring target and 16% of the regular education population did not meet their target. (3 special education students are not included in this data because they were assigned to another teacher)
2012-2013 DIBELS
BOY: Reading 14% of students were at Benchmark.
MOY Reading 26% of students were at Benchmark
EOY Reading 39% of students were at Benchmark
These scores indicate a 25% growth in the Benchmark Category
BOY: Reading 9% of students were at Benchmark.
MOY: Reading 46% of students were at Benchmark.
EOY: Reading 50% of students were at Benchmark.
These scores indicate a 41% growth in the Benchmark Category.

- Winner of the Oppenheimer Award, Equine Exploration, 2015
- Chicago Foundation For Education Study Group Coach, 2015
- Chicago Foundation For Education, Action Research Institute Fellowship, 2015
- Chicago Foundation For Education Small Grant Award Recipient, Olfactory Factory, 2014
- Chicago Foundation For Education Small Grant Award Recipient, Author Study (Featuring Jack Ezra Keats) 2013
- Chicago Foundation For Education Study Group Award Recipient 2012
- Target Community School Award (Literacy Exploring Chicago) 2012
- Elmer's Teacher Took Kit Award, Frogs Humans and Butterflies (Science) 2012
- Donors Choose Grant Recipient, April 2012,STEM Science Project (Journey North Monarch Migration Study).
- Target Field Trip Grant Recipient, December 2011-12, Medusa Minotaur's and More (science unit based on Greek Mythology and Greek Scientist)

- Target Field Trip Grant Recipient, December 2010-11, Explore Our World (students attended various plays and film festivals and nature exhibits)
- Chicago Foundation for Education Grant recipient, November 16, 2002, Science Project, 6th Grade, "*What's The Matter"* (exploring the different properties of matter)
- Oppenheimer Teacher Grant recipient, December 14, 2000, Dramatic Production, "*Alice Through the Victrola"* (historical production featuring history, music, novels, and reading comprehension for grades 4-8)
- Chicago Foundation for Education Grant recipient, November 16, 2000, Science Project, 6th Grade, "*Electrolytes Friend or Foe"* (tested salinity of various sports drinks)
- Chicago Foundation for Education Grant recipient, November 16, 1998, Class Seminar, 4th Grade, "*History of Africa through Fables"*

Question #4: Evaluation

Q. *How will school leaders be evaluated?*

The school leader will be evaluated using the Illinois Principal Evaluation Plan (IPEP). This tool accounts for target areas and student growth. There are 4 levels of performance, distinguished, proficient, basic, needs improvement. It is based on the standards for Illinois school leaders. Professional practice is also rated and weighted. The tool also allows for principal based evince and explanations. A copy of this tool can be found in the appendix.

Dimension 2.3: Curriculum and Instruction

Section 2.3.a. Standards for Student Achievement
Question #1: Educational Goals and Metric

Q. *Identify academic, non-academic, and mission-specific goals and metrics for the proposed school. Include a table that details the school's quantifiable goals, including targeted assessment scores, attendance levels, and additional metrics for each of its first five years of operation. For high schools, include goals for graduation rates, leading indicators (e.g. freshman on track), college acceptance and persistence rate, as well as goals related to career readiness. Sample goals and metrics tables are provided in Appendix 2: Sample Educational Goals Table. Please describe how your design team determined these goals and why these goals are appropriate for the school's intended population.*

Perseid Academy Charter School will use the NWEA Assessment to track student progress in math and reading. Perseid is also using NWEA as an effort to align our educational goals and metrics to the new CPS School Quality Rating Policy. NWEA will also drive the instruction of teachers in order to reach the academic goals set. Students will be tested three times a year in order to maintain fidelity and implement data driven instruction. The NEWA assessment will be used as a formative and summative assessment, which is why it will be administered three times a year. The NEWA is an adaptive test that operates in real-time. This enables educators to get a true analysis of where students are actually performing. Teachers will also use the Learning Continuum to drive instruction and form small groups with in classrooms.

Educational Goals and Metrics							
Metric	Purpose	Test Taken	SY 2016-17	SY 2017-18	SY 2018-19	SY 2019-20	SY 2020-21
NWEA Reading Assessment	**Measures baseline and growth information**	**BOY** (beginning of the year) **MOY** (middle	75th Percentile Meeting or exceeding	80th Percentile Meeting or exceeding	80th Percentile Meeting or exceeding	85th Percentile Meeting or exceeding	90th Percentile Meeting or exceeding

K-8th	to guide instruction.	of the year) EOY (end of the year)					
NWEA Math Assessment K-8th	Measures baseline, growth and progress monitoring information to guide instruction.	BOY MOY EOY	75th Percentile Meeting or exceeding	80th Percentile Meeting or exceeding	80th Percentile Meeting or exceeding	85th Percentile Meeting or exceeding	90th Percentile Meeting or exceeding
National School Growth Percentile on the NWEA Reading(K-8th) Assessment	Measures baseline, growth on a national scale and provide progress monitoring information to guide instruction.	BOY MOY EOY	75th Percentile Meeting or exceeding	80th Percentile Meeting or exceeding	80th Percentile Meeting or exceeding	85th Percentile Meeting or exceeding	90th Percentile Meeting or exceeding
National School Growth Percentile on the NWEA Math(K -8th) Assessment	Measures baseline, growth on a national scale and provide progress monitoring information to guide instruction.	BOY MOY EOY	75th Percentile Meeting or exceeding	80th Percentile Meeting or exceeding	80th Percentile Meeting or exceeding	85th Percentile Meeting or exceeding	90th Percentile Meeting or exceeding
Priority Group National Growth Pctl. on NWEA Reading (Priority group may include but not limited to ELL students and diverse learners)	Measures baseline, growth on a national scale and provide progress monitoring information to guide instruction.	BOY MOY EOY	55th Percentile Meeting or exceeding	60th Percentile Meeting or exceeding	65th Percentile Meeting or exceeding	70th Percentile Meeting or exceeding	75th Percentile Meeting or exceeding
Priority Group National Growth Pctl.	Measures baseline, growth on a national	BOY MOY	55th Percentile Meeting or exceeding	60th Percentile Meeting or exceeding	65th Percentile Meeting or exceeding	70th Percentile Meeting or exceeding	75th Percentile Meeting or exceeding

on NWEA Math **(Priority group may include but not limited to ELL students and diverse learners)**	**scale and provide progress monitoring information to guide instruction.**	**EOY**					
STAR Reading K-2nd	**Measures baseline and growth information to guide instruction.**	**BOY** **MOY** **EOY**	75th Percentile Meeting or exceeding	80th Percentile Meeting or exceeding	80th Percentile Meeting or exceeding	85th Percentile Meeting or exceeding	85th Percentile Meeting or exceeding
STAR Math K-2nd	**Measures baseline and growth information to guide instruction.**	**BOY** **MOY** **EOY**	75th Percentile Meeting or exceeding	80th Percentile Meeting or exceeding	80th Percentile Meeting or exceeding	85th Percentile Meeting or exceeding	85th Percentile Meeting or exceeding
PARCC	This assessment is the indicator for students to become college and career ready and it is aligned with the common core standards	Once a year or TBD	N/A	3rd grade TBD (this is a new assessment)	3rd -4rd grade TBD (this is a new assessment)	3rd- 5th grade TBD (this is a new assessment)	3rd - 6th grade TBD (this is a new assessment)
Project Based Assessments	Student-engaged assessment, which includes video, student portfolios, and field work. These are qualitative descriptors that will be	Ongoing Sample rubric can be found in the **Appendix**	Qualitative measures using teacher created rubrics	Qualitative measures using teacher created rubrics	Qualitative measures using teacher created rubrics	Qualitative measures using teacher created rubrics	Qualitative measures using teacher created rubrics

57

	measured with a teacher created rubric.						
Benchmark Assessments	To measure student achievement as it relates to the curriculum map.	quarterly	Qualitative and quantitative (60th Percentile Meeting or exceeding)	Qualitative and quantitative (65th Percentile Meeting or exceeding)	Qualitative and quantitative (70th Percentile Meeting or exceeding)	Qualitative and quantitative (75th Percentile Meeting or exceeding)	Qualitative and quantitative (80th Percentile Meeting or exceeding)
Student Attendance K-8th	Student attendance drives instruction students in school will have more Academic learning time	Ongoing attendance will be monitored weekly	95%	95%	95%	95%	95%
Teacher Attendance	Teacher attendance is important for consistency in student behavior and instruction	Ongoing attendance will be monitored weekly	95%	95%	95%	95%	95%
Grades 3rd to 8th on-track for high school	This is the percentage of students in grades 3-8 who, at the end of the year, have earned a C or higher in both reading and math and attendance is 92% or higher.	This will be monitored quarterly	75% of students in 3rd grade	80% of students in 3rd -4th grade	85% of students in 4th -5th grade	90% of students in 5th -6th grade	95% of students in 6th -7th grade
Behavior and Discipline	To track and eliminate student discipline problems and increase positive	ongoing	Suspensions and discipline referrals 10% or less	Suspensions and discipline referrals 7% or less	Suspensions and discipline referrals 5% or less	Suspensions and discipline referrals 5% or less	Suspensions and discipline referrals 5% or less

	school culture.						
5 Essentials	Measures parent satisfaction and school culture.	Organized	Organized	Well Organized	Well Organized	Well Organized	Well Organized

Question #2: Student Assessment Plan

*Q. Explain how the school will assess the progress of individual students, student cohorts, and the school as a whole on the metrics identified in **Section 2.3.a. Educational Goals and Metrics** over the course of the five-year contract. Create a table that details specific diagnostic, benchmark/interim, and summative assessments that will be used for each grade level—including the local and state required assessments— and specify the timing of their administration (please see Appendix 3: Sample Student Assessment Plan for sample assessment tables). The proposal narrative should explain the rationale for selecting or developing the identified assessments and note alignment with state standards and/or Common Core State Standards, where applicable.*

Perseid will use various methods to assess student growth. We will use NWEA to implement data driven instruction. Teachers will use the Descartes (tailored list of skills that each student must master to meet their personal goals) to help students reach their growth targets and create interventions for the students who need them. Since NWEA is a computer based adaptive test, teachers are able to use the data to create individualized student groups. STAR Assessments will also be used as formative and summative assessments with primary students because they need more repeated progress monitoring. Since Perseid is an Adventure Learning School there will be many authentic performance based assessments given to students and created by students. These items will also help teachers to increase student growth. Students will receive teacher created rubrics to guide their projects and student portfolios. Students will create a portfolio of work from the entire school year documenting their progress toward their learning targets.

Educational Goals and Metrics				
Assessment	**Description**	Rationale	**Test Proctors**	**Frequency**
NWEA	NWEA Measures of Academic Progress tests present students with engaging, age-appropriate content. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty**.** Assessment is also Common Core Aligned.	The underlying data driving the assessment ensures remarkable accuracy, based on over 24 million assessments given over 30+ years. The test provides grade-independent analysis of a child's learning. For educators, it means at last having real-time information that, can	Teachers and Assistants	3 times a year

59

		change the course of a student's educational path.		
STAR Reading and Math	STAR assessments include skills-based test items and in-depth reports for screening, instructional planning, progress monitoring, and standards benchmarking.	STAR assessments provide the most valid, reliable, actionable data in the least amount of testing time, usually 20 minutes or less. This gives teachers quick feedback and enables, individualizing instruction to accelerate learning for all students.	Teachers and Assistants	3 to 5 weeks
Benchmark Assessments	Teacher created test in all subject areas.	The teacher created test will follow the pacing guide and allow teachers to measure the effectiveness of their instruction.	Teachers	4 times a year
Project Based	Actionable assignments that provide information that helps educators identify and respond to individual student academic needs. Teachers can also use strategies to match student needs with resources and approaches. Assessments are also Common Core Aligned.	Teachers can frequently measure student progress toward meeting standards and capture student performance data in a way that informs the acceleration of student progress.	Teachers	2 to 4 weeks
PARCC	Will provide all stakeholders with the tools needed to identify whether students from grade 3 through high school are on track for postsecondary success.	Teachers can address learning gaps and implement ways to close the gaps. State required Benchmark Test 3rd - 8th grade.	Teachers and Assistants	2 times a year(March, May)

Question #3: Data-Driven Programs and Instruction

Q. Describe how instructional leaders and teachers will collect and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform instruction, curricula, professional development, and other school supports. Describe the formalized supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.

Perseid will have a Data Room which is where all staff meetings will be held. The Data Room will have a data wall that will feature all classes with their data assessment information. This room will be used for data discussions, strategic goal planning, remediation and enrichment planning. "The most critical errors in leadership training stem from an incomplete understanding of core principals involved in adult learning."[33] The data room will drive the instructional practices of Perseid teachers. Teachers will always know where they stand and the goals they need to meet. When data sources are aligned with state learning standards student products, performance and proficiencies become the body of evidence for meeting the learning goal.[34] The data room allows staff members to see all triangulated data at once, providing a complete picture of the students' true evaluative status. Perseid staff will live the learning during professional development and through daily instructional practice. This is one of the fundamental presentation approaches Paul Bambrick-Santoyo recommends using in staff development. [35] During professional development we will use data development tools such as (see appendix for forms):

- Data Driven Implementation Rubrics
- Data Driven Classroom Best Practices
- Assessment Analysis and Instructional Planning Reports
- Living the Learning Model

Students will also have two types of portfolios. They will have a Passport Portfolio which will follow them throughout their elementary school career from grades kindergarten through 8th. Then they will have a Showcase Portfolio which will be a compilation of the work done during the current school year and taken home at the end of the year. The Showcase Portfolio will also be used during student led conferences. Both portfolios will be teacher directed but the student will also have input as to what is included in the portfolio. Students must also be able to articulate why they choose certain pieces of work to be included in their portfolios. Portfolios will also include data from assessments as well as report card grades and progress reports.

Student Assessment Plan							
Assessment	Data Collection	Data Analysis	Curriculum Adjustments	Instruction Improvement	Professional Development	Student Progress	Parent Progress Reports

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[33] Bambrick-Santoyo, Paul. (2010) Driven by Data. Josey-Bass, San Francisco.
[34] Shea, M., Murray R., & Harlin R. (2005) Drowning in Data? Portsmouth, NH:Hinemann.
[35] Bambrick-Santoyo, Paul. (2010) Driven by Data. Josey-Bass, San Francisco.

						Reports	
NWEA	Computer Based	Teachers will use the Descartes to group students and differentiate instruction	The adaptive test will let teachers know what Lexile levels each student would be reading at and the skills they need to cover in math	Teachers will focus instruction on areas that need improvement based on the Descartes	During the PD days teachers will focus on interpreting the Descartes and finding materials to address the deficits as well as enhance the above average students	Student goal setting sheet signed by student	Student goal sheet sent home with projected goals, parents must sign and return to school
STAR Reading and Math	Computer Based	Teachers will compare the data from NWEA to STAR in order to maintain fidelity and keep students on track	Teachers will explore options for varied text and higher order thinking skills	Determine what learning opportunities are appropriate, do students need more models or different instructional strategies	Teachers will look at exemplary models for students and steps to increase understanding	Student goal setting sheet signed by student	Student goal sheet sent home with projected goals, parents must sign and return to school
Benchmark Assessments	Paper Based Assessments	Assessments will be used to close the gaps early on		Teachers may change their instruction or move students to a higher or lower level to meet individual needs (grade level meetings will collaborate on instructional practices that work and need improvement	This data will complete the triangulation of data in order to offer evidence of growth	Data will be compiled in student portfolios	Data will be sent home to parents with progress reports
Project Based	Authentic Student Assessments	Qualitative assessments used to check student achievement	Qualitative data on day to day student learning and teacher can correct student misconceptions early on	Teacher can give more support to students based on the qualitative data and implement different instructional strategies	Teachers will reflect on what is relevant and what exemplary work looks like	Students will use these assessments in their passport portfolio, which will travel with until they graduate	Students will use these assessments in their showcase portfolio to be used at student led conferences and taken home at the end of the year
PARCC	Computer Based	Teachers will use the Descartes to	Teachers will explore options for varied text	Determine what learning opportunities	Teachers will look at exemplary	This assessment will become	Parents will be informed of their students'

	group students and differentiate instruction	and higher order thinking skills	are appropriate, do students need more models or different instructional strategies	models for students and steps to increase understanding	a part of the students portfolio	scores at the end of the year

Section 2.3.b. Curriculum

Question #1: Curricular Materials

See Appendix for Curriculum Maps, Unit Plans Lesson Plans

PACS will use the curriculum map, unit plan and lesson plans created by Core Knowledge Literacy Program [36] who has also posted curriculum on the engageNY website. Math curriculum materials (maps, unit plans and lesson plans were taken from the engageNY [37] website also. General music plans were created by Robeson County Public School District. [38]

Question #2: Philosophy, Selection, and Supports

Q. Provide a brief description of the applicant's curriculum philosophy, proposed curricula, and supporting materials for each subject. Outline the rationale for curriculum development or selection decisions. Explain how teachers will know what to teach and when to teach it throughout the school year. What resources and dedicated professional development will be provided to help teachers implement the curriculum?

Mathematics

enVisionMATH – enVisionMATH is a core curriculum for students in kindergarten through sixth grade. The program helps students develop an understanding for math through problem based instruction, small group interaction and extensive modeling. Differentiated instruction and ongoing instruction are used to meet the needs of all learners. enVisionMATH consists of 120–130 teacher-led lessons for each grade. Lessons are designed to be completed at the pace of one per day. Each lesson includes daily review and a small-group, problem-based activity, followed by guided and independent practice activities. Instructors use daily assessments to track student progress. These assessments also allow for targeting of additional practice and homework activities for students needing more support. Lessons are organized into a customizable sequence of topics and use texts, workbooks, manipulatives, and technology, incorporating both group and individual activities. Students using the enVisionMATH in grades 2 through 5 have

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[36] _http://creativecommons.org/licenses/by-nc-sa/3.0/_
[37] https://www.engageny.org/ccss-library

[38] http://www.robeson.k12.nc.us/Page/42425

significantly improved during the course of a year in problem solving, computation, vocabulary and communication by at least 19 points or more. The What Works Clearinghouse (WWC) identified one study of enVisionMATH that both falls within the scope of the Elementary School Mathematics topic area and meets WWC evidence standards. The study meets WWC (What Works Clearinghouse) evidence standards without reservations, and included 1,156 elementary school students in the second and fourth grades in eight locations across the United States.

Science

FOSS (Full Option Science System) - FOSS investigations are carefully crafted to guarantee that the cognitive demands placed on students are appropriate for their cognitive abilities. Developmental appropriateness and in-depth exposure to the subject matter with multiple experiences give FOSS its "horizontal curriculum" characters (numerous activities that provide a great variety of experiences at a cognitive level) A horizontal curriculum provides challenges for all students and results in a much deeper understanding of the subject.

FOSS is the result of academic research on learning interwoven with practical experiences in classrooms. The thoughtful introduction of science concepts as well as the sequencing of ideas results in a curriculum that leads to learning of science with understanding by all students. Practical experience in classrooms demonstrates that students learn best by doing which is the basis for inquiry based instruction. [39]When involved in learning something of interest, students come to understand concepts more fully, remember them longer after the experience, and develop confidence in their ability to find things out and to understand science. As a user of the FOSS system for over 5 years I have had great success and the curriculum integrates all subject areas. FOSS is easy to follow and teacher friendly. All materials are packaged and dated. Teachers do not have to worry about anything; everything they need is there, even text and science equipment.

English Language Arts

Core Knowledge Language Arts Program- The Core Knowledge Language Arts (CKLA) program is based on decades of cognitive science research revealing that reading is a two-lock box, a box that requires two keys to open. The first key is decoding skills, which are addressed in the Skills strand of the CKLA program. The second key is oral language, vocabulary, and background knowledge sufficient to understand what is decoded. These are covered in the Listening & Learning strand. Together, these two strands unlock a lifetime of reading for all children.

Guiding Principles (CKLA)

Coherent, Cumulative and Content-Specific Guidance Is Necessary

A coherent, cumulative, and content-specific grade by grade outline of topics helps ensure academic excellence, greater equity, and increased literacy. Children enter each new grade ready to learn—with a strong foundation of relevant background knowledge. The intentional sequencing of topics also helps prevent repetitions and gaps that so often characterize current education

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[39] Blanchard, M.R., Southerland, S.A., Osborne, J.W., Sampson, V.D., Annetta, L.A., & Granger, E.M. (2010). Is inquiry possible in light of accountability?: A quantitative comparison of the relative effectiveness of guided inquiry and verification laboratory instruction. *Science Education, 94*(4), 577-616.

Assessment and Instruction Are Intertwined

Effective teachers use assessment to inform the planning of lessons and experiences in their classrooms. Evaluation of each student's progress takes place in an ongoing fashion and is often conducted within the context of daily lessons. The specificity and grade by grade nature of the Sequence allow teachers to fine tune their planning to meet students' individual needs. "Hirsch's Core Knowledge is a "well-developed, content-rich curriculum," that it is already aligned with the Common Core standards, and that it has been successfully field-tested. New York". [40]

Supplemental Online Curriculum

CK12 Flex Books (math , science, social studies)- CK-12 allows teachers to assemble their own textbooks. Content is mapped to a variety of levels and standards including common core. Teachers can start from scratch or build from anything the Flex Books library. CK-12 Flex Books takes information that is traditionally communicated via a textbook, and makes it more engaging and interactive. This is a supplemental supply for teachers to integrate into their curriculum using their own creativity.

CompassLearning or Compass Learning Odyssey -The Compass Learning Odyssey® suite of learning solutions includes lessons and activities that are based on current and confirmed research about the way today's students think and learn. Odyssey curricula for primary and secondary students facilitate differentiated and personalized instruction, while formative assessments and reporting tools help drive data-driven decision making. Compass Learning Odyssey enables teachers to easily and efficiently assess, prescribe, instruct, and report on progress at the individual student level. Odyssey's compelling content gets students excited to learn and engaged in the process. It also helps teachers understand if students are proficient or advanced and whether they're making progress toward State and Common Core Standards. Teachers will be trained on how to use this software program to drive their instruction.

Question #3: Curriculum Development Plan

Q. Describe the curriculum development plan leading up to school opening that provides sufficient milestones and corresponding dates to ensure timely completion of all related activities.

Table 6 Curriculum Development Plan

Planning Items	Rational	Timeframe	Implementation
Faculty Recruitment *SY (School Year)*	*PACS will recruit staff for the SY 2016-2017 through social media, newspapers, job fairs*	*July 1, 2016 - June 17, 2016*	
Leadership Team Selection	*Once staff has been selected PACS will inform the*	*June 20, 2016 - June*	*Leadership Team continues to oversee the implementation,*

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[40] Sol Stern, (2012). The Curriculum Reformation, City Journal.

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Completion	*Leadership Team of the responsibilities and task. An effective, knowledgeable and respected chairperson will be chosen to lead committee, composed of teachers and administrators.*	*24, 2016*	*updating and evaluation of the curriculum.*
Identifying Key Issues *CCSS (Common Core State Standards)*	*Leadership Team will collaboratively look at research that reviews recent issues and trends of the curriculum in order to become familiar with their new strategies, text and implementation. CCSS standards will also be reviewed at this time.*	*June 27, 2016 - July 1, 2016*	*Then teachers will be given the opportunity to become familiar with the new curriculum through focusing on those specific parts of the curriculum for which individuals will be responsible for implementing. Teachers will work together as team members by grade level.*
Review and Select Text, Resource Materials	*The Leadership Team will review materials and decide how they will distribute materials to staff, The team will also determine which manipulative materials will be ordered as well as supplemental material (ie Reading A to Z).*	*July 4, 2016 - July 15, 2016*	*Leadership team will follow up with online ordering and make sure licenses are secured and operable for all grade levels. All user agreements will be secured and distributed to teachers and instructional ancillary staff members.*
Order Status/Delivery	*Leadership Team will place order for materials*	*July 15, 2016 - July 31, 2016*	*Once materials are delivered the Chairperson of the Leadership Team will make sure items are stored in a safe location until they need to be distributed.*
Professional Development *PD (Professional*	*Leadership Team will send out notices for professional development and locations*	*August 8, 2016 - August 12, 2015*	*Leadership Team will develop an agenda for staff PD. They will also make sure that there are enough handbooks and copies of*

Development)			*needed materials/handouts.*
Implementation of Curriculum Materials	*Teachers will review actual materials and begin to set up classrooms and lesson plans.*	*August 22, 216 - August 26, 2016*	*Teachers should know what they are going to teach and how they are going to teach. Beginning anchor charts should be established. Same grade classrooms should mirror each other in appearance and protocol (rules and consequences)*
Evaluation *PD (Professional Development)*	*The Leadership Team will provide staff with CPDU's for their PD with an evaluation survey*	*August 26, 2016- August 31, 2016*	*Evaluation will be an ongoing process for the entire year. The data from these surveys and meetings will be combined in order to create a careful analysis of the programs along with usage and success rates once implemented school wide.*

Question #4: Research Base

Q. *Provide evidence that the proposed curricula are research-based and have been effective with students similar to those the school expects to serve. Also include a brief description of how these curricula will keep students on track for college and career readiness, highlighting any backwards-planning efforts, if relevant. If proposing to use or develop innovative curricula, present evidence and/or a rationale for why your design team believes the selected curricula will drive student success with the targeted student population.*

PACS decided to use enVisionMath because it is a project based, interactive program. We know that our student need to be motivated and involved in order to maximize their learning potential.

Students using enVisionMATH significantly improved over the course of the school year in the areas of math concepts and problem solving, math computation, math vocabulary, and communication in math. Specifically, when students took norm reference test results showed that enVisionMATH students demonstrated significant percentile gains of: 19 points on concepts and problem solving , 33 points on computation, 15 points on math vocabulary, and 36 points on math communication.[41]

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[41] http://www.pearsoned.com/wp-content/uploads/envisionmath_efficacy_study_year1_final_report.pdf

FOSS was chosen for science because it is teacher friendly and comes with science kits ready for the teacher to begin all lessons. PACS also liked the inquiry based lessons and hands on projects that related to everyday life. There have been many articles on the effectiveness of the FOSS curriculum.

> In his thesis, McKelvie, compares a kit-based science curriculum (FOSS) with a traditional science textbook (McGraw-Hill) on short-term and long-term achievement. One third grade classroom was taught a lesson from the Physics of Sound FOSS kit and another third classroom was taught a similar lesson from the McGraw-Hill textbook. After the students completed the lesson, they were given a post-test immediately, 3 weeks, and 6 weeks after completing the lesson. The results indicated that the students who were taught using the FOSS curriculum did significantly better on all three post-tests than the students who had the traditional curriculum. In addition, the students that used FOSS retained more information about the topic over the 6 weeks than the students in the traditional curriculum classroom. [42]

PACS wants all students to be career and college ready. Technology must be aligned to the curriculum which is why PACS chose CompassLearning or Compass Learning Odyssey. The test is adaptive and they have partnered with NWEA to make sure that students are successful. Most students who use CompassLearning increase their scores on NWEA by at least 10% or more in math and reading. [43]

The Core Knowledge Reading Program (CKRP) was designed with our students in mind. Primary students need strong foundational skills and literature that mirrors the new standards (CCSS). Cross curricular connections are also important and that is a theme through the CKRP.

> **Reading Is a Two-Lock Box Process**
> In addition to decoding skills, the ability to understand what is read requires language, vocabulary, and background knowledge that provide a foundation for understanding unstated elements of a text passage. The ability to read and write is highly correlated with students' oral language proficiency, and the ability to understand a text read aloud is a prerequisite for making sense of the same text in printed form. It is essential that children build listening and speaking competency while also developing reading and writing skills. Traditional language arts instruction has typically paid little attention to listening and speaking. This failure to focus on the development of oral language in language arts instruction is a serious oversight. The rich outline of content topics in the Sequence must be accompanied by frequent opportunities that involve children in both listening and speaking. Today we call these 21st century skills but they have been around for ages. Our challenge as educators is to prepare our students to meet the challenge.[44]

Question #5: Curriculum Refinement

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[42] McKelvie, C. (2010). *Investigating the effectiveness of Full Option Science System (FOSS) on elementary students' short-term and long-term achievement.* Master's thesis, Lebanon Valley College.
[43] http://www.compasslearningonline.com/nwea-alignment-results
[44] Andrew J. Rotherham and Daniel T. Willingham,(2010). American Educator.

Q. Once the school is in operation, what process will the school use to further develop the school's curriculum? Describe the procedures that school leaders and teachers will use to evaluate, review, and revise the curricula to ensure its continued effectiveness in driving academic achievement and growth for all students, its alignment to state standards, and alignment across grade levels.

PACS will continue to evaluate the curriculum development process throughout the year. The cycle ends and then begins again with a careful evaluation of the effectiveness and impact of the program. PACS will use surveys, focused discussions and meetings to monitor the implementation and fidelity of the curriculum.

The Leadership Team will gather data to analyze the strengths and weaknesses of the curriculum as well as the instructional needs of staff and students. The data will be gathered from student performance which will be linked to instruction. Teachers will share, discuss and assess student performance task, student work, lessons, and instructional practices related to the curriculum during grade level meetings.

Section 2.3.c. Instructional Strategies:
Question #1: Approach

Q. Describe the instructional strategies that will be implemented at the proposed school. Explain how the proposed instructional strategies support the mission, vision, and educational philosophy of the school. Highlight evidence that the instructional strategies are research-based and have been effective with students similar to those the school expects to serve.

Gradual Release Instructional Model

The gradual release of responsibility model of instruction requires that the teacher shift from assuming "all the responsibility for performing a task to a situation in which the students assume all of the responsibility" (Duke & Pearson, 2002, p. 211). This method of effective literacy teaching includes small group instruction, differentiation, and a response to intervention in order to move students to a level of proficiency. Instructors at Perseid will use this model in mathematics also. To be effective, teachers have to engage students in purposeful instruction designed to meet the needs of individual and smaller groups of students. Experiential learning is learning with a purpose. Students are allowed to explore and work independently, which is the goal of gradually releasing your students into a lesson. There are four focuses in the guided release model; focused lessons, guided instruction, collaboration and independent work.

Teachers at PACS will use the GRR (Gradual Releaser of Responsibility) along with the Direct Interactive Instruction model (DII), students practice after each step, guiding students during initial practice, and ensuring that all students experienced a high level of successful practice ultimately leading to mastery.

Components of DII

I. Increased Academic Learning Time
II. Standard and Measurable Objectives
III. Structured Sequenced Lessons
IV. High Student Engagement
    a. Interaction

69

b. Feedback
c. Correction
V. Proactive Classroom Management
VI. Student Motivation and Retention
VII. Ending Results-Student Achieve

Teaching Actions in Direct Interactive Instruction Figure 9

Teachers use Common Core Standards with objectives that can be measured by students and parents. Al lessons are planed with a goal that relates back to the objective

Lessons will be taught with the intention of transfering accountability and responsibility from the teacher to the student.

Instructional Expectations

Student engagement is important throughout the lesson. Students must be active participants in the learning process. During this time teachers are monitoring for understanding and giving thoughtful feedback.

Teachers are spending less time redirecting behaviour and more time on instruction. Teachers are being proactive instead of reactive. Procedures and policies are in place and students are aware of protocol. Teachers are also trained in techniques to diffuse moderate behaviour issues.

Question #2: Differentiation

Q. Discuss how teachers will identify students in need of remediation and accelerated learning opportunities. What different methods of instruction and supports will teachers use to meet the needs of all students, including students who require remediation and accelerated students?

PACS will support and scaffold all students of varied abilities. We have designed a plan for our students who need minimal support as well as those who may need intensive support. We have listed various interventions that will promote and encourage our talented while supporting our diverse learners through instructional differentiation.

Gifted and Talented Children

Illinois definition of gifted and talented children:

"Gifted and talented children' means children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with other children and youth of their age, experience, and environment. A child shall be considered gifted and talented in any area of aptitude, and, specifically, in language arts and mathematics, by performing in the top 5% locally in that area of aptitude."[45] Perseid Academy students will be chosen based on assessments, grades and teacher recommendations.

Gifted and talented students and those with high abilities need gifted educational programs that will challenge them in classroom settings and enrichment and accelerated programs to enable them to make continuous progress in school. Grouping gifted children together allows for more appropriate, rapid, and advanced instruction, which matches the rapidly developing skills and capabilities of gifted students. Perseid Academy Charter School will guide our gifted students through the many galaxies of academia to challenge, inspire and equip them to explore and excel as far as their gifts and talents will take them.

We will search globally for all new and alternative programs and strategies, accommodations and modifications to help and guide our gifted students as we will do with all our students, without discrimination.

- Acceleration [46]

- Grouping [47]

- Curriculum Compacting [48]

- Advanced Placement.[49]

Perseid Academy Charter School gifted and talented students will, like all our students be equipped to go to the next level of advanced higher education with confidence in applying their academic skills to full propulsion to future personal and academic success.

Non-Identified Students

In the general education population there are many students who attend school daily, students comes prepared to learn and sits quietly waiting to receive academic instruction. However, when it is time for the student to work independently to demonstrate application of the skill by producing a completed task or project he or she fades into the background and silently fails.

Students which might not exhibit an understanding of a specific academic skill, nor is able to construct a connection between instruction and application, which culminates in mastery of a specific skill leading to academic growth with progression to success, these are NFNI students(Not 504 Nor IEP).

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[45] Illinois Association for Gifted Children. "Illinois Association for Gifted and Talented Children 105ILCS 5/14 A-20 105ILCS 5/14 A-20. Accessed April 13, 2014. http://www.iagcgifted.org/
[46] National Association for Gifted Children. "Gifted Education Works, What the Research Says: Gifted Education Works". accessed April 1, 2014.http://www.nagc.org/giftededucationworks.aspx
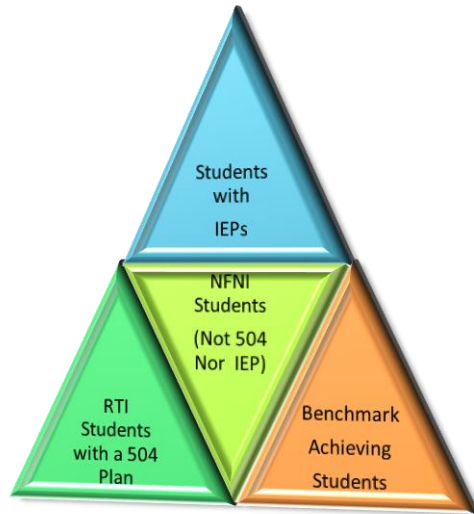[47] Ibid
[48] Ibid
[49] Ibid

Educational Gap: Not 504 Nor IEP Student

Figure 10 Educational Gap

[50]

Perseid Academy Charter School's highly qualified educators will be charged with implementing and delivering a highly effective academic instructional program. Because NFNI students do not legally qualify for a 504 Plan nor an IEP, NFNI students will be provided with the right mix of approaches to bring them into alignment with academically. The missing skill steps will be identified and instruction furnished to students for development and maintaining the needed comprehension skills to succeed and tools to make the academic connection to advance according to grade level standards.

Because the NFNI student by definition is not on the spectrum according to law meeting the requirements/guidelines for a 504 Plan nor IEP, however will benefit from accommodation and modification to the general education curriculum.

Here at Perseid Academy Charter School our responsibility will be to incorporate the use of the multiple intelligences among other strategies as a support tool to infuse academic instruction with the way in which it is most beneficial for the student to intake and process the information that is presented. The NFNI student will have the opportunity to participate as a "whole student", no longer on the fringe of academic success.

THE 8 MULTIPLE INTELLIGENCES

1. Bodily-Kinesthetic- (Body Smart): The capacity to use all or part of your body, to solve problems, make something, or put on a production.

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[50] Figure 14- *The NFNI students represent the student which finds themselves in the "Educational Gap" Original Chart*

2. Musical – (Music Smart): The ability to think in music, to be able to hear patterns, recognize them, and perhaps manipulate them.

3. Logical-Mathematical- (Logic Smart): The ability to understand the underlying principles of some kind of casual system.

4. Naturalistic- (Nature Smart): The ability to discriminate between living things as well as other features of the natural world.

5. Interpersonal- (People Smart): Having an understanding of yourself, knowing who you are, what you can do.

6. Visual-Spatial-(Picture Smart): The ability to present the spatial world internally in your mind.

 7. Intrapersonal-(Self Smart): Having an understanding of yourself, knowing who you are, what you can do.

8. Verbal-Linguistic-(Word Smart): The capacity to use language to express what is on your mind and to understand others. [51]

Student must not allow society to define success for him or her, but must develop a definition of success which fit their personal expectations. This strategy takes the focus off the cultural biases and society's ideal of success and places the outcome of the students future squarely in the students own power.

To convince the students that it is possible to rise above ones circumstances and achieve their goals and objectives that they have set for themselves. A strategy such as this, causes the student to view their environment and the surrounding poverty, not as an anchor to hold them down, but as a springboard to their set goals and objectives.

In dealing with issues that segregate or categorize a student's ability, you must make the student understand that these are tools used to assess academic development. Once the student is made aware that it is for their benefit and not just too stigmatized; a student's expectations and level of confidence rises.

Tolerance has to be the major component if a change in the student's attitude is to evolve. Differences are to be shown in a positive light. Students should be made aware that we are all different in some way; and it should not be a basis for prejudice. Isolation and loneliness due to prejudice would no longer be the norm, but inclusiveness and comradeship is the end result.

Perseid Academy Charter School, will seek out new and innovated educational methods to give all our students the tools of educational necessity to succeed academically, socially and emotionally

PACS teachers will employ the following differentiation methods with all students:

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[51] Mrs. Leveque's Room. "Why We Can Differentiate". Access February 14, 2014. http://mrslevecquesroom.weebly.com/students.html and My Little Genius. "Unleash the genius potential in you child by Howard Gardner". Accessed February 14, 2014. http://www.mylittlegenius.com.sg/?p=817 compilation

Push-In Support

Perseid Academy Charter School (PACS) strongly believes in educating all students in the most least restrictive environment. The student(s) will be provided academic instruction with full inclusion (being educated alongside their non-disabled peers) with push in support from the special education teacher or paraprofessional, where full inclusion of instruction will be a shared responsibility and a team approach as a guided principle. Differentiated instruction as well as accommodation and modification of the general education curriculum will be instrumental in meeting the needs of the student to afford them the same educational process.

- **"Push In"** has the special education teacher or paraprofessional enter the classroom to provide instruction and support to students.[52]

- **"Pull-out"** programs for children with special needs, intended to provide the student with instruction in smaller class settings and with more individualized instruction.[53]

- **"Resource Room" It is a classroom** where a special-education teacher works with a small group of students, using techniques that work more efficiently with a special-needs population.[54]

- **"Full Inclusion"** places a special education teacher as a full partner in a classroom with a general education teacher.[55]

- **"Self-Contained Class"** Placement in a self-contained classroom means that a student will be removed from the general school population for all academic subjects to work in a small highly intensive setting with a special-education teacher[56]

- **"Differentiation"** Differentiation involves providing a range of activities and using a variety of strategies for students with different abilities, from learning disabled to gifted, to successfully learn in the same classroom[57].

- A "**Paraprofessional Educator**" is a teaching-related position within a school generally responsible for specialized or concentrated assistance for students in elementary and secondary schools.[58]

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[53] eHow.com."What is the Definition of a Special Education Pull-Out Program?", by Katlyn Joy, eHow Contributor. Accessed February 15, 2014. Read more: http://www.ehow.com/facts_5872343_definition-special-education-pull_out-program_.html#ixzz2zoq51QOu
[54]About.com, Children With Special Needs." Choose the Right Special Education Placement for Your Child by Terri Mauro". http://specialchildren.about.com/od/specialeducation/p/specialedrooms.htm
[55] Ibid
[56] Ibid
[57] Ibid
[58]In Wikipedia, The Free Encyclopedia. "Paraprofessional educator"." accessed February 24, 2014. http://en.wikipedia.org/wiki/Paraprofessional_educator

- **"Modifications"** are instructional or test adaptations that allow the student to demonstrate what they know or can do, but they also reduce the target skill in some way.[59]

- **"Accommodations"** are instructional or test adaptations, which allow the student to demonstrate what he or she knows without fundamentally changing the target skill that's being taught in the classroom or measured in testing situations.[60]

The Director of Special Education and the Student Support Services Coordinator will also hold targeted professional development during weekly professional development schedule, monthly professional development days, and quarterly professional development ensuring that all staff will be working on proper identification of at-risk students in potential need of services.

Question #3: Specialized Instruction

We at Perseid Academy Charter School (P.A.C.S.) believe the desire to achieve begins as teachers help youngsters to see and appreciate their own virtues, then guide them to a personal understanding of how their potentialities can become realities.

Our core values are for all our students, because all of our students are **S.T.A.R.S**., and PACS whole-staff are going to meet and exceed at every level and department to help our **S.T.A.R.S.** shine as bright as the stars in the sky.

With high expectations, knowledge and unity we have the perfect needed core values to achieve our goals for our students.

PACS CORE VALUES:

HIGH EXPECTATIONS:

- **Perseid stakeholder**

- **Problem solver**

- **Successful learning outcomes**

- **Application of instruction**

- **Promoting high self-esteem**

- **Parent/student/teacher partnership**

- **Daily operation (Organization)**

- **Student centered classroom**

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[59]National Center for Learning Disabilities. "Accommodations vs. Modifications". What's the Difference?" accessed February 17, 2014. http://www.ncld.org/students-disabilities/accommodations-education/accommodations-vs-modifications-whats-difference
[60] Ibid

- **Artifacts of in-class assignments and homework**

- **Samples of assessment procedures**

- **Teacher reflections**

KNOWLEDGE:

- **Application of academic subject**

- **Using data to drive instruction**

- **Problem solver**

- **Developing/implementing strategies**

- **Using gained knowledge from professional developments**

- **Execution of instruction**

UNITY:

- **Able to work with whole-staff**

- **Stakeholder going above and beyond**

- **Problem solver to better the school**

- **Better self**

- **Sharing ideas**

- **Assisting whole-staff**

- **Working with community partners**

- **Parent/student/teacher partnership**

- **Classroom management**

Keeping students in school and not on suspension is going to be a major focus of Perseid Academy Charter School. We will launch **"Star Catchers"** a specialize group of administrators, teachers ,and clinicians to strategize, develop, and make available plans of actions to meet the ongoing process to enact student behavior modifications to prevent student suspensions which can lead to academic deficits.

Benjamin Franklin is quoted having once stated "*an ounce of prevention is worth a pound of cure*", we will execute this axiom[61].
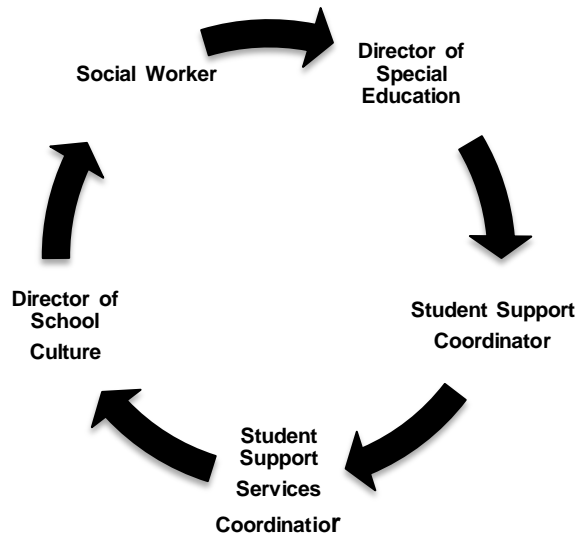
STAR CATCHERS

Figure 1[62]

The future Director of Special Education (DSE) will be highly qualified. They will have had (extensive) teaching experience in Special Education. The Director of Special Education will possess leadership and conflict resolution skills along with good communication and troubleshooting abilities. Being able to remain objective in situations to allow neutral evaluations will be an asset in the Director of Special Education which we, Perseid Academy Charter School will require in this position because it is paramount in enable the DSE to gather the necessary information to make available resources to help students and special education staff and paraprofessionals to reach Perseid Academy Charter School's goal of high academic achievement..

It will be the position of the Director of Special Education to foster an environment for all who journey the halls of Perseid Academy Charter School to better understand those students with special needs. Every positive statement, and or response moves that child one step closer to being able to function better in the classroom as well as in society in general. The student's intrinsic motivation increases causing a more productive academic outcome and a sense of wellbeing.

Children need to have a place where they can be validated, when their achievement results in a positive outcome. Some children feel their best is still not good enough because their classmate scores higher on examinations or draws a more detailed picture. There are children who only receive negative reinforcement from those in authority. They become what they hear amplified, from the people they believe know them best. The positive reinforcement which Perseid Academic Charter School students

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1 History.org." The Electric BEN FRANKLIN, The Quotable Franklin. Accessed April 21, 2014.
http://www.ushistory.org/franklin/quotable/quote70.htm
[62]Figure 1- STAR CATCHERS- Original Chart

will receive from our school whole staff, will give them a sense of relatedness and belonging as a valued entity. It will help them to maintain and establish better self-evaluation criteria to know themselves.

Developing a healthy and honest relationship is vital to our wellbeing as human beings. It is impossible for anyone to go through life without building or having a relationship with someone you can trust, depend on, and communicate with openly about your secretive inner most thoughts and feelings. As Harry Stack Sullivan said, "*All personal damage and regression as well as all personal healing and growth, come through our relationships with others. There is a persistent, if uniformed, suspicion in most of us that we can solve our own problems and be the masters of our ships of life, But the fact of the matter is that, by ourselves we can only be consumed by our problems and suffer shipwreck.*"[63] Interaction with another person, one who can be trusted is vital for our personal wellbeing, including Students with Disabilities, At-Risk, English Language Learners (ELL), Gifted and Talented students and NFNI (Not 504 Nor IEP) students.

Who Are Special Needs Students [64] Figure 2

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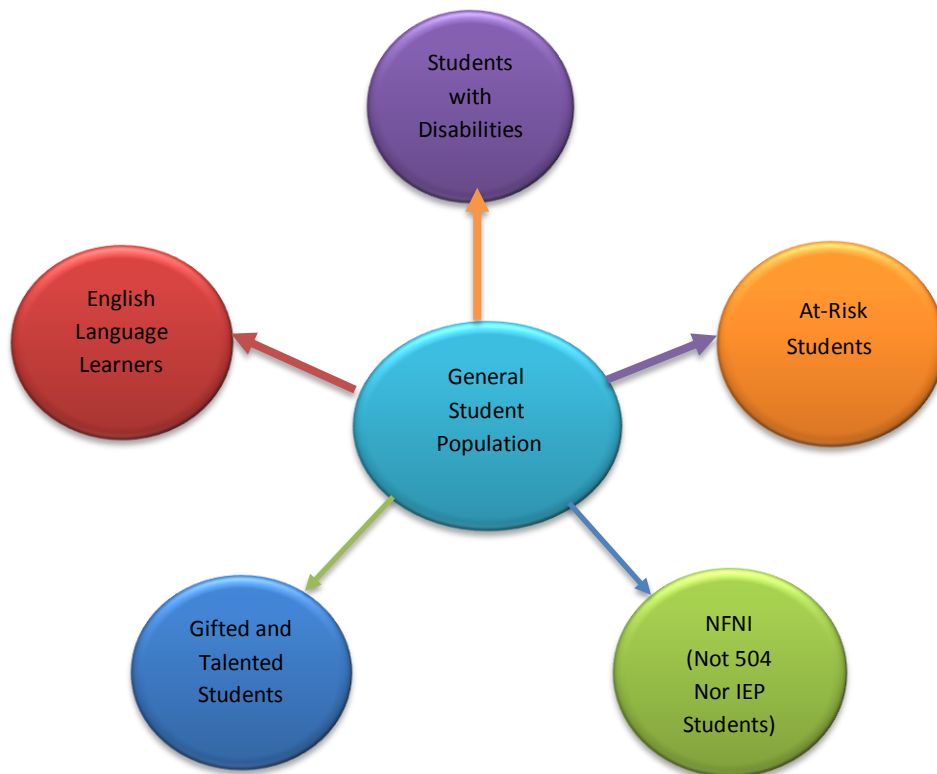
[63] BiblicalPreaching.Net. "A Mentoring Prod" by Peter Mead "Harry Stack Sullivan Quote" July 4,2009/ accessed 4/3/14 , Biblical Preaching http://biblical preaching.net/tag/harrystacksullivan/
[64] Figure 2 – Who Are Special Needs Students

The Director of Special Education, Student Support Services Coordinator and the Student Support Coordinator will be instrumental in using a team approach with assisting the General Education Teachers and Special Education Teachers with instructional strategies and best practices to address the targeted individual academic needs of all students, with the inclusion of special needs students of Perseid Academy Charter School. They will dedicate, prioritized and target time per week for professional development to train teachers in ways to support and challenge students of all skill levels and abilities. All teachers will receive full training from our Director of Special Education, Student Support Services Coordinator and Student Support Coordinator in our referral process, as well is in the successful implementation of modifications and accommodations within the classroom.

Q. Articulate how the educational program of the proposed school will meet the needs of all enrolled students, including students with disabilities and students who are English Language Learners (ELL).

Variety describes how the staff of Perseid will approach which method will be used to support our Students. Beginning in Year Zero, we will hire a full-time Director of Community Outreach and Development to ensure that we have a thorough and inclusive outreach into the community, and ensure all families are conscious of the school and our support for all students, including those with disabilities, students who are English Language Learners ("ELL"), and students who are homeless and face any other types of barriers to receiving the benefit of a superior education.

Beginning also in Year Zero, our staffing will include a Student Support Services Coordinator (Case Manager) who will be highly qualified and a Student Support Coordinator (School Counselor) who will hold a Type 73 Certification in Counseling With unity and accountability of all who touches the lives of our students, by going the extra mile in exhausting all avenues to broaden and seek knowledge, in demonstrating high expectations to fortify our discipline in educating all students to become Perseid Academy Charter School transcending S.T.A.R.S. (Soaring Toward Academic Resounding Success)

How A Student Qualifies For Special Education Services

Qualify for IDEA or Section 504
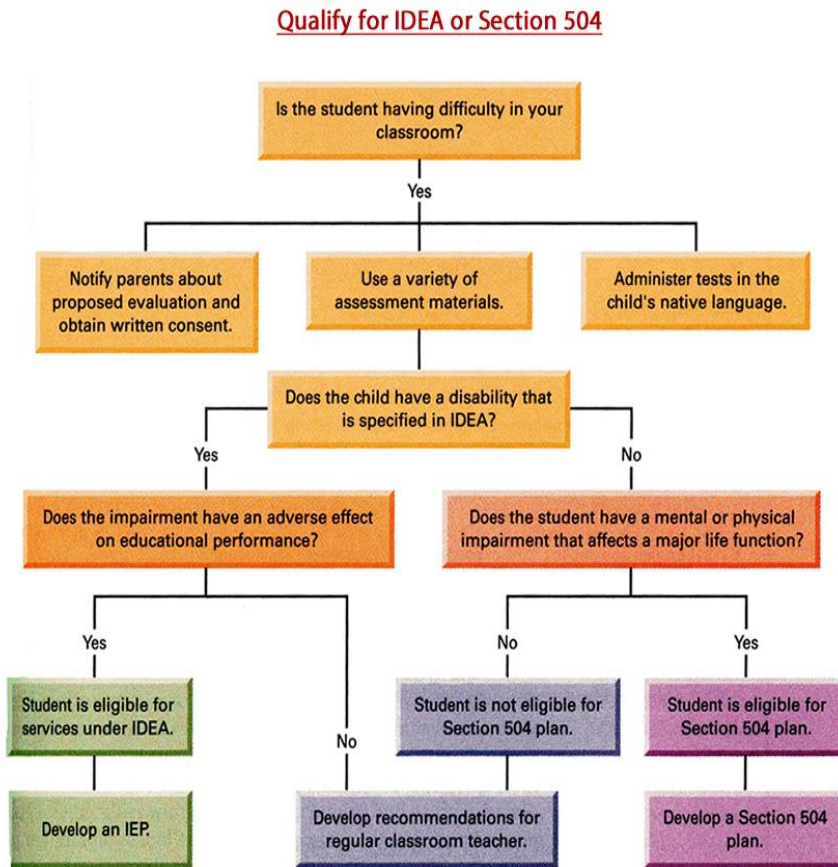
[65] Figure 5

The Director of Special Education and the Student Support Services Coordinator will hold formal training for all staff involved in the IEP process to review guidelines for the determination of student eligibility for special education services. The IEP process, which begins with the Multidisciplinary Evaluation Team consisting of the following professionals and their obligations under IDEA's Child Find Provision, eligibility for special education services. The IEP process, which begins with the Multidisciplinary Evaluation Team consisting of the following professionals and their obligations under IDEA's Child Find Provision.

Educational misplacement is avoided with Perseid Academic Charter School students, great lengths will be taken to ensure a student's school records will be retrieved and secured in a timely manner and thoroughly reviewed.

During our weekly professional development, grade-level meetings, and our monthly professional development days, this will afford our teachers the opportunity to collaborate the aforementioned

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[65]Figure 5: Home of Bob. "IDEA or Section 504 Qualifications". Accessed February 38, 2014. http://www.homeofbob.com/cman/intrvntns/labeled/ideaor504656.fw.png

objective observations. We will train teachers to carefully monitor individual student progress through weekly and daily assessments, qualitative observations,(naturally observing the student using all five senses, sight, touch, smell, hearing and taste) and an ongoing analysis of student-level performance data.

Multidisciplinary Evaluation Team
(M-Team)

Executive Director	General Education Teacher
Special Education Teacher	Director of Special Education
Relevant Clinicians	Director of School Culture
Parent(s)/Guardian(s)	Student Support Service Coordinator
Student Advocate	Student Support Coordinator
Family Advocate	

[66] Figure 6

They will also receive training on the implementation of IEPs and 504s, including modifications and accommodations within the classroom, and push-in support.

The Director of Special Education and the Student Support Services Coordinator shall also hold annual training with families whose children are identified as receiving special education services, reviewing with families the IEP process and documentation, the difference between modifications and accommodations, and the due process rights of families within the process. We will make available to families, contact information to outside support resources and have on campus mini conferences from available outside support resources.

 When a student has been identified by their instructor with demonstrating difficulty attaining grade level standards, or by our Director of School Culture through our behavioral data with exhibiting social and emotional conflicted behavior challenges, we will engage a three-step process**.**

The Three-Tier Model of School Supports

Academic Systems	Behavioral Systems
Tier 3: Individual Students/Very Small Group Assessment Based	Tier 3: Individual Students/Very Small Group Assessment Based

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[66] Figure 6; Original Chart- Specialized Support Team

High Intensity	Intense, Durable Procedures
Tier 2: Some Students (at-risk) High Efficiency Rapid response	Tier 2: Some Students (at-risk) High efficiency Rapid response
Tier 1 All Students Preventive Proactive	Tier 1 All Students All Settings Preventive Proactive

[67] **Figure 5**

The Three-Tier Model of School Supports Continuum of School-Wide Instructional &Positive Behavioral Support . Adapted from *Reaching All Students: RtI & SWPBS (Eber & Sugai. 2009)*.

The first step is a pre-referral, **Response to Intervention ("RTI")**

The RTI process in which the student's teachers and a member of the Leadership Team meet to set out a clear, ten-week research based intervention plan. These interventions will proactively address academic and behavioral concerns the student would be displaying.

Throughout the period of intervention, our educational and behavioral intervention strategies, and the student's response will be closely monitored on a weekly basis by the general education teacher and the special education teacher. If progress is observed, we will determine whether to continue with our chosen intervention(s) strategy (ies). If after three- weeks measurable progress is not evident from the measures set in place, the intervention strategies will be modified, while continuing to track the student's progress. If, after the ten-week process, the student is not progressing, we may recommend to the student's parent/guardian(s) that the data collected indicates there may be reason to have a more extensive diagnostic evaluation by relevant clinicians.

The steps of problem solving for RTI

»»**Define the problem:** Determine the gap or difference between what the student is expected to do and what the student is actually doing.
»»**Analyze the problem:** Use information collected from a variety of sources, such as school work, tests, parents' input, etc. to determine why the student may be having problems with learning or behavior.
»» **Develop and implement a plan:**
   • Set a goal that describes the expected improvement
      in the student's learning;
   • Choose the intervention(s) specific to the problem;

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[67] Figure 7- The Three Tier Model for School Supports, (adapted from) Illinois State Board of Education (2009), Educational Rights and Responsibilities, Understanding Special Education in Illinois. "Response To Intervention (RTI) Chapter 2, pp. 7-14". Accessed April 23, 2014. http://www.specialeducationadvisor.com/wp-content/uploads/2010/05/ch2-rti.pdf

- Identify how the student's progress will be monitored; and
- Carry out the interventions and check to make sure they are being done correctly.

»» Monitor Progress: Collect and use student data to determine if the intervention plan is working or   if changes are needed.

IEP Development and Implementation

The second step is a Domain Meeting to initiate a Case Study Evaluation ("CSE").

The Student Support Services Coordinator will convene the meeting, which includes themselves, the General Education teacher, a Leadership Team Member, the students' parent/guardian(s) and the relevant clinicians. Once we have secured written parental/guardian consent, the student will be evaluated by properly trained and licensed professionals.

The third step is an Eligibility Meeting

Our third step is an Eligibility Meeting, where the team reconvenes to discuss the results of the CSE. If a student is deemed eligible for Special Education Services, and with parental support and consent, the team will develop an Individualized Education Plan (IEP) using the Chicago Public Schools (CPS) form and following all of the procedures from the CPS Manual for Educating Students with and IEP. If the student is not eligible for Special Education services, the team will consider whether a 504 plan is appropriate for the student. If so, they will develop a 504 Plan for the student. If neither a 504 plan nor an IEP is appropriate, but a student is still struggling, we will meet with parent/guardian(s) to determine a behavioral and/or academic support plan that may include small group tutoring, individual tutoring, a behavior plan, and other student specific supports.

Our Student Support Services Coordinator will oversee the implementation of the IEP services for all students receiving special education. A copy of the IEP, along with procedural safeguards, will be given to all of the student's teachers and the student's parent(s)/guardian(s). We will carefully monitor the progress of students in the RTI process or possessing IEPs through a bi-weekly standing debriefing between the Student Support Services Coordinator, Director of School Culture and Clinicians, Special Education Teachers, and the student's General Education Teachers. The use of each student's most current assessment data from core academic subjects including but not limited to (weekly quizzes, local and state assessments, interim tests, daily class work, and from ongoing teacher records (including behavioural reports) will be collected and analyzed.
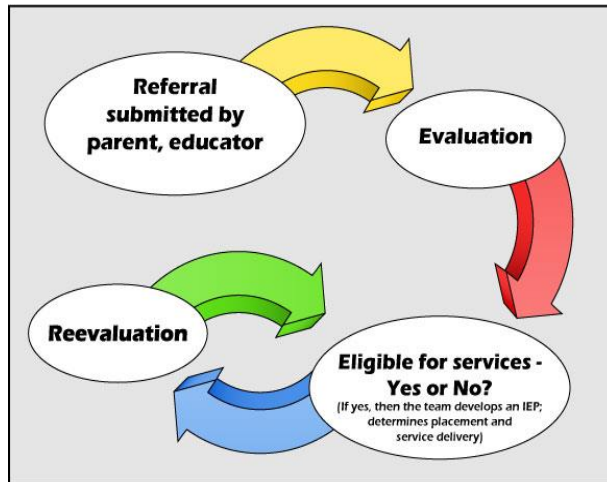
[68] **Figure 9**

As a student with an IEP grows and develops, our staff will closely monitor their progress, as we will do with all of our students. (**Parents will be encouraged to develop an IEP Binder to keep up with all documentation pertaining to the special education services provided for their child.**) If the staff believes that a re-evaluation is necessary, they may request such at a bi-weekly meeting with the Student Support Services Coordinator. All students with IEPs shall be re-evaluated a minimum of once every three years. In addition, if a parent/guardian requests that their child is reevaluated, we will respond to that request promptly. Communication with families/guardians of our Special Needs students will be a priority, and they will participate in an additional special services meeting during our Parent-Teacher conferences. At a minimum, our staff and parents of special needs students will convene annually to review each student's IEP progress and will update the IEP as needed. At the close of each student's annual review or three re-evaluation the parent will receive a copy of the new IEP.*Note: Special Education and General Education teachers will be responsible for having the following information included in an IEP binder for each student receiving special education services:

A. Securing copy of student's IEP
B. Individual Schedule
C. Modifications and Accommodations
D. Five-Week Progress Report
E. Quarterly Report Card
F. Diverse Learner Progress Report

Perseid Academy is committed to constantly evaluating our effectiveness at meeting the needs of all of our students. After our interims, PARCC as implemented, and NWEA MAP Testing, (along with future methods of evaluation through assessment), our Leadership Team will disaggregate assessment results by ELL and Non-ELL students, special education students and non-special education students, students

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[68] Figure 9: Do 2 Learn. "Disabilities". Accessed February 4, 2014.
http://www.do2learn.com/disabilities/images/FlowChart.jpeg

eligible for Free and Reduced Lunch (FRL) and students not eligible for FRL, to determine the efficacy of our services and support systems and practices. We also will review and disaggregate our students' behavioral data.

The Executive Director will work with the Leadership Team to improve the school's best practices in its Special Education Programming and evaluations. Any changes shall be integrated into staff training during monthly professional days, if not sooner.

Perseid Academy:

- **Will adheres to all provisions of federal and state law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable to it.**

- **Shall act consistently with applied law, and adhere to the Chicago Public Schools' policy and procedure to ensure all students with disabilities that qualify under the IDEA:**

  a. **Will have available a free and appropriate public education (FAPE);**
  b. **Will be appropriately evaluated;**
  c. **Will be provided with an IEP;**
  d. **Shall receive an appropriate education in the least restrictive environment;**
  e. **Shall be involved in the development of and decisions regarding the IEP, along with their parents and guardians;**
  f. **Will have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school or the school district's provision of FAPE.**
  g. **Will employ, a properly certified individual as the school's Student Support Services Coordinator.**
  h. **Will ensure that parents/guardians of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.**
  i. **Shall abide by the applicable provisions of IDEA, Family Educational Rights Privacy Act of 1974 as they relate to students with disabilities, including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access according to ISSRA. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."**

ISSRA-Illinois School Student Records Act of 1975 is the state version of the Federal Educational Rights Privacy Act of 1974, an Illinois law that applies to all Illinois public schools. They both give parents and

students privacy and other rights with respect to education records. Schools and other educational institutions must maintain records in a way that complies with the law. [69]

IEP requirements, including any requirements of extended year services, are provided by Perseid Academy Charter School or by an appropriate and qualified partnering organization, the ISBE Special Education Certification Form.

Section 2.3.d. School Calendar/Schedule

Question #1: Overview

Q. Describe how any innovations in the annual school calendar and daily schedule will enhance student achievement. If proposing a longer school day/year, please describe how your design team has budgeted for overtime pay for faculty and staff, as appropriate.

The school year calendar can be found in the Appendix

PACS will employ a normal school year with the standard vacation days. We will have summer programs and afterschool programs but they will not be considered part of the regular calendar year. PACS will also have a 7 hour school day with recess.

Question #2: Daily Schedule

Perseid Daily Student Schedule Kindergarten to Second Grade			
	Kindergarten	**First Grade**	**Second Grade**
7:30am	Breakfast	Breakfast	Breakfast
8:00 am	Morning Meeting	Morning Meeting	Morning Meeting
8:30 am	*Teacher Directed Instruction*	*Teacher Directed Instruction*	*Teacher Directed Instruction*
9:00am	Small Group Instruction	Small Group Instruction	Small Group Instruction
9:30 am	Collaboration Stations	Collaboration Stations	Collaboration Stations
10:00 am	Reading research Rotation	Reading research Rotation	Reading research Rotation
11:00am	Recess	Digital Reflection Journal	Citizen Science/Social Studies
11:30	Lunch	Recess	Lunch
12:00	Citizen Science/Social Studies	Lunch	Recess
12:30	Math	Math	Specials (gym/music, art)

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[69] Illinois General Assembly. "Illinois Complied Statues, Schools, (105 ILCS 10/) Illinois School Student Records Act. Accessed Marched 10, 2014. http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1006&ChapterID=17

1:00	12:30-1:30	12:30-1:30	12:30-1:30
1:30			
2:00	Specials (gym/music, art) 2:00-3:00	Citizen Science/Social Studies 2:00-2:30	Digital Reflection Journal 2:00-2:30

Q. Teacher's Daily Schedule: Describe how a typical teacher's day will be structured Monday through Friday, explicitly citing the amount of time devoted to core teaching assignments, planning, PD, and other activities as applicable (such as before or after school electives, remediation, lunch duty, advisory group, etc.).

Time	Teacher Schedule Kdg.	Teacher Schedule 1st Grade	Teacher Schedule 2nd Grade
7:30am	Teacher Prep	Teacher Prep	Teacher Prep
8:00 am	Morning Meeting(ELA)	Morning Meeting(ELA)	Morning Meeting(ELA)
8:30 am	*Teacher Directed Instruction (ELA)*	*Teacher Directed Instruction (ELA)*	*Teacher Directed Instruction (ELA)*
9:00am	Small Group Instruction *(ELA)*	Small Group Instruction *(ELA)*	Small Group Instruction *(ELA)*
9:30 am	Collaboration Stations *(ELA)*	Collaboration Stations *(ELA)*	Collaboration Stations *(ELA)*
10:00 am	Reading research Rotation *(ELA)*	Reading research Rotation *(ELA)*	Reading research Rotation *(ELA)*
10:30 am			
11:00am	**Teacher Preparation Period**	**Lunch Teacher Prep**	Citizen Science/Social Studies
11:30am			**Lunch Teacher Prep**
12:00pm	Citizen Science/Social Studies		
12:30pm	Math		
1:00pm			
1:30pm			
2:00pm	**Teacher Lunch**	Citizen Science/Social Studies	Math
2:30pm			
3:00pm		Specials (gym/music, art)	
3:30pm	Digital Reflection Journal		Digital Reflection Journal
4:00pm	**Dismissal**	**Dismissal**	**Dismissal**

Dimension 2.4 Talent Management

Section 2.4.a. Recruitment and Staffing
Question #1: Staffing Plan

Q. Discuss the rationale for the proposed staffing numbers and structure outlined in the attached five-year school staffing model and organizational chart. Cite teacher-student ratios for each type of teaching position. Attach job descriptions that outline roles and responsibilities of each of the instructional and non-instructional positions listed in the attached school-level organizational chart.

Teachers:
Perseid Academy Charter School's top priority will be the successful education of our students. We understand education is the key to bettering oneself, community and our global society. We understand with a great education our students will become the new leaders of the 21st century and be beacons for future generations of Perseid Academy Charter School students.

Highly qualified and motivated teachers are one of our most important elements in graduating academically successful students ready to be amongst the best and brightest academically at every level of their future scholastic endeavors.

Building the perfect Educational team for Perseid Academy Charter School will be simple, we will hire only the best, and to be sure we have the very best educational professional talent we will have in place the following, employment criteria, interview and assessment protocol in place to achieve our employment goal along with following section 27A-10(c) of the Illinois Charter Schools Law.

The Perseid Academy Charter School instructors will be required to continually grow professionally, by going to professional developments sessions, professional conferences, locally, statewide, national and international. We want our experienced teachers to maintain their professional success records with continued student academic success and help nurture and train the next future generation of PACS educators. We want our newly graduated teachers to use their fresh eyes, and energy to grow and develop into strong, highly successful long term career academic employees and stakeholders of Perseid Academy Charter School through the mentoring and coaching of our seasoned teachers. When our students succeed, so does our teachers, and our school.

As soon as Perseid Academy Charter School is designated to become a Chicago charter school, we will put our staff recruitment protocol into action, and will upon successful fulfillment of all positions, in the following year and there after we will start our recruitment process at end of each school year and recruit, interview and hire until all positions have be filled by highly qualified employees.

Qualification Overview
- Takes on challenges
- Strong academic record/rigorous course of study
- Sets and meets ambitious goals
- Active desire to teach "where needed"
- Believes that students of all backgrounds can and must learn at high levels
- Realistic expectation of challenges
- Reflects regularly on performance to identify areas for improvement
- Seeks and welcomes feedback from others

- Accesses resources to support self-development
- Demonstrates willingness to modify approach
- Recognizes and learns from failures
- Familiar with project-based instruction
- Enjoying learning and teaching in diverse and unusual atmospheres
- History of staying with employers/organizations

Teacher Assistants/Paraprofessional

The state of Illinois, all instructional teacher assistants (this even includes those designated to providing instructional support for students with disabilities) must request a Statement of Approval from the Illinois State Board of Education (ISBE) by completing the Application for Paraprofessional Approval Form. See job description

Qualification Overview
- Active desire to assist teacher "where needed"
- Believes that students of all backgrounds can and must learn at high levels
- Reflects regularly on performance to identify areas to better as teacher
- Seeks and welcomes feedback from others
- Accesses resources to support self-development
- Demonstrates willingness to modify approach
- Familiar with project-based instruction

Business/Office Staff

Will oversee the business and financial management of the school – all the administrative, and logistical day to day aspects of running the school will be done in the most effective and efficient way possible. See job description

Qualification Overview

- Takes on challenges
- Sets and meets ambitious fundraising goals
- Works diligently to seek and provide the school with all needed resources to enable students of all backgrounds to achieve academic success
- Demonstrates willingness to modify approach
- Knowledgeable with school operating procedures and protocol
- Works well with the public
- Excellent writing skills
- Well organized

The following Charts reflect our proposed future personnel hiring growth and staff selection model.

Perseid 5-Year Staffing Chart

Staff	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Chief Education Officer	1	1	1	1	1
Director of Curriculum	1	1	1	1	1
Director of Diverse Learners	.5	1	1	1	1
Business Manager	.5	1	1	1	1
Social Worker	.10	.20	.30	.30	.30
Psychologist	.10	.20	.30	.30	.30
Nurse	.10	.20	.30	.30	.30
Speech Pathologist	.10	.20	.30	.30	.30
These positions are based on enrollment; and, they are paid by CPS					
Community Coordinator	.5	1	1	1	1
Counselor & Coordinator of School Culture	1	1	1	1	1
Office Assistant	1	1	1	1	1
Security Personnel	1	1	1	1	1
Physical Education Health Teacher	.5	1	1	1	1
Art & Music Teacher	.5	1	1	1	1
Special Education Teacher	1	2	3	4	4
Kindergarten Teacher	2	2	2	2	2
First Grade Teacher	2	2	2	2	2
Second Grade Teacher	2	2	2	2	2
Third Grade Teacher		2	2	2	2
Fourth Grade Teacher			2	2	2
Fifth Grade Teacher				2	2
Sixth Grade Teacher					2
Grounds Personnel	2	2	3	4	4
Instructional Assistants	1	2	3	4	4
Lunchroom Manager	1	1	1	1	1
Lunchroom Personnel	2	4	5	6	7
Total FTEs	19	31	37	43	46

Question #2: Hiring Process

Q. *Describe your design team's strategy, process, and timeline for recruiting and hiring the teaching staff. Include the selection criteria, planned mix of experienced and new teachers, and any unique considerations needed to support the school design. Ensure that the teacher hiring timeline aligns with the curriculum development and professional development timelines.*

Perseid Academy Charter School will hire both experienced and newly graduated teaching professionals. We plan to recruit our teachers using various avenues of contact such as but not limited to the following:

Colleges, Universities (local, state and national and international), professional job fairs e.g. INCS Teacher Job Fairs , personal contacts, word of mouth, professional educational recruiting websites, programs such as Teach For America Corps, and National Association of Black Educators. We will use 21st century social media, Facebook, Google Plus, Our website (upon acceptance as a new Chicago charter school), LinkedIn and other such media sites. We will place advertisement in local, state and national publications.

We have chosen to use experienced and newly graduated teaching professional to establish, create and develop a highly skilled, creative, innovative, motivated team of teachers whose professional goal is grow and develop highly academically, socially, and emotionally successful students.

Our instructional team will aid our students in reaching each grade level academic goal, by incorporating our three core values of high expectations, knowledge and unity in their daily classroom schedules.

Question #3: Compensation

Q. *Discuss the proposed salary ranges and benefits (including pensions) listed in the attached budget and explain any financial incentives or rewards that may be included in the compensation system. Explain how the salary and benefit plans will enable the school to compete with other schools to attract and retain high-quality staff.*

Question #4: Professional Culture

Q. *Describe the professional culture of the new school, including how the school will establish and maintain this culture and how it will contribute to staff retention. Discuss how faculty and staff will be involved in school-level decisions and in developing new initiatives.*

Collaboration between Directors, Teachers and Support staff is the essential key to a successful, positive professional culture at Perseid Academy Charter School. Retention of our whole staff is our aim to foster a climate of continuity and academic success for all stakeholders.

With every staff member contributing regardless of their occupational significance, scholastic exploration will be a journey without an end for both students and staff. The Perseid Students, our **S.T.A.R.S**. will always be **Soaring Toward Academic Resounding Success.** Our shared core values of *High Expectations, Knowledge and Unity* amongst our whole-staff, students, parents/guardians and the local

community will guarantee a successful outcome both Perseid Academy Charter School and students. We have targeted numerous ways to obtain our destination of student and school success.

- **ONGOING COMMUNICATION**

Here at Perseid Academy our shared mission will be modeled by launching ongoing communication with whole-staff. With this in mind, daily schedule updates will be posted on target vision, placed in in-school staff mail boxes, emails and posted in the main office school new letter and the school's website. An open door policy will be established to share talking points of interest. "Post It", a board centrally located where whole-staff will have access to display constructive comments or pose questions on post it notes. Robo calls will be used to alert our teachers, parents and the local community partners of emergencies and upcoming school events. It will be established at Perseid, a positive personnel will project a strong and cohesive presence amongst our students, which will be important and will procure them with the needed provisions to assist in becoming effective communicators academically as well as socially, as they grow and develop. See Figure 1 for our *"Language of success"* to be incorporated in our Perseid Community's daily actions and conversations.

[70]Figure 1 Success Language　　　　　　　　PACS' Language for Success "**Buzz Words**"!

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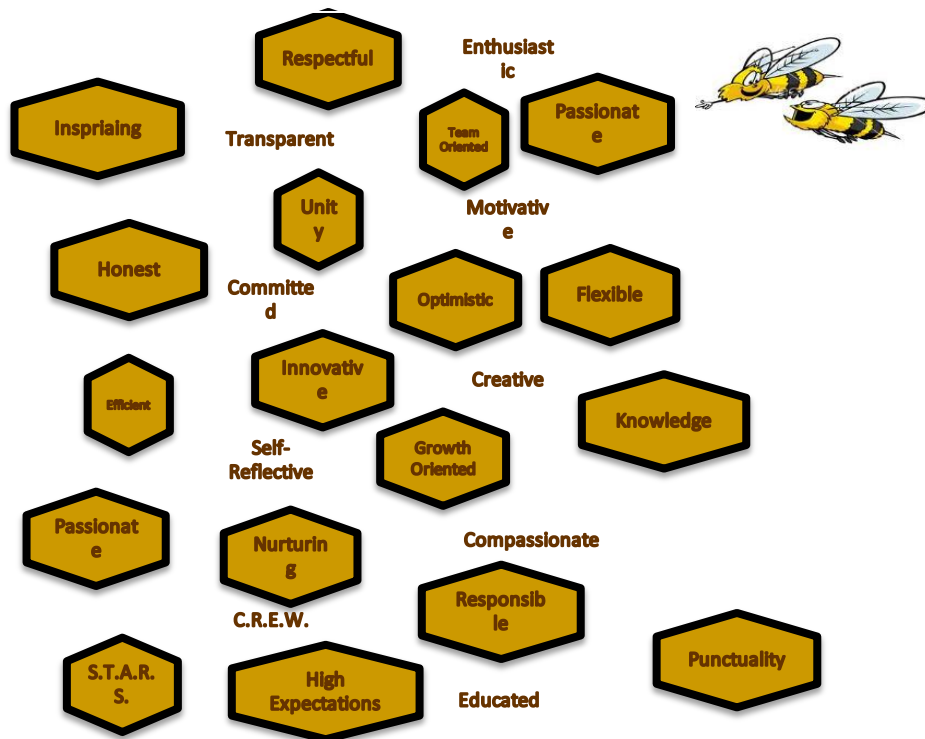
[70] Figure 1 Examples of "Language for Success"

- **WHOLE STAFF PROFESSIONAL DEVELOPMENT**

As we begin our journey at Perseid all stakeholders are vital in the active engagement of scholar's development of being well rounded academically, socially, and emotionally. Therefore, whole staff professional development will be a guiding force and a solid initiative in blending our professional attributes to provide our students with a well-rounded educational appetite. The whole staff will participate in professional developments in school as well as outside of the school climate. With this in mind, whole staff will participate in various team building activities, engage in interactive projects, and attend workshops to gain information relevant and applicable to further secure and advance our common core values of high expectations, knowledge, and unity. The **C.R.E.W**. (**Caring, Resourceful, Energetic, Whole-Staff)** of Perseid Academy Charter School, will always be ready to help launch our students in the right direction toward their individual and team success.

- **TEACHER AND ANCILLARY STAFF PROFESSIONAL DEVELOPMENT**

Our teachers and ancillary staff will be kept updated professionally in the latest proven techniques and methods to help better impart our common core values of *high expectations, knowledge and unity* to our student and amongst themselves. Note:

Our staff developments will focus on teaching skills, aiding educators in becoming more effective imparting information to students. The latest and best new teaching methods and techniques will be explained at each professional development. Subject matter and student learning will be a pivotal focus making sure our staff is current in professional areas of expertise and also given key strategies to aid students in learning the subject matter.*

Teachers and paraprofessionals will be taught the link between professional learning and teaching real work. Teachers will be able to not just gain new methods, and techniques and acquire more subject matter, however will also be instructed in the necessity to take said knowledge and have real world application for students.

Teachers will be asked to voice their concerns on whether more professional development days are necessary and are they meeting the goal of making them better educators or do the professional development program need to be reconfigured for success.

PACS founders believe, three major components of Professional Development for teachers are efficiency, productivity and organization. And three major components of good parent/teacher communication are time, availability and engagement. A flexible report card pick up will meet the needs of both parent and teacher. (*See Figure 2 and 3: Flexible Report Card Pick-Up for details*.)

- **WHOLE-STAFF PROFESSIONAL DEVELOPMENTAL On - SITE AND OFF-SITE RETREATS**

This type of professional growth mechanism is to reiterate the necessity of all staff remembering they are stakeholders and each of their jobs are an important part of graduating students who are **S.T.A.R.S**..

Off-site whole-staff professional retreats will spot light one of the many staff positions in addition to offering various workshop to enhance and increase professional knowledge and focus on how that person

93

executing that job adds to the overall success of not only the students but also attributing to the soaring success of the school.

On – Site whole-staff professional retreats will be held on selective Professional Development Days.

- ❖ Staff will be able to select from various professional development topics which session/workshop they wish to attend.

- ❖ Staff will be presenters and/or outside talent resources for session/workshop

- ❖ Continental Breakfast, Lunch and Snacks will be provided

- ❖ Sharing and Caring Tips –**Sharing**: If a staff member has an idea or a more efficient method in the daily school operational system, they would like to share with **PACS's C.R.E.W**.. **Caring**- If a staff member has an idea or other additional innovative ways to address caring more about being a stakeholder in boosting school spirit.

- • **INCENTIVES**

We will use tangible and intangible incentives to encourage and maintain whole-staff unity.

Using journals for whole staffs to write at a minimum 2 good things about a fellow staff member on their personal page, journal will be a round robin type circulation eventually ending back with the teacher when everyone has at least 2 good things about them written on their page... this particular project is to promote a positive atmosphere which hopefully will be duplicated in each classroom.

Graffiti wall/target vision for personal/professional accomplishment of all staff. (Comments will be placed on the wall by staff for staff).

The establishment of the "**Golden Star"** Award for Most Improved Student each month, (this award is equivalent to the student of the month award).   A Golden Star Award will be given to a member of the staff from each department (Departmental Staff Members of the Month) for going the extra mile.

At the end of each school year, member(s) of the school staff, student body, parents and community partner(s) will be awarded the **"Galaxy Award"** for over all achievement(s), work or contribution(s).

An exhibit board for students will be mounted to a wall close to the main office to give praise to teachers for extraordinary job performance or personal acts of kindness. Encouraging our teachers to keep going beyond set limits will be our goal at Perseid Academy.

Special parking privilege for (specific time period) a teacher's classroom performance.

Spa day, gift cards, are just other incentives to be given to whole-staff for excellence.

In Year Zero each teacher will be allocated one free bus for field trip transportation. In Year One two free buses will be made available for field trip transportation for each teacher. (This incentive will also benefit parents by helping to keep cost down.)

94

WHOLE-STAFF MONETARY BONUS INCENTIVES:

Perseid Academy Charter School's whole-staff bonus program will be based upon departmental team work.*

Kindergarten grade level department

1st grade level department

2nd grade level department

3rd grade level department

Janitorial Staff department

Office Operational Staff department

Student Nutritional Health Staff department

*All future higher grade level departments will receive the same bonus incentives.

Each teacher will receive 5 sick days (these sick days will not rollover) per year. Teachers will be paid $100.00 for each sick day not used, up to a total amount of $500.00 per year.

Three personal business days will be allotted to each teacher per year. Every teacher will be given $100.00 for each personal day not used, up to a total of $300.00 per year.

With the two aforementioned practices, each teacher can receive up to $800.00 for redemption of sick and personal business days.

Our janitorial staff will work part-time, half day shifts (unless circumstance deem it a necessity to have staff working increased hours to accommodate event). Each member of the janitorial department will work a 20 hour week. *Janitorial staff will be paid their hourly wage for any officially recorded overtime.

We will hire employees based upon government hiring laws. There will not be any hiring nor employment discrimination at Perseid Academy Charter School.

An annual 2% raise (across the board) will be given each year to our fulltime employees.

Full time employees will also receive a medical and dental insurance package.

Teachers will be given a stipend of $100.00 in year zero, for additional classroom supplies. Teachers will be reimbursed when original receipts and reimbursement form are turned in to the Office Manager for Executive Director's approval.

Incentives are a way to demonstrate to teachers and staff members their hard work is not going unnoticed and it and they are valued.

- **ESTABLISH A FAMILY ATMOSPHERE AMONGST STAFF, STUDENTS,PARENTS AND COMMUNITY**

Whole staff will be encouraged to let colleagues know about personal accomplishments and that of their families so all can share in their excitement, whatever situation is happening in any member's life they will know that they can lean on our shoulders, we will be there when you need us. Perseid Academy staff will be an extended family.

Every staff member at Perseid Academy will know it is required of them to treat one another professionally, but more than that, our staff will view itself as a team working towards a common goal – matriculating each and every student to high school prepared to excel, and ready to be successful through college and in their career of choice. We will all share a commitment to making Perseid Academy the pride of its community and one of the top charter schools in the nation. We shall share a commitment to one another and our students. Yet this shared envisioned mission and future culture of support is not enough – we know we are all to be exemplary at executing our individual jobs, constantly pushing one another to grow and improve, yet always supportive.

We will always be looking to celebrate the school's successes, an individual's success, and creating traditions that recognize one another's efforts. In our staff room, a white-erase board will be placed where staff can write "shout-outs" to one another, recognizing one another for helping out. There will be also a board soliciting feedback. We will cultivate school traditions built over time and include semi-annual t-shirts that have uplifting slogans on the back. Friday meetings will include close-outs with the sharing of shout-outs and statements of gratitude, and the annual calendar includes an end-of-year staff picnic, and an annual Holiday party shall be hosted by the Board of Directors. We will host frequent staff events such as staff BBQs. We are interested in the process of building (positive and cultural and international) traditions, and learning from other schools with strong staff culture.

Section 2.4.b. Professional Development
Question #1: Teacher Induction

Q. _Describe the induction program for new and existing teachers. Cite the number of hours/days of PD to be included in the induction program._

Following this premise, the assessment data that will be compiled by Perseid staff will be based on the results achieved through instructional results and teacher-led and directed research. Teachers will become researchers, and that is the reason that grade level professional development time is integral to the calendar. Professional Development with half days' release time for students are scheduled twice monthly for grade level collaboration. Prior to the first day of school, without students present, nine (9-PD) Professional Development days and one (1-TI) Teacher Institute day are scheduled. The introduction of Action Research and its place at Perseid will be presented, explained, demonstrated, and implemented via workshops scheduled on Professional Development and Teacher Institute Days, August 5 to 18, 2016. These Professional Development and Teacher Institute days are scheduled to orientate teachers to Expeditionary Learning and the Action Research that will accompany their instructional practice. Thereafter, twelve (12-ED-PD) Half-Day Professional Development days are scheduled where students will be released early and teachers will work on grade level activities; two (2-RC) report card pick-up days/Parent Teacher Conferences: no students present; two (2-RCD) report card distribution days: Students present; three (3-TI) Teacher Institute days are scheduled for in depth review of research

findings; fifteen (15-INT) intercession days which include ten days for Christmas and five days of Spring vacation; two (2-EM) emergency days are scheduled; one (1-G) graduation day.

Q. *Describe the school's goals and strategy for ongoing professional development (PD), including whole staff development, grade-level/department/course teams, and instructional coaching. Identify which staff members will be responsible for overseeing PD opportunities. Describe how the PD plan (including both internal and external PD opportunities) will be driven by data to improve teaching, student learning, and school performance.*

Action Research and its Educational Effectiveness

Professional Development is the framework by which continuous improvement is derived.   Our foundational framework within Professional Development, which will standardize our curriculum and practice, is Action Research. In order to achieve the results desired with our students' performances on Assessments/NWEA, we will use Action Research to delineate problems and provide solutions. Our Assessment Coordinator will train and engage a team to assist in data collection as we prepare for NWEA.

Why is Action Research needed: … Action research did not arise in education (see Lewin 1948)[71] but was applied to the development of teaching as its potential was identified. Of particular influence was the work of Lawrence Stenhouse, who famously advocated that 'curriculum research and development ought to belong to the teacher' (Stenhouse, 1975 p. 142)[72]. He was most adamant that 'it is not enough that teachers' work should be studied: they need to study it themselves' (p.143).[73] **Why**? Teachers need to study their own work in order to ascertain any and all errors in presenting a lesson, gaps in individual learning, and students' levels of comprehension. When someone (outside of the classroom) dictates what is an accepted outcome for students for whom they know little about, their dictates are not the lens through which the teachers witnesses the daily performance or needs of these students. Therefore, the outsider is trying to correct a situation which perceived from their worldview which can be quite different from the students' teacher. The outsider enters with a deficit view; because, his lens has a different contextual worldview. How can the outsider really know what is better for the students than their teacher who faces each day knowing exactly what her students' deficits are and how to utilize action research to erase them so that growth can be evidenced.

Action Research, the foundation of Perseid's Professional Development model, is research based.   Action Research is a qualitative and participatory teacher led research model which will drive our instruction based on gathering data to define solutions in response to problems which have been identified. The statements listed below indicate **why** Action Research was chosen as our preferred research method, and why it is the life blood of our Professional Development program.

- Experiential Learning is very specialized and hands on; we want to make sure that we are doing what is beneficial to us and our students from day one.

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[71] http:www.edu.plymouth.ac.uk.actionresearch/arhome.htm

[72] ibid

[73] ibid

- We want to be effective as we institute new initiatives that are derived directly from our practice.
- Why should our educators accept another's premise or hypothesis when it may not be suitable for our purposes and student body?
- Practice is always influenced by context; and context varies—we cannot be influenced by findings that are not native to our context.
- Action Research, though qualitative in nature, allows researchers to arrive at quantitative data to support and enhance research findings. When applied to student learning and performance, Action Research allows:
  - the teachers to compile information for which answers or solutions are needed;
  - the teachers to analyze learning gaps and lack of comprehension
  - the teachers time to reflect and collaborate with each other
  - the teachers the opportunity redesign the instruction to target areas that were misunderstood or incorrectly done
  - the teachers to reteach the concept using varied instructional approaches
  - the teacher to differentiate instruction and which is another way of teaching to multiple intelligences
  - the teacher to collect new data to review and analyze for better comprehension—the process is cyclical

Action Research is authentic as well as traditional because it allows educators to understand their practice better. Action Research is rigorous because it allows educators to seek solutions and find answers to their practice. It is within this concept that special education and regular education instructors can accumulate superior data to help them understand not only their students, but how to produce lessons that will accommodate all students. Action Research will offer teachers the methods to learn and implement true pedagogical practice with understanding and collaboration.

How will Action Research help to meet varying needs of various teachers?

- Action Research identifies changes needed in a practitioner's/teacher's practice (individually).
- Action Research provides factual evidence rather than relying on intuitive assumptions.
- Action Research allows teachers to become professional knowledge makers, rather than users.
- Action Research allows teachers to control and target their practice in the face of centralization and standardization protocols.

Action Research is grounded in the working lives of teachers as they live them. Therefore, Action Research is ideal for an Expeditionary School or Experiential Learning. Experiential Learning is very much hands-on; lessons are all inclusive; expeditions allow for innovations that may not be found in a regular class; expeditions are an exciting learning adventure. Action Research is an ideal method for modification, experimentation, and most importantly, the use of data driven instruction—all of which are integral to Perseid's instructional program.

When the above are within the instructional program, **student evaluation and teacher performance** is easily measured; because, research is based on action. Further, Action Research uses methods from *Adult Education* particularly *Reflection*. Adult education methodologies will be implemented into our Professional Development—one should realize that professional development is a form of continuing adult education. Further, since Action Research is cyclical, one can begin by monitoring, after which:

- Planning is done (to discover what needs to be corrected)
- Reflection is completed

- Action is taken (the correction)
- Monitoring is done again

Once the teacher goes though the cycle, the steps may change because of the cyclical nature of Action Research in the educational environment. Improvement in students' achievement levels will increase once the researcher/teacher solves the problem with modified, restructured or advance instructional purposes. This is the reason for Action Research and the reason why it is so important for instruction. Data are compiled at each step in the process; and, findings can be triangulated (student observations— review of students' work—students' interviews); field/class notes; and the process can be repeated to ascertain validity.

Results: Action Research must be dialectically analyzed

The dialectic approach is indispensable in Action Research. There are variables to consider, and the problem with many educational programs is the 'one size fits all' approach. Dialectics force educators to realize and understand that the social context varies for each student as well as for the teacher. The social context must be considered when teaching. Social contexts are: relationships that each individual brings to the lesson; and, all may be different. Within each group a special dialectic force may exist, and the teacher must be able to reach around or through it to make the lesson meaningful. Action Research allows for the teacher to methodically examine this phenomenon. In order to understand the phenomenon within the group, the teacher goes through the prescribed cycle, and, the steps may change because of the cyclical nature of Action Research in the educational environment. Improvement in students' achievement levels will increase once the social context has been remedied so that student comprehension is restored or achieved. The researcher/teacher can solve the problem with modified, restructured or advance instructional practices. Data are gathered at each step in the process; and findings can be triangulated (student observations--review of students' work--students' interviews); field/class notes; and the process can be repeated to strengthen the outcome and ascertain validity.

Question #3: Teacher Evaluation

Q. Describe the processes for evaluating school leader, faculty, and staff performance. Describe the protocols, framework/criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching school leaders, faculty, and staff members. Specify who is responsible for overseeing and conducting these procedures. Please explain how the school intends to handle unsatisfactory school leadership, teacher or staff member performance.

PACS will use the "Framework for Teaching Evaluation Instrument" Created by Charlotte Danielson. We will use the unedited version as it has been updated by Charlotte Danielson herself. The Executive Director, along with the Curriculum Director will be responsible for doing teacher evaluations. There will also be informal evaluations done throughout the year. If a teacher does rate unsatisfactory then we will begin a remediation process to help and not harm the teacher. The teacher will be given all the opportunities for success, such as extra PD, team teaching opportunities, classroom release to observe and internal study groups. PACS wants everyone to succeed. These same steps will be taken for an administrator who receives a rating of unsatisfactory.

Question #4: Evaluating Effectiveness

Q. Describe the process for evaluating the efficacy of the PD policies, procedures, and offerings.

99

The true mark of a good PD is that you walk away with some knew knowledge that you can put into action immediately. If you cannot use the knowledge until next month then it is of no use to you. PACS realizes that and will make every effort to have meaningful and useful PD. The first step to doing that is looking at your data, see where classes are low and that is an area of concern. Next, talk to staff members and find out what they would enjoy learning, who says PD has to always be directed by administration. Lastly, call on your internal resources, we all have sometime are good at. Using familiar staff to deliver PD ensures that people will listen and learn more coming from a respected peer.

Domain 3: Operational Capacity

Dimension 3.1: General Operations

Section 3.1.a. Operational Plan
Question #1: Operational Plan, Goals, and Metrics

Q. Explain how non-academic services will be managed once the proposed school is in operation. In a table, identify quantitative operational metrics and goals for the proposed school for each of its first five years of operation. Discuss how these metrics will be used to monitor progress and guide corrective actions.

Non-academic services are those services that are not integrated into academic core, but exist to help and assist. Non-academic services include: athletics, recreational activities/clubs, and health fairs/public service.

Each year Perseid will increase the activities until by year five all non-academic services will have reached a data point. Perseid will use the data compiled from parent and student participation to form baseline statistics for expansion in the future.

The principal with an assistant, who could be a parent volunteer, will direct the managing tasks the first year; thereafter, the task of managing will be relegated to the principal's assistant, who will then become the manager. At this point, the new manager will report to the principal, but will recruit an assistant manager to help. This will ensure on-going succession of managers for non-academic services.
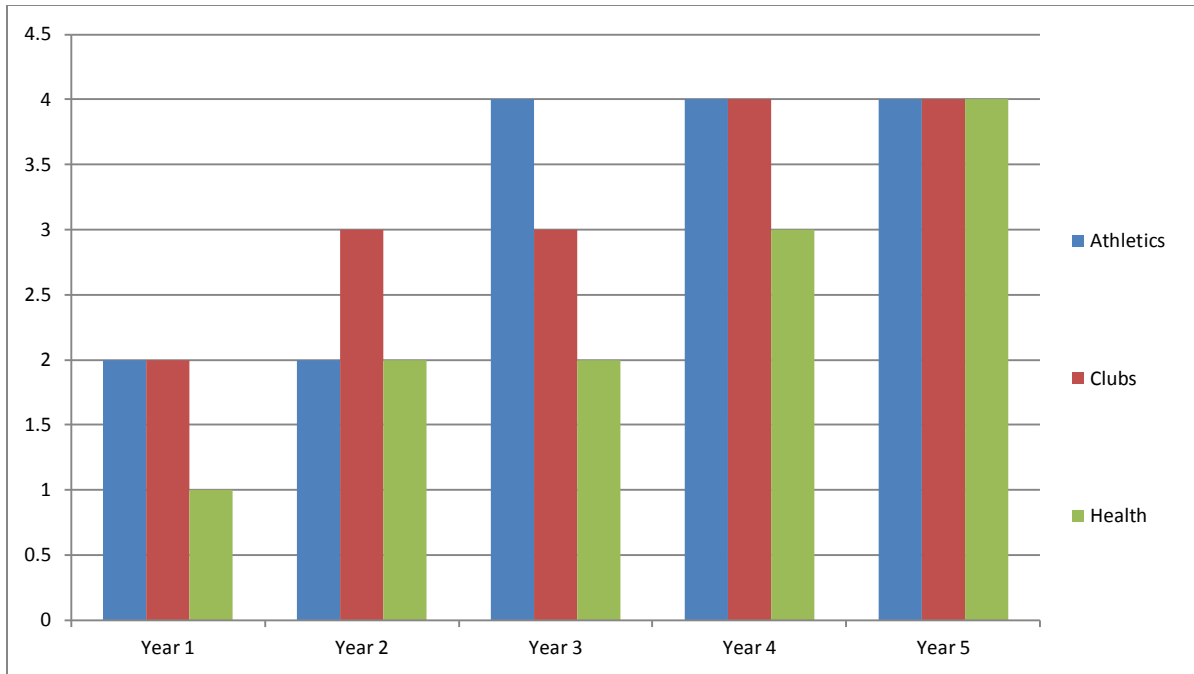
Question #2: Start-up Plan

Q. *Provide a timeline and schedule for the activities your team will undertake in the planning year(s) to ensure a successful school opening. The plan should address the wide range of activities required to successfully open a new school, clearly cite which staff member(s) are responsible for overseeing completion of the task(s), and identify start dates and deadlines for the completion of each task.*

Start Up Plan Schedule

2016-2017	Recruit Students	Plan Curriculum	Hire Teachers	Rehab or Convert Space	Staff Seminars
Ms. Word	Months 1-2	Months 1-10	Months 5-6		Months8-9
Dr. Appiah	Months 3-4	Months 5-6	Months 7-8		Month 9
Ms. Banks	Months 5-6	Months 1-2	Months 3-4		Month 8
Ms. Humphrey	Months 7-8	Months 1-2	Months 3-4		
Contractor (will work as needed to bring building into compliance)				Months 5-8	

Question #3: Student Enrollment

Q. *Provide an enrollment chart for the first five years of the proposed charter school contract citing the enrollment capacity for each grade. Discuss attrition assumptions, grade configurations, etc.*

Perseid 5 Year Enrollment

Five Year Enrollment

101

	Kdg.	1st	2nd	3rd	4th	5th	6th	7th	8th	Enrolment
Year 0				Planning						
Year 1	50	50	50							150
Year 2	50	50	50	50						200
Year 3	50	50	50	50	50					250
Year 4	50	50	50	50	50	50				300
Year 5	50	50	50	50	50	50	50			350
Year 6	50	50	50	50	50	50	50	50		400

Perseid is planning to secure two sites: one for grades K-3 and a second site for grades 4-8. With two sites, and our targeted capacity, we will have room for either one or two classes. We will not have to configure any grade level. We are fortunate in that the building is school-ready and we need only make minor adjustments to fulfill our needs. We choose these sites so that attrition or grade configurations would not pose a problem and disrupt our programs.

Question #4: Student Recruitment

Q. Discuss strategies to recruit the targeted student population. How will the school attract and retain all students, including those with disabilities, students with Individualized Education Plans (IEPs), English Language Learners (ELL), and students in temporary living situations?

Strategy 1: Perseid staff will use the current poll sheets to locate addresses in the Pullman Community Area and send marketing brochures to all listed.

Strategy 2: Perseid staff has held and will continue to hold "Introducing Perseid" workshops on Saturday mornings at various organizations and church groups in the community.

Strategy 3: Perseid staff will hold three summer fairs at the school sites: June, July, and August.

Strategy 4: Perseid will invite parents to seminars at the school sites one per month, beginning in April 2015.

Strategy 5: Perseid will hold informational seminars for parents whose children are special needs. These workshops will introduce the parents to Perseid curriculum for special needs. Perseid Director of Special Education will spearhead these workshops.

Strategy 6: Perseid has networked with several nursery centers in Pullman who have children who are ELL. Our workshops have been well received. We will work with the Center Director to help us recruit ELL students.

Section 3.1.b. Operational Compliance

Question #1: Application and Enrollment Policies

Q. Please describe the proposed school's application, enrollment, and registration policies and procedures for all students. Outline the requirements for parents and students to apply to the proposed school, explain how the proposed school will conduct its lottery if over-subscribed, and specify how students will register once enrolled. Explain how the proposed school will ensure that the application, enrollment, and registration policies are in compliance with the Illinois Charter School Law and Illinois School Code.

The registration is as follows:

1. Perseid will notify through, neighborhood media, mailings, workshops, marketing flyers, internet, outdoor fairs, etc., the community of the opening dates for pre-registration.
2. Parents registering their child(ren) must bring with them proof of residency and birth certificates and a recent medical exam.
3. Parents must attend an orientation workshop during which time they will be instructed on how the forms should be completed.
4. At the workshop parents will be introduced to the Illinois Charter School Law and Illinois School Code. The presenter will give a synopsis of the law so that parents are made aware and are knowledgeable of the pros/cons and their choices.
5. If more students apply than are seats available, Perseid will submit the extra students' names to a lottery process two times a year. This will allow for new entrants and for transferees thereby keeping the school in balance.

Question #2: Transportation

Q. Briefly describe how the school will meet the transportation needs of all of its students, including low-income and at-risk students, students with disabilities, and students who are homeless.

Bus passes will be provided for homeless and low-income/at risk students. Funds from IDEA will be used to provide bus services for students with disabilities.

Question #3: ADA Compliance

Q. The American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of disability and requires accessibility in all aspects of school operations, including employment, buildings, programs and activities, communications, and information technology. Briefly describe the processes the school will implement to ensure ADA compliance. (Note: For additional information on ADA compliance requirements, please see the ADA Guidelines & Services document located in the Resources Section of the ONS website, www.cps.edu/2014RFP.)

Perseid's administration will follow ADA requirements. We have a contractor who will survey the building in accordance with ADA rules and if there are remediations the following will occur:

l. **Remediation Plans**: If we are not in compliance with ADA standards, a remediation plan, will include:
- The details of what you will renovate: For example, describe, if applicable:
    - how you will modify parking and entrances to be accessible;
    - how you will provide vertical access to any currently inaccessible floor levels;
    - which and how many restrooms you will make accessible;
    - and for any element which you described as not accessible above, what specific renovation or other measure you will undertake to make it accessible;
- **Your deadline for completion of the renovation**;
- Any interim alternate access measures planned; and/or
- Any legal justifications for non-compliance.

Make sure to describe the details of any spaces for which you intend to change the use.

The above was taken from CPS site on ADA. All paperwork associated with an inspection will be completed in order to assess our buildings" compliance with ADA.

Dimension 3.2: Oversight and Accountability

Section 3.2.a. Governance:
Question #1: Structure

Q. Describe the structure of the governing Board at the proposed school. (If an existing Chicago replicator, describe if/how the structure of the Board will adapt to support the additional grade configurations and/or the new school/campus.) Identify any proposed Board officer positions, committees, or advisory councils –including those with parent members—and explain their role, planned membership, and reporting structure as they relate to the governing Board and school leadership.

Perseid's Board of Directors shall have up to 9 members but not less than 5 members. All appointees shall be for a term of 3 years. No person shall serve more than 2 consecutive terms. The exception: An officer may serve one additional year if a quorum of the Board agrees.

The officers are: Chair, Vice Chair, President (Executive Director or CEO), Vice President, Secretary and Treasurer. Board committees are designated by voting. These duties of these committees will be determined by the Board. These committees can be convened to oversee school managerial policy. The Executive Director/School Principal reports to the Board. However, educational policies are directed by the Principal. The Board will assist in leadership and guidance of the school. The Board will assist in funding and auditing the books. The Board will assure that the annual reports to the Attorney General are submitted on time as well as the non-profit 990 IRS return. The Board will assure that annual renewal of its charter is maintained.

Question #2: Progress Monitoring

Q. Clearly articulate the procedures that the Board will use to continually monitor academic, financial, operational, and legal compliance metrics. Describe any policies or procedures that will help ensure that Board meetings are conducted in an efficient, timely manner.

104

The Board monitors by committee. The Board can retain legal counsel to set up legal metrics that will ensure compliance with ADA laws as well as Charter School regulations. The By-Laws sets the policies and the Board will follow them.

Section 3.2.b. Board Composition, Development, and Evaluation
Question #1: Board Experience

Q. CPS expects that by the time of Tier 1 proposal submission, design teams will have identified at a minimum the proposed Board Chair and at least two other directors. CPS strongly encourages applicants to have identified at least one founding Board member with close ties to the proposed community. CPS highly encourages design teams to have identified at least a sufficient number of Board members to comprise a quorum of the Founding Board by the time of submission. Please identify who will fill these roles, as well as any other founding Board members already identified, and discuss their qualifications to serve on a public charter school Board.

We have identified a founding board member with close ties to the community: Rev. Steven Warren. Rev. Warren's organization, Lutheran Synod, is the owner of the sites where Perseid will be. Rev. Warren has been a member of this community for several years. He sincerely wants to open a school in the community; and he has been very resourceful in assisting us in our efforts. He has experience supervising academic programs.

The other board members are Dr. Jacqueline Davis, Attorney Nichole Patton, Mr. Randall Butts,Esq., and Ms. Tammecia Coleman. Dr. Davis is a former Chicago Public School administrator, principal, and teacher. Her experience is extensive in all aspects of education. She is well versed in Charter School initiatives. Attorney Nichole Patton is an excellent legal resource. Her expertise is needed as we compile our legal metrics. As an attorney in Chicago, she has special insight into the needs of the community we plan to serve. Mr. Randall Butts, also a lawyer, is an excellent resource. He is a parent of two school age girls. He and his wife are very ardent supporters of public education. He was very excited to be asked to join our Board. Again, we can call on his expertise to assist us in clarifying any legal matters that may emerge. Ms. Tammecia Coleman, a Pullman resident and parent, is very community minded and works with the schools her children attend. She is the type of parent we need. She learns quickly, and would be an excellent resource. She has extensive banking experience; and she works in a bank in the Pullman Community.

Question #2: Composition

Q. Identify the desired composition of the governing board, including key skills and constituencies that will be represented. (If an existing operator is proposing a new school/campus or additional grade levels, describe any additional skillsets that the Board may try to acquire to support the growth and/or any professional development that existing Board members may receive.) Note: Charter schools are required to describe the nature and extent of parent, professional educator, and community involvement on the Board (105 ILCS 5/27A-7(10)).

The Chair in conjunction with the Principal will format procedures to monitor academic initiatives. The Chair in conjunction with the Treasurer will format procedures to monitor financial and operational

procedures. The Chair sets the meeting dates according to the Board's calendar. The Secretary records the minutes and submits the completed minutes to all members. It is the Secretary's responsibility to assure that all Board matters are contained in a safe place where all members can view them. The responsibilities of each Board member are outlined in Perseid's By-Laws. Perseid's Board has legal skills, community activist skills, parent support skills, and academic/professional skills.

Question #3: Recruitment

Q. Provide a plan and timeline for recruiting a governing board prior to school opening and thereafter that represents the diverse skill sets, experience, and backgrounds required for rigorous school oversight, in particular Board members with skill sets that are not yet represented on the founding Board. Identify any existing relationships with individuals or organizations that the design team can leverage as it develops its founding board.

Perseid has recruited its Board. They are ready to begin work. We have met this requirement. Since we are starting out with such an excellent Board, we will use the same techniques to recruit future members. We are able to have the current Board suggest new Board members when their term expires. We will always retain a recruitment file of possible members by utilizing the concept of succession.

Question #4: Selection

Q. Specify the process by which board members have been selected and will be in the future.

I. Board selection processes are aligned with the mission, vision, and educational philosophy of the school and ensure that the Board will have the required expertise to provide rigorous academic, operational, and financial oversight of the proposed school.

The current Board was selected based on: community involvement, previous educational expertise, legal competence, and a willingness to support. All members were rigorously vetted and their principles and visions align with those of Perseid. Perseid has an excellent board with impeccable credentials.

Question #5: Transition

Q. Discuss the design team's role in interacting with or participating in the founding Board during the start-up of the school and after school opening. Describe a transition plan and associated timeline as the founding Board becomes the "working" Board.

The Design Team will work with the Board during the planning year. During the first year of operation, the Design Team will begin to transition. By the end of the first semester, the Design Team will have completed its transition. At this point, the Design Team will have worked with the Board during the 10 months of planning and the first 5 months of school. The Design Team will ensure that the Board is well trained prior to its final transition.

Question #6: Training

Q. Describe any orientation and ongoing training that Board members will receive, including a timeline for training and topics to be addressed.

During the first month of the Board's participation, there will be one workshop devoted to Perseid's mission, vision, and its philosophy. Thereafter, the Board can request additional workshops, if needed. Since the Board is composed of lawyers and experienced academicians, this type of workshop will not be needed on a regular basis.

Question #7: Board Self-Evaluation

Q. Explain how the Board will evaluate its own effectiveness on an ongoing basis. What expectations will there be for board membership and what clear, measurable goals and metrics will the Board utilize to evaluate itself? What actions would trigger removal from the board and what process would guide removal?

The Board evaluation must contain the following metrics:

1. Attendance
2. Respect the duties of the office held; performing them responsibly
3. Serve on committees as needed
4. Managing office affairs as directed by the By-Laws

A Board member may be removed with or without cause at any duly constituted meeting of the Board by the affirmative vote of a majority of then-serving Board members. Further, any action that is a conflict of interest is cause for removal.

Section 3.2.c. Board Legal Compliance and Ethics Policies

Question #1: Transparency

Q. Specify where and how frequently the Board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meetings Act and the Freedom of Information Act.

The Chair calls the meeting. The Secretary is the custodian of all records. The Secretary shall act as Secretary at all meetings. The Secretary shall serve all notices of correspondence. The Secretary shall ensure that all members receive a complete copy of the minutes of any meetings called.

Question #2: Ethics Policy

Q. Please provide a draft Ethics Policy for the proposed school's board members, directors, officers, and employees.

The Ethics Policy is included in Perseid's By-Laws and is Article 8-- Standard of Care.

Question #3: Conflicts of Interest Policy

Q. Describe how the Board will identify and address conflicts of interest. Please identify any existing actual or perceived conflicts of interest among the proposed founding Board members and explain how the design team/founding Board plans to address them. Include a draft Conflict of Interest policy that establishes safeguards to prohibit any of the proposed school's board members, directors, officers, employees, agents, or family members from having a private interest, direct or indirect, or acquiring any such interest directly or indirectly, which would conflict in any manner with the charter school's

performance and obligations under the Charter School Agreement. (Note: the policy may be separate from or included in the Ethics Policy above.)

Conflicts of Interest are included in Article 8--Standard of Care, By-Laws of Perseid.

Section 3.2.d. Accountability
Question #1: Organizational Chart

Q. Provide a narrative description of an attached comprehensive organizational chart, which should clearly describe the lines of authority and reporting structure of the school leadership, management organization (if applicable), and any school advisory bodies or parent/teacher councils (if applicable) to the governing board. Explain the rationale for this proposed structure.

Figure 11 Organizational Chart
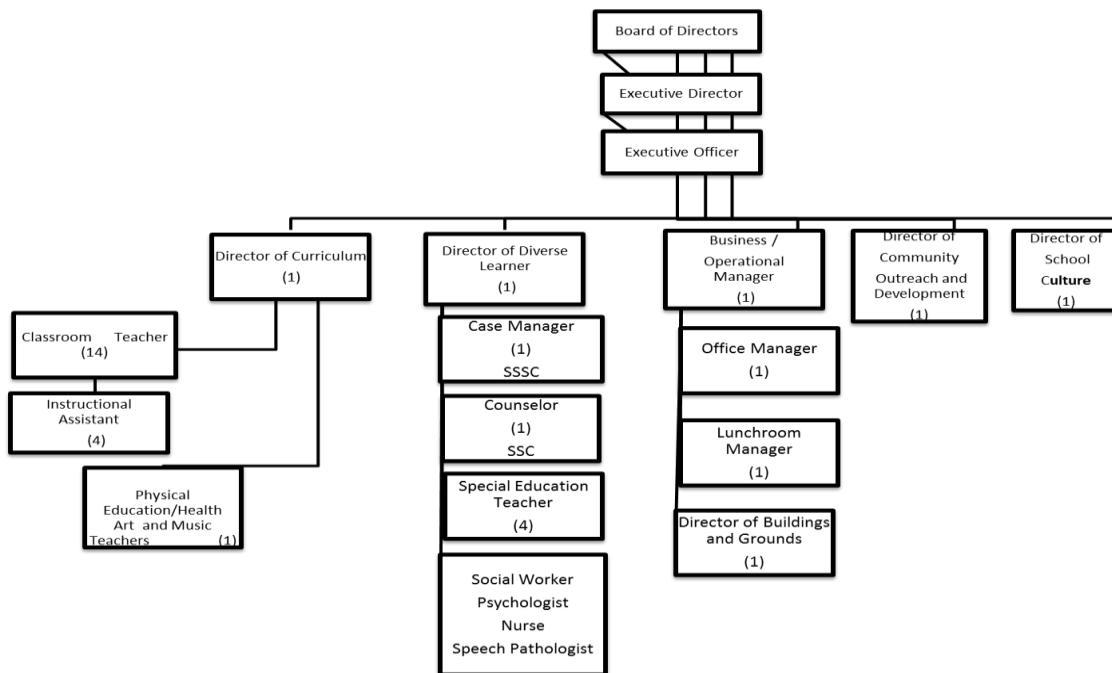
The organizational chart spans a period of 5 years; as the school grows the chart expands to meet the needs of Perseid. The numbers in the chart denote the personnel needed. Some of the positions are half-time.

Q. _How will the Board hold network (if applicable) and school leader(s) accountable for school performance?_

Prior to the Design Team transitioning, they will work with the Board to develop an performance review that the Board and use as is or revise to meet its needs. The purpose of the Design Team is to assist the Board and provide a participatory approach to governing. Perseid's goal is to be participatory environment; and the performance review metrics should measure that concept.

Domain 4: Economic Soundness

Dimension 4.1: School Budget

Section 4.1.a. Financial Forms and Budget Narrative

Section 4.1.b. Development Plan

Q. Discuss additional revenue needed to maintain financial viability over the five-year contract, including assumptions behind the calculation of need. Please identify existing relationships with potential funders, indicate current levels of interest, and articulate contingency plans in the event that development goals are not realized.

Our Board is willing to assist us fundraising. This will help us to remain viable and sustainable. The Design Team is donating to our school as well.

Dimension 4.2: Financial Controls and Monitoring

Section 4.2.a. Financial Controls and Monitoring

Q. Describe the policies and procedures that the proposed school and Board will utilize to sustain financial health of the organization and ensure legal compliance with any requirements and restrictions for the use of public funds. How will the Board receive updates and monitor the school's financial position? Who is responsible for directly managing and overseeing the school's budget? Please note that Illinois Charter Schools Law (105 ILCS 5/27A-5(f)) requires charter schools to submit an annual audit of school finances conducted by an outside, independent contractor.

Perseid's Board will follow the guidelines that have been established in the School Code of Illinois and the Illinois Charter Schools Law. The financial controls and monitoring will replicate the guidelines

enumerated below--with the following financial professional preparing the financial reports for submission and distribution: Perseid's Treasurer, outside contracted CPA, and an IRS trained Enrolled Tax Agent. The standard financial forms will be used: balance sheet, income state, and the annual audited report.

(105 ILCS 5/1B-12) (from Ch. 122, par. 1B-12)

Sec. 1B-12. Financial Plans. The Perseid Board shall develop, adopt and submit to the CPS an initial financial plan. The plan will be submitted to CPS for its approval not later than the date required by CPS. Each financial plan shall be developed, submitted, approved and monitored in accordance with the following procedures:

(a) The Perseid Board shall determine and submit to CPS, at a time and in a manner prescribed by the CPS, estimates of revenues available for which the financial plan is to be in effect. The financial plan submitted by Perseid Board shall be based upon revenue estimates approved or prepared by the CPS.

(b) Each financial plan for each fiscal year or part thereof to which it relates, shall contain (1) a description of revenues and expenditures, provision for debt service, cash resources and uses, capital improvements, and a building utilization component requiring maximum efficient use of all classrooms and buildings, in such manner and detail as the CPS shall prescribe, (2) a description of the means by which the budget will be brought into balance, and (3) such other matters that the CPS, in its discretion, requires. The initial financial plan shall also include a description of the means by which any outstanding short-term indebtedness shall be paid or refunded by the board. The CPS may prescribe any reasonable time, standards, procedures or forms for preparation and submission of the financial plan.

(c) The CPS can accept or reject the financial plan. In the event of rejection, the CPS may prescribe a procedure and standards for revision of the financial plan by Perseid Board.

(d) The Perseid Board shall report to the CPS, at such times and in such manner as may be directed, concerning Perseid Board's compliance with the financial plan. The CPS may review the board's operations, obtain budgetary data and financial statements, require Perseid Board to produce reports, and have access to any other information in the possession of Perseid Board that it deems relevant. The CPS may issue recommendations or directives within its powers to assure compliance with the financial plan. The Perseid Board shall produce such budgetary data, financial statements, reports and other information and comply with such directives. The Perseid Board, in addition to its Treasurer, will retain the services of an experienced CPA, an experienced Enrolled Tax Agent with IRS training and oversight. Perseid Board will work with its in-house Treasurer and its contracted CPA and Enrolled Tax Agent, to have the correct financial reports be in compliance and submitted in a timely manner to the CPS and IRS for annual supervisions and updates.

(e) After approval of each financial plan, Perseid Board and Treasurer shall regularly reexamine the revenue and expenditure estimates on which it was based and revise them as necessary. The Perseid Board and Treasurer shall promptly notify the CPS of any material change in the revenue or expenditure estimates in the financial plan. The Perseid Board may submit to the CPS, or the CPS may require

modified financial plans based upon revised revenue or expenditure estimates or for any other good reason. (Source: P.A. 89-572, eff. 7-30-96.)

As legislated in (105 ILCS 5/27A-5(f)) Perseid's Board along with its Treasurer, CPA and its Enrolled Tax Agent, shall be responsible for the management and operation of its fiscal affairs including, but not limited to, the preparation of its budget. An audit of Perseid's finances shall be conducted annually by an outside, independent contractor (CPA) retained by Perseid's Board. Annually, by December 1, Perseid Board will submit to the State Board a copy of its audit and a copy of the Form 990 filed that year with the federal Internal Revenue Service.

Further, Perseid's Board is willing to assist in fundraising, as well as raising $15,000 annually—in their support of Perseid. This will help Perseid to remain viable and sustainable. The Design Team will solicit donations, as well.

Dimension 4.3: Facilities

Section 4.3.a. Facility Option(s)
Question #1: Space Requirements

Q. Provide an overview of the space requirements needed to successfully implement the proposed school model, including a description of how the proposed site will need to evolve to support the school as it grows.

We have a site. We have visited the school and it is sufficient. We are planning to have an architect review the building for rehab if necessary.   This will take place upon authorization.

Question #2: School Site(s)

Q. Provide an overview of each proposed site and include the following supporting materials:

    i)   *The address and a general description of the property, including its current owner and previous use.*

        356 E. 109th Street, Chicago. This property has been used as an elementary school previously. It is now vacant; and the congregation and Pastor Warren have been working with us to implement our plan to have Perseid located at this site. The site belongs to Zion Lutheran Church, and the congregation is pastored by Rev. Warren all of whom support Perseid 100%.

    ii)   *An Inspecting Architect's Report completed by a CPS-approved architect.*

        Perseid has designated an architect, while meeting with IFF, 3 D Design to complete this report.

    iii)   *An ADA Compliance Report completed by a CPS-approved architect.*

        An ADA compliance report will be provided; Perseid is willing to provide these items upon authorization.

    iv)   *If the property is not currently ADA compliant, a plan for bringing the building into compliance.*

        Perseid will sign an agreement with the architect of record, to bring the site into compliance, if it is required.

    v)   *Evidence that the site is or will be secured (Letter of Intent or Memorandum of Understanding) and a description of your design team's plan to meet lease or purchase requirements.*

A Memorandum of Understanding between the Rev. Warren and Perseid is included in the appendix.

vi)   *A plan detailing how rehabilitation work will address issues raised by the architect, meet applicable building codes, and support the proposed school's educational program, including:*

a) *The scope of work to be completed;*

b)   *A description of persons/managing parties responsible for project management and related qualifications;*

3D Design will be responsible for project management; Perseid's board will work in tandem with the architect and general contractor, Odell Keys. Meeting building codes will be mandatory. The total rehab, if required, will be a contract between 3DDesign and Perseid. This construction contract will outline all construction needs, timelines, and methods of payment. Perseid/Zion Lutheran Church will be given an Occupancy Permit at the conclusion of any rehabilitation.

c)   *A project timeline for any necessary renovations; and*

The time line will begin upon authorization, and will be concluded by the summer of 2017, the year of Perseid's opening.

d)   *A completed Sources and Uses of Funds Report for facility development and the planned funding mechanism to cover projected costs.*

Perseid's board is responsible for fundraising; further, the board will seek donations for any rehabilitation; finally the board supports Perseid with a $15,000 donation annually. Perseid is an established non-profit organization, and will use its non-profit standing to seek additional donations.

Question #3: Facility Plan

Q. Describe the plan to secure and update an appropriate facility in time for school opening.

We have a facility. We have an architect and general contractor. Perseid's board will comply with fundraising and elicit donations. Perseid's board is committed to $15,000 annually. The Design Team is willing and will provide donate funds for Perseid's opening expenses. Will these components in place, the site will be ready for occupancy by the 2017 school year. When we are notified of our authorization, we will move immediately begin to update the facility.