

# Be the Change Charter School

## OUR MISSION

Be the Change Charter School is committed to...

- having a **diverse student population** and teaching compassion through empathy
- providing high quality, rigorous academic curricula in order to push students to become **lifelong learners** and ensure opportunities for them to choose outstanding high schools
- establishing an authentic and lasting **relationship with the Bridgeport community** that will address the needs of the whole child and encourage students to be strong participants in their immediate community and beyond
- empowering students to think critically about the global community in order to **stand up for themselves and others**



In addition, we will have a unique partnership with the Chicago Urban Teacher Education Program (Chicago UTEP), which will assist us in professionalizing the field of education and working towards our mission of cultivating well-rounded, deep thinkers in both our staff and students.

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**We want to hear from you!**

Please take the time to fill out a needs assessment survey of Bridgeport and stop by our information table on **Friday, July 15<sup>th</sup> from 5 to 6 pm at the Valentine - Boys and Girls Club** to drop off surveys, learn more about BCCS, and ask questions!

Contact the Design Team at [bethechangeschool@gmail.com](mailto:bethechangeschool@gmail.com).

~ Amy, Eliza, Esther, Jeannie, and Sonia

\* Picture from <http://hubpages.com/hub/Want-To-Change-The-WorldChange-Yourself>

# BE THE CHANGE

charter school

*BRIDGING  
VOICES,  
EMPOWERING  
THE FUTURE*

## CONVERSATIONS WITH BE THE CHANGE CHARTER SCHOOL'S DESIGN TEAM



BCCS's VISION is to create a safe and trusting environment where students, teachers, and community members work together and take on the role of active learners and citizens. As a purposefully diverse school, we will respect and honor people from different backgrounds, with different abilities, interests and ideas, and acknowledge that these differences make learning dynamic and nurture the classroom and community.

Please join us for an  
information and feedback  
session on our proposal for  
a new charter school in  
Bridgeport.

**DATE:** THURSDAY, APRIL 12, 2012

**TIME:** 6:00-7:00 PM

**PLACE:** FELLOWSHIP HOUSE –  
844 W. 32<sup>ND</sup> STREET  
CHICAGO, IL 60608

For more information, email us at  
[bethechangeschool@gmail.com](mailto:bethechangeschool@gmail.com)



# Bridgeport Summer Kick-Off



Join us in kicking off the 2012 summer in a positive way at a festival for Bridgeport families!

**Parents** - Learn more about summer and year-long programs provided by various community organizations!

**Kids** - Enjoy the fun activities planned for the day: face painting, relay racing, freeze dance, arts and crafts, and more!

## JOIN THE FUN!

**DATE:** Saturday, June 16, 2012

**WHERE:** McGuane Park  
2901 S. Poplar Ave.

**TIME:** 1pm to 3pm

**SPONSORED BY:** Be the Change Charter School, Benton House, Daley Chicago Public Library, Fellowship House, McGuane Park Advisory Council, One Hope United - Bridgeport Child Development Center, Project:VISION, and Valentine Boys & Girls Club



# BE THE CHANGE

charter school

*BRIDGING  
VOICES,  
EMPOWERING  
THE FUTURE*

## CONVERSATIONS WITH BE THE CHANGE CHARTER SCHOOL'S DESIGN TEAM



BCCS will be a neighborhood charter school committed to providing an exemplary elementary and middle school education. BCCS cultivates the qualities of curiosity, resilience, advocacy, and empathy in both students and teachers, empowering them to be active participants in the community and in the larger democracy. We celebrate individual, family and cultural differences and graduate students who appreciate diversity in all its forms.

**Date:** Thursday, September 20, 2012

**Time:** 6:00-7:00 pm

**Place:** Valentine Boys & Girls Club  
3400 S. Emerald

**Please join us for an  
information and feedback  
session on our proposal  
for a new charter school  
in Bridgeport.**

For more information, email us at  
[bethechange@bethechangeschool.org](mailto:bethechange@bethechangeschool.org)



*PEACE.  
VOICE.  
ACTION.*

**THE BCCS MISSION:** BCCS is a school community of students, teachers, and families from diverse backgrounds and experiences who will learn how to work with each other in **peaceful** and equitable ways, discover their voice and the voices of others, and embrace their roles as **active** citizens of the world. Students at BCCS will study the humanities through an interdisciplinary learning approach and will graduate as empathetic, resilient, and curious advocates, who will be empowered to make choices in their future academic and life endeavors.

**THE BCCS VISION:** We envision a school community in which students and teachers work together and stand up for themselves, their ideas and other people in order to affect change and contribute to their community.



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## THE BCCS PHILOSOPHY

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We believe that “being the change” is about changing the way schools have traditionally defined success. While we want our students to achieve well according to traditional measures, like test scores, our students will be successful if they are able to collaborate, engage in inquiry and presentations of their learn-

ing, and apply what they learn in the community and society. An interdisciplinary approach to teaching and learning allows students to study a real-world problem or question through the lens of multiple disciplines, the integration of which leads to new insights and deeper knowledge.



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## PEACE. VOICE. ACTION.

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The three core values of Peace, Voice, and Action balance the BCCS Mission and are goals and standards by which our school culture is defined. Students, families, teachers, and

leaders at BCCS build peaceful communities, incorporate multiple voices in making critical decisions, and actively apply their learning through community service projects.

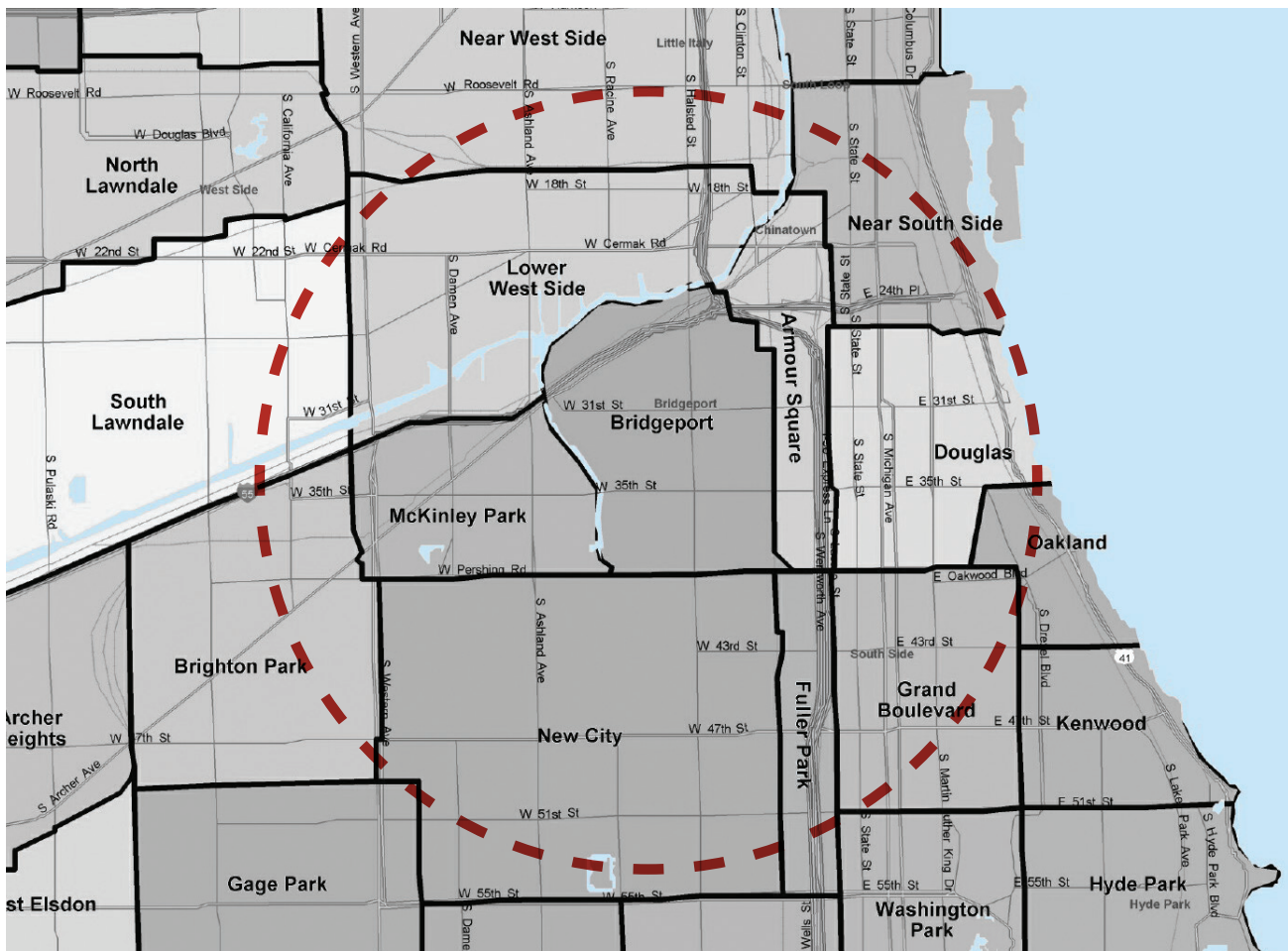




## DIVERSITY

BCCS hopes to be located on the south side, in the heart of Chicago, where a confluence of diverse perspectives and cultures are coming together. This is the perfect backdrop for a charter school that will bring energy and innovation to the community and leverage the diversity that exists there already

in new and exciting ways. BCCS will be open to any Chicago student interested in a high-caliber, well-rounded education coupled with rich experiences promoting peace, using their voice, and taking action.



VISIT OUR WEBSITE AT  
[WWW.BETHECHANGESCHOOL.ORG](http://WWW.BETHECHANGESCHOOL.ORG)

E-MAIL US AT  
[BETHECHANGE@BETHECHANGESCHOOL.ORG](mailto:BETHECHANGE@BETHECHANGESCHOOL.ORG)

*Like us on Facebook and follow us on Twitter!*



BE THE CHANGE CHARTER SCHOOL



@BETHECHANGECS

### BCCS DESIGN TEAM

[Redacted Name]

### BCCS GOVERNING BOARD

[Redacted Name]

[Redacted Name]

[Redacted Name]

[Redacted Name]

[Redacted Name]

[Redacted Name]

[Redacted Name]

[Redacted Name]

[Redacted Name]

[Redacted Name]



BRIDGING  
VOICES,  
EMPOWERING  
THE FUTURE

FEBRUARY 2012

## Updates from the Design Team

### Governing Board

Be the Change Charter School's Founding Board met officially in the months of December and January to get to know each other and to begin strategizing the best next steps for the school. Their advice and support have been and will continue to be tremendously valuable as we prepare to submit our proposal to CPS this summer. The Board will be focusing on developing community relations and fundraising plans in the next months.



### Next Community Information Session

(Conversation with BCCS Design Team)

Thursday, Feb. 16<sup>th</sup>

6:30-7:30 pm

McGuane Park Fieldhouse  
2901 S. Poplar Ave.

### Community Information Sessions

We are organizing and hosting a series of information and feedback sessions in Bridgeport to engage the community in the planning process for the school. Our first meeting was held Sunday, January 22<sup>nd</sup> at [REDACTED]. We loved getting to meet the small group of community members who joined us in a lively conversation about BCCS.

We look forward to our next information session on Thursday, February 16<sup>th</sup> at 6:30pm in the meeting room at McGuane Park's Fieldhouse. Please help us spread the word about the meeting and come out to see us as well!

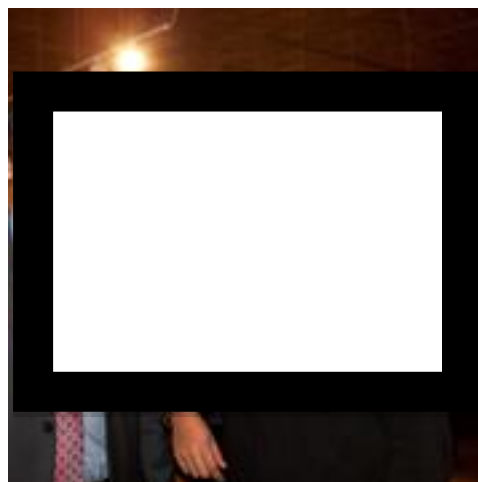
### Other News

- BCCS is working on a new website that will be up and running soon. We want to make our work and our mission more public, so please "like" us on Facebook and follow our updates.
- BCCS is now officially a charitable organization under 501(c)3 of the IRS code! Any contributions made to BCCS are tax deductible.
- The Design Team is launching a new community survey to gather accurate data about the strengths and needs of Bridgeport. Surveys will be available at information sessions and online soon.

## Updates from the Design Team

### First Annual Planting Seeds of Change Silent Auction

BCCS held its first annual silent auction on Friday, November 2nd at Co-Prosperity Sphere. The Silent Auction Committee is pleased to announce that we hosted over 140 guests, and the event raised over \$11,000 in funds to support the work of the Design Team and be included in the budget of the charter school. We extend our heartfelt thanks to all our friends, family, and supporters who attended the fundraiser and donated to our cause, as well as to the businesses and individuals who provided us with the amazing food, drinks, package items, services, and volunteers. Thank you!



See more photos from the event at [www.bethechangeschool.org/silent-auction-photos](http://www.bethechangeschool.org/silent-auction-photos)



# The Real Charter School Debate

The debate over charter schools in Chicago and across the nation has increasingly become bitter and polarized. One side consists of the pro-charter advocates, who believe charters are the solution to the public education crisis - the silver bullet. As depicted in the movie *Waiting for Superman*, the narrative is that traditional public schools are consistently failing students in low-income neighborhoods (hence the name “drop-out factories”). Thus, charter schools provide options to families that are more successful at raising student achievement by being given greater flexibility to experiment with innovative methods of education.

The other side is decidedly anti-charter and sees the increase in charter schools as a move by reform-minded politicians to privatize education. They argue that charters take away resources from neighborhood schools; instead of investing in the schools that exist, charter schools are opened by private corporations and marketed to families as an alternative, though research shows charters do no better or worse than traditional schools in raising student achievement. And, among other criticisms, charters are accused of skimming the top students from other schools, not accepting or not being able to provide the services for students with disabilities, and counseling out kids who have behavior problems or cannot conform to the culture of the school.

Navigating through these highly charged arguments and finding common ground is difficult. It may, however, be helpful to look back to the history of the charter school movement to understand the changing definition of charter schools. We may realize that the pro or anti-charter debate actually hides a deeper concern not about the existence of charters itself but about the types of charter schools that are being opened today.

Albert Shanker, President of the American Federation of Teachers from 1964 to 1985, first proposed the idea of “charter schools,” which would be publicly funded and centers of innovation. For Shanker, charters would be created by small groups of teachers or parents who submitted research-based proposals for their school plans to a panel of members from the school district and the teachers union.



In Illinois, Governor Jim Edgar signed a charter school law in 1996 that would allow the opening of 45 quality public charter schools across the state, with 15 in Chicago. Since then, the cap on the number of charter schools has been lifted once in 2003 and again in 2009. In 2004, Mayor Richard Daley and CPS CEO Arne Duncan announced the Renaissance 2010 plan, which would open 100 new charter and contract schools in Chicago. Thus far, the Renaissance School Fund (RSF) has raised over \$50 million in order to open 70 new schools and create 13 charter networks. (A new fund called New Schools for Chicago was launched in 2011.)

This policy is perhaps the catalyst behind the emergence of different types of charter schools and, more recently, explains why one type has become more and more common. The three general types of charter school are (1) “independent” charter schools founded by groups of teachers, such as Polaris, Namaste, and Academy of Global Citizenship; (2) charter school “networks,” which have more than one school campus that share the same board of directors; for example, United Neighborhood Organization (UNO) schools, LEARN Charter network, and Noble Network of Charter Schools (which began as a single campus started by teachers). Some networks are managed by national Charter Management Organizations (CMOs) or Education Management Organizations (EMOs), such as Chicago International Charter Schools (CICS) and Chicago Math and Science Academy, managed by Concept Schools.

And (3) a third group of charter schools consists of a diverse mix of those started by community organizations (Erie Elementary Charter School, partnered with Erie Neighborhood House), universities (University of Chicago Charter Schools), and local business or civic leaders.



## The Real Charter School Debate continued...

Over the past couple of years, the trend in charter approval has been to replicate charters within networks because they can demonstrate a “proven educational model.” As Diane Ravitch points out, this is vastly different from the original intent of the charter school movement.

Not only did Shanker propose that charter school should collaborate and not compete against neighborhood schools, he was also adamantly opposed to charters operated by for-profit organizations and corporations.

Ravitch writes, “In 1993, when Shanker saw that the charter idea was going to be used to privatize public education, he turned against charter schools...He became a vocal opponent of charter schools when he realized that his idea was embraced by “the education industry.” She argues for fixing the charter school movement by re-aligning with Shanker’s original concept.

In a blog post titled “What is Lost” from January 2012, Dr. Marvin Hoffman writes, “What we are losing by excluding them from the mix of new schools is a spirit of entrepreneurship that lay at the heart of the charter school concept from the beginning. Charters were not intended to grow into miniature replicas of the larger system and to eventually replace it. They were intended to establish beachheads of innovation that could eventually reach into existing public schools to help them broaden their view of what education could look like...”

As a design team of teachers, we advocate for quality, independent charter schools, who are truly innovative and thus intend to stay small instead of replicate. After all, the value of charter schools goes beyond test scores but in the possibility of closing the chasm that exists between charter and public schools in a particular community to provide opportunities for all its students.

## Research & Resources

Want to read more? Check out these websites to learn more about charter schools in Chicago.

Catalyst Brief “Chicago’s Charter Schools”

<http://www.catalyst-chicago.org/sites/catalyst-chicago.org/files/inbrief-charters-feb10.pdf>

Albert Shanker Institute

<http://www.shankerinstitute.org>

“The Charter School Idea Turns 20” Ed Week Magazine

[http://www.edweek.org/ew/articles/2008/03/26/29kahlenberg\\_ep.h27.html?r=529981167](http://www.edweek.org/ew/articles/2008/03/26/29kahlenberg_ep.h27.html?r=529981167)

“How to fix the charter school movement (and what Albert Shanker really said)” Washington Post

[http://www.washingtonpost.com/blogs/answer-sheet/post/how-to-fix-the-charter-school-movement-and-what-albert-shanker-really-said/2012/07/16/qJQAjxW4oW\\_blog.html](http://www.washingtonpost.com/blogs/answer-sheet/post/how-to-fix-the-charter-school-movement-and-what-albert-shanker-really-said/2012/07/16/qJQAjxW4oW_blog.html)

New Schools for Chicago

<http://www.newschoolsnow.org/about-us/>

“Why Charter Schools?” Illinois Network of Charter Schools

[http://incschools.org/charters/why\\_charter\\_schools](http://incschools.org/charters/why_charter_schools)



Email us:  
[bethechange@bethechangeschool.org](mailto:bethechange@bethechangeschool.org)

Check out our website:  
[www.bethechangeschool.org](http://www.bethechangeschool.org)

Like us on Facebook!

Follow us on Twitter  
 @BetheChangeCS



## Design Team Updates 1

The Design Team looks ahead to a busy and exciting new year. Find out about what the team will be up to and how you can be involved!

## School Closings 2

The news of school actions within CPS raise many questions. How are school closings and charters connected? What do these actions mean for charter schools and prospective charters?

# Design Team Updates

## The New Year

The BCCS Design Team welcomes the start of the new year and can't wait to hit the ground running. We will be working on strengthening our Request for Proposal (RFP) for submission this summer.

Last year, the CPS Call for Quality Schools outlined four main sections of the RFP that would determine approval: Academic Capacity, Operational Capacity, Economic Soundness, and Community Engagement. BCCS hopes to work closely with our advisors as well as consultants at the Illinois Network of Charter Schools (INCS) on specific areas of the RFP during the next busy months and build a strong proposal for an independent charter school.

If approved, BCCS would open its

doors in the fall of 2014 to Kindergarten, First, and Second grade students.

## Charter Approvals

The CPS Board approved two new charter schools late December and deferred action on two other proposals. Intrinsic Charter School (grades 6-12) and Chicago Collegiate Charter School (high school) could open next fall once they locate a facility.

Barbara Byrd-Bennett and Board President David Vitale wanted more time to review the other charter proposals – Foundations College Prep and Orange School. The two charters were then approved during the January Board meeting.

The approval of new charter schools is under extreme scrutiny due to

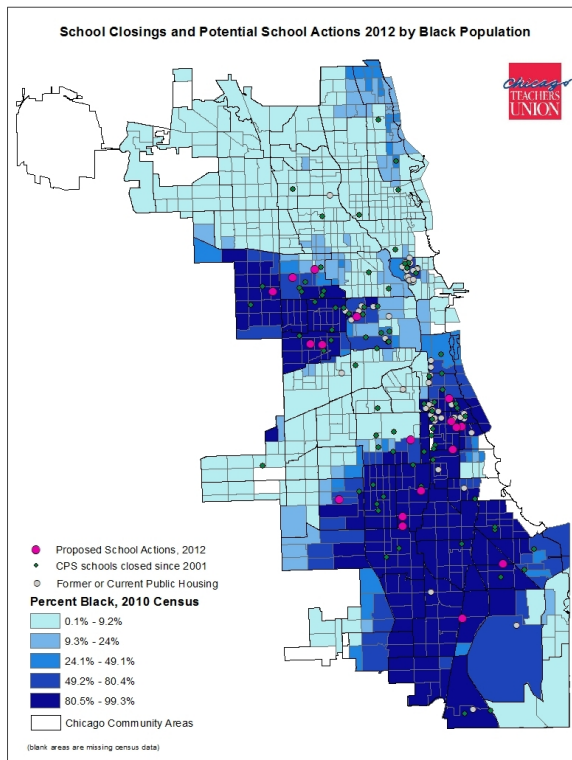


looming school closings based on under-utilization statistics. Read more in our article.

## Community Events

The BCCS Design Team will be planning community events by partnering with local organizations in Bridgeport and exploring various topics, such as primary grades literacy and Common Core Standards. To learn more or to find out how you can help, please contact us at

[bethechange@bethechangeschool.org](mailto:bethechange@bethechangeschool.org).



# School Closings & Charters

*How is it not a “glaring contradiction” to close down schools in the district while at the same time open new charter schools?*

Photos from: Chicago Tribune, michaelklonsky.blogspot.com, CTU.net.com

## Introduction

It is philosophically difficult to be educators who believe in the value of quality neighborhood public schools and who are also part of a charter school design team during a time of dramatic political upheaval in CPS. The portrayal of the conflict between proponents of “public” education and “privatization” has pitted two parts of our professional lives as well as our core beliefs at extreme odds with the other.

For example, it felt hypocritical to support the demands made by thousands of teachers who took the streets during the historic Chicago Teachers Union strike earlier this school year and at the same time work to open a new charter school in Chicago. After all, according to the CTU and its supporters, charter schools symbolize a very real threat to the existence of neighborhood schools and labor rights.

But we believed firmly that the city could do both - provide a fair contract and tangible resources to schools and their teachers and the children, as well as allow for the opportunity to open a new school with a mission like ours. Such a belief seemed politically

incorrect, or at the very least, one might argue, wishy-washy.

In the past few months, this conflict has been magnified by the looming list of school closures demanded by budget shortfalls. Closing underutilized schools, while easily described as an economic necessity, is a political landmine for CPS: How is it not a “glaring contradiction” to close down schools in the district while at the same time open new charter schools? And what does it mean for the future of Be the Change Charter School?

## In the News

Since 2000, the Chicago Public School Board has acted to close, phase out, consolidate, or turnaround over 100 schools. Reasons have ranged from poor performance, low enrollment, and “underutilization” with many of the turnaround schools managed by Academy of Urban School Leadership.

Last year, CPS announced pending school closures in response to a predicted \$1 billion deficit next fiscal year. According to CPS, the “utilization crisis” within the district is the result of a 17% decline in the student-age

population over the past ten years. In 2000, the total enrollment of students in traditional public schools was at about 430,000, but by 2012 enrollment dropped to 350,000. The argument is by closing down under-enrolled schools, the district could save anywhere between \$500,000 to \$800,000 per school.

But beyond just the money the district could save, CPS points to the issue of equity: with significant decreases in enrollment, schools in the south and west sides of Chicago do not have the same resources to provide students the academic and social/emotional supports that other schools can.

When CEO Barbara Byrd-Bennett took the reins last fall, she requested an extension to the December 1st deadline for announcing school closings from Illinois state lawmakers. The CEO proposed a five-year moratorium on school closings in exchange for the extension that would allow CPS to engage with the community and further analyze the utilization issue. The Illinois legislature voted to allow CPS to extend the deadline by four months to March



**Continued...**

31st. Since then, CEO Byrd-Bennett appointed an independent eight-member Commission on School Utilization to hold community meetings across the district and provide her with their recommendations on which schools should be closed, though the ultimate decision will be hers.

Although the final report is not due until March, the Commission recommended last month that no high schools should be closed as well as no Level One, or high-performing, schools. Even more recently, the Chicago Tribune has reported that the Commission may list under 50 schools, and even as few as fifteen, for closure.

**The Criticism**

The move to close fewer schools comes after multiple hearings at which parents, teachers, and community members voiced their opposition. Their criticisms are strong and strongly felt. At the very core of them lies the fact that under-performing or under-utilized schools are concentrated in high poverty, African-American communities that are already vulnerable because of a history of violence, the disappearance of public housing, and high rates of unemployment.

Closing schools would thus have numerous effects on students, in terms of social, academic, and safety concerns with a transition to a new school, especially if they have to cross gang lines. The Consortium of Chicago School Research published a report in 2009 that looked at whether displaced students made academic gains. The study found that eight out of ten students who were displaced enrolled in other low-performing schools, and so the shift had no significant impact on their academic achievement.

In the Chicago Teacher Union's

Special Report entitled "School Closings and the Destabilization of Chicago," school closings are portrayed as a part of a larger plan initiated by Renaissance 2010 to open 100 more high-quality educational options in order to gentrify areas like Bronzeville. In the process, the plan would destroy neighborhood schools – stable community institutions in areas where little is stable.

The report posits several additional arguments. For CTU, more charter schools only provide families with an "illusion of choice," since there is no evidence that the charters that open in the very same struggling neighborhoods actually become higher-performing or have improved learning environments for all children, namely students with special needs or ELLs. The second major point the report makes is that the money CPS would save by closing down schools is not only minimal but then spent on start-up funds for charters instead of allocating based on students' needs.

The research and advocacy group, Raise Your Hand for Illinois Public Education, published an open letter to CEO Byrd-Bennett in early January with a different approach - to question the formula used to define utilization. The letter asks why CPS assumes 36 students to a classroom to calculate a school's utilization rate when class size guidelines are at 28 to 31 students. Using such a formula has resulted in a bloated list of "underutilized" schools.

Raise Your Hand, along with WBEZ, also analyzed census data and shed light on the fact CPS's student enrollment figures may have been exaggerated. While CPS claims that the city lost 145,000 school age children over the past ten years, the census data shows the city just lost 31,500 students. The letter goes on to point out that student enrollment in charter schools increased by 50,000.

**Where we stand**

The statement that the decline in student enrollment within the district is a direct result of the increase in charter schools is partly true. A CPS official

noted at the January Board meeting that students attending charter schools constitute a third of the loss in enrollment in the last decade, while two thirds of the loss is the result of population shifts in the city.

The charter sector's response to school closings have been mixed. Most in the charter world have stepped away from the fray with the claim that they are not the decision-makers, but that they will open in neighborhoods that are overcrowded and underserved. Then there are charter operators who have been unapologetic in their expansion and political clout within CPS.

It is important for us that we enter the dialogue in an honest way. We believe the direction that CEO Byrd-Bennett is taking - using cautious and analytical thinking - to decide on which under-utilized schools, if any, should be closed is a step in the right direction. If schools are closed, then CPS must ensure the safe transition of displaced students to their new school and ensure that the receiving school, **whether neighborhood or charter**, is qualitatively an improvement for students' academic and social well-being.

We also believe in the careful and thoughtful opening of independent charter schools that intend to stay small, are committed to serving a particular community's needs, and hold themselves accountable to their mission, the parents and community, as well as high academic expectations.

We do not deny that there is not some amount of contradiction, broadly speaking, between the closing of schools and the opening of new charters, but it is in the way we wrestle with those contradictions that makes us who we are.

It is also in the sifting through details of the neighborhood, of existing schools' strengths, a charter's educational plan and services, and the possibility of collaboration between all parties that we can make individualized and tenable decisions as a district and as parents.

**Tell us what you think!**

Email us at  
[bethechange@bethechange.school.org](mailto:bethechange@bethechange.school.org)

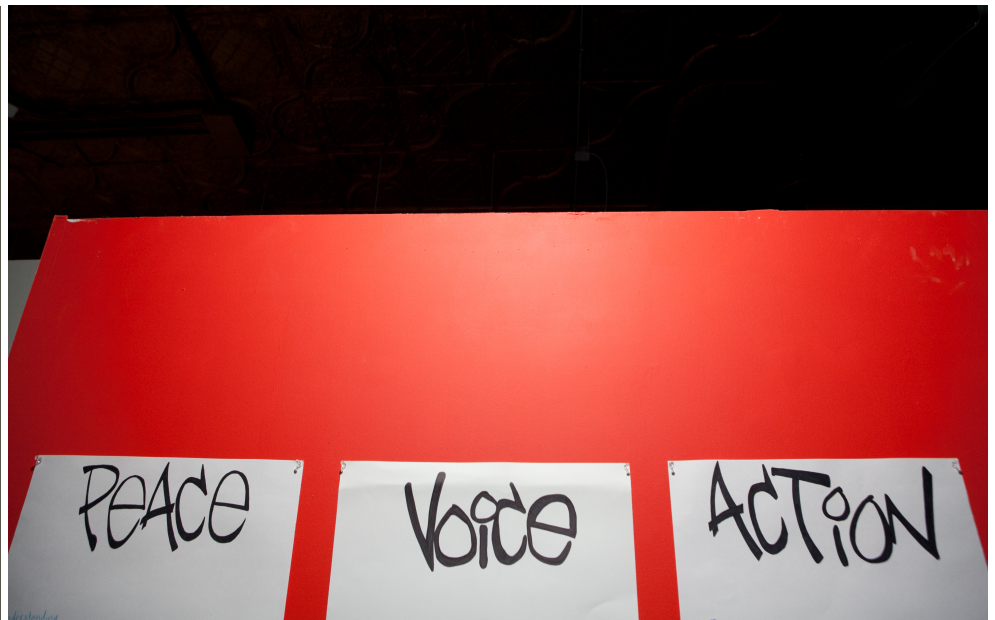


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## Design Team Updates 1

Find out what the Design Team has been up to in the last couple of months!

## Interdisciplinary Learning 3

Read about the academic program that BCCS will offer!

## Continuing the Dialogue 2

# Design Team Updates

### Search for Director

The BCCS Design Team is in the middle of the search process for a Founding School Director. We are looking for an exceptional, energetic, and experienced candidate who will be the school's instructional leader and embody the school's mission and vision. The full job description has been posted online and can be seen here: [BCCS Careers](#).

Design Team members hosted a table to meet potential candidates at the INCS Job Fair and are finishing up the first rounds of interviews.

If you or someone you know are interested in the Director position, or another available position on the school's leadership team, please contact us!

### Request for Proposal

The Design Team is busy writing drafts of the Request for Proposal, receiving feedback from advisors, and revising in hopes of submitting the RFP in the next application cycle.

We will be sharing sections of the proposal as part of our monthly newsletters, starting with an article on interdisciplinary teaching and learning. Read why BCCS is designing a school around interdisciplinary learning to achieve its mission to graduate empathetic, curious, and resilient students (pg. 2)! We would love your feedback and comments.

### Community Events & Support

Shout out to the amazing organizations for youth in Bridgeport! Check out

Comedy with a Cause Chicago with Calvin Evans on Thursday, May 16<sup>th</sup> at Reggie's Rock Club to support the work of Chicago Youth Center's Fellowship House!

We are gearing up to host and participate in several community events and fundraisers this summer and fall. To find out more or to see how you can help, contact us at [bethechange@bethechangeschool.org](mailto:bethechange@bethechangeschool.org)!

Lastly, please show your support of BCCS's mission, instructional philosophy, and stance as an independent charter by signing our online petition: <https://www.change.org/petitions/show-your-support-for-be-the-change-charter-school>

## Interdisciplinary Learning

BCCS's instructional philosophy is anchored by a commitment to interdisciplinary teaching and learning. An interdisciplinary approach at BCCS describes how students and teachers will work together to study a real-world problem or question through the lens of multiple disciplines, the integration of which leads to new insights and deeper knowledge. We believe an interdisciplinary approach reflects the actual nature of the world in which we live.

The need for interdisciplinary studies in elementary schools is thus based on four factors:

(1) The push against narrowing of the curriculum into "testable skills." As Martha Nussbaum writes, *"Thirsty for national profit, nations, and their systems of education, are heedlessly discarding skills that are needed to keep democracies alive. If this trend continues, nations all over the world will soon be producing generations of useful machines, rather than complete citizens who can think for themselves, criticize tradition, and understand the significance of another person's sufferings and achievements."*

(2) The move away from the current prevalence of fragmented schedules and curricula in schools based on traditional subject areas, which emphasizes breadth over depth and the isolation of disciplines for students and the teachers who teach them.

(3) The growing call by educational organizations and educators for curriculum that is **relevant** to students, thus promoting motivation, collaboration, inquiry, creativity, and choice.

(4) The shift in school districts across the nation to the Common Core State Standards in Literacy and Mathematics and Next Generation

Science standards, which promote students' higher order thinking skills necessary for college and career readiness.

An interdisciplinary curriculum requires thoughtful design of thematic units that are standards-based, have coherent scope and sequence, engage learners in higher-order and critical thinking skills, and are aligned to formative and summative assessment measures. At each grade level, students will be immersed in three large themes during which they will study real-world questions or topics through multiple disciplines and explore the connections to their lives.

It is important to note that students will be involved in both discipline-specific (for example, Reading Workshop and scientific inquiry) and interdisciplinary experiences at BCCS. This is based on research that shows students must acquire a solid foundation in the various disciplines in order to fully benefit from the ways in which interdisciplinary studies bridges them together.

During a single year at BCCS, a student will explore essential questions that fall under the school-wide themes of the *Natural and Physical World*, *Turning Points and Changemakers*, and *Art and Expression*, which incorporate social studies, science and the arts. While mathematics and literacy are taught as discrete content areas, they too will connect to thematic studies through the application of the mathematical skills learned, such as collecting and graphing data on population shifts in American cities or writing non-fiction pieces about the migration patterns of the gray whale.

BCCS's core values of peace, voice, and action are embedded into authentic interdisciplinary teaching and learning. Within each unit, students and teachers will collaborate (peace), exercise choice and present their learning (voice), and apply what they learn in the community and society (action). *Read more next month!*

## Continuing the Dialogue...

Like many of you, we continue to be disappointed and angry not only with decisions made by CPS to close down 54 schools and turnaround six schools but also the process by which the decisions are being made.

In a democratic society, there should be room for a variety of views, including those from many stakeholders, and stances that may be more complicated and perhaps less popular than those portrayed. We hope there is room for the position of a charter school like BCCS.

There have been some very personal attacks on our character and motivations due to the tensions around school closings and charters. While the insinuations have hurt, they are far from the truth and from who we really are. For close to the past ten years, we have worked within neighborhood, parochial, and charter schools in the city because we love the students whom we teach and because we are passionate about quality education as a matter of social justice.

Our work to start BCCS stems out of these same reasons, and they have remained constant for the past five years, though the political field around us has changed.

We remain open to dialogue and to continuing a conversation with our friends, the community, and those who may be skeptical or resistant to charters. We look forward to listening and to hearing from you!



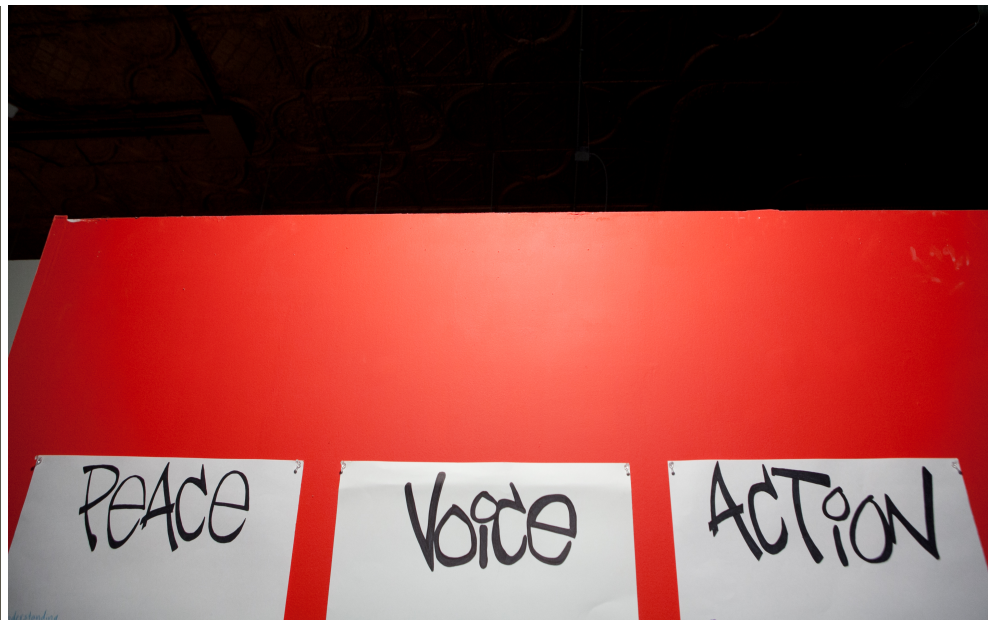


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Check out our website:  
[www.bethechangeschool.org](http://www.bethechangeschool.org)

Like us on Facebook!

Follow us on Twitter  
 @BetheChangeCS



## Design Team Updates 1

Find out what the Design Team has been up to in the last couple of months!

## Social and Emotional Learning 2

We continue the series that shares sections of BCCS's charter proposal! Read about the Social and Emotional Learning programs planned at BCCS.

# Design Team Updates

### BCCS Governing Board

BCCS warmly welcomes a new board member! [REDACTED]  
 [REDACTED]  
 [REDACTED], has joined the BCCS Board of Directors and will lend his expertise to the design phase!

### June Visit to Mission Hill

The BCCS Design Team is excited to visit Mission Hill School, a K-8<sup>th</sup> grade Boston Pilot School in Jamaica Plain. Founded by Debbie Meier, the school has recently been featured in a year-long video series that captures the thoughtfulness, dedication, and "messiness" that goes into developing students (and teachers) intellectually, socially, and emotionally.

You can check out the ten video chapters called "A Year at Mission Hill"

here:

<http://www.ayearatmissionhill.com>

The Design Team will be observing classrooms and learning from the staff at Mission Hill to understand how they started up and how they implement the many aspects that make Mission Hill a model for a school focused on diverse learning environment, interdisciplinary studies, and authentic assessments.

In fact, BCCS's proposal draws many parallels to Mission Hill: (1) Interdisciplinary curriculum & Project-based learning; (2) Use of Student Portfolios and Graduation Portfolio Standards (8<sup>th</sup> grade presentations) as methods of formal assessments; (3) Emphasis on Habits of Mind; (4) Multi-cultural, anti-racist, and anti-homophobic culture; and (5) Strong

Family and community partnerships.

Read our newsletter next month for more about our trip!

### Show Your Support for BCCS

BCCS would love to have your support for the proposal to CPS! Here are three ways you can help us:

- Sign our online petition at <https://www.change.org/petitions/show-your-support-for-be-the-change-charter-school>
- Email us at [bethechange@bethechangeschool.org](mailto:bethechange@bethechangeschool.org) to add your name to our supporter list for the proposal
- Write a letter of support to CPS – email us for more information on how!

Thank you!



# Social and Emotional Learning at BCCS

Social and Emotional Learning (SEL) is defined as “the process through which children enhance their ability to integrate thinking, feeling and behaving to achieve important life tasks. Those competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.” (Elias et al, 1997; Payton et al, 2000.)

## Anticipated Needs

The BCCS mission is committed to cultivating skills in our students to interact with themselves and others in peaceful ways. We believe that all children need a lot of social and emotional support, which is a critical aspect of academic success. We acknowledge that our students come from diverse backgrounds, made up of varying stages of child development as well as environmental impacts of trauma or urban life experiences. For this reason, we anticipate the need to explicitly teach and practice the skills of showing compassion for others, problem solving, conflict resolution, reflection, collaboration, standing up for oneself and others, and making good choices.

The history of racism and discrimination has left significant scars in the heart of Chicago (Armour Square, Bridgeport, Douglas, Fuller Park, and New City), which is formed by a diverse cross-section of ethnicities, races, cultures, classes, and languages. Since we hope to recruit intentionally from these neighborhoods to form our student population, we anticipate that the need to explicitly teach social and emotional skills will be of greater concern for our school.

Furthermore, we believe that with diversity comes tension. As we strive to celebrate the diversity of our school community in its many forms, we

recognize that our student population will need increased opportunities to understand the challenges that come with diversity and the need to stretch oneself beyond his or her own experience and worldview.

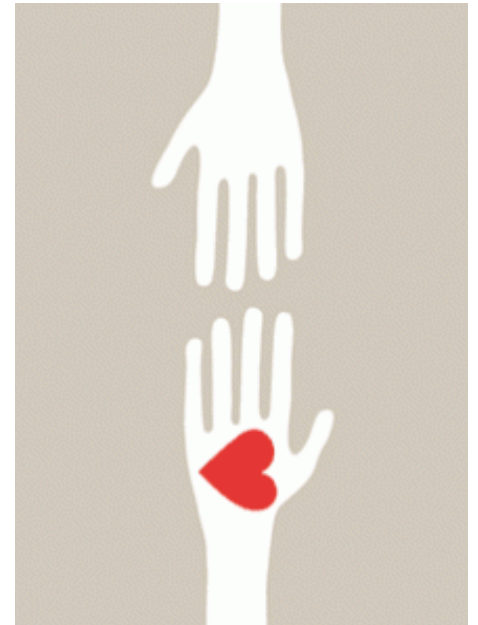
## Programs, Resources and Services

We have identified several ways to address the anticipated social and emotional needs of our students:

**Community Meeting Time** - Time will be set aside each day for Morning Meetings and Sunset Meetings in the primary and intermediate grade levels for classroom teachers to check in with their students and respond to students' needs appropriately. Our Advisory program for the middle grades will be a designated time during which students meet in small clusters with an advisor. At all grade levels, teachers will implement a research-based program that will address issues such as bullying and conflict management as well as help to develop collaborative skills. Once a week the entire school will gather for a time to celebrate academic and behavioral achievements, to share appreciations for their peers and school community, as well as to have a platform to share their learning and creations.

**Diversity Training** - BCCS staff will participate in training adapted from the National Association of Independent School's Diversity and Inclusion resources. Teachers and staff will use strategies learned about understanding identity and difference, multicultural teaching, equity, and social justice with their students. BCCS will also offer workshops based on these resources to family and community members.

**Family Involvement** - BCCS believes that a school must develop and serve the whole child, thus a partnership with families and the community is essential to supporting students' social and emotional growth at school and at home. BCCS is committed to communicating with parents



doing family outreach, having volunteers in the school, helping parents with home learning, and involving the family and community in decision-making and community service projects.

**Transparent Communication and Staff Supports** - BCCS staff will record student anecdotal information using a student information logging system in order to identify and track student social and emotional needs as well as behavior patterns and interventions. These logs will support staff to be reflective, discuss, and provide intentional supports. The social worker and Dean of Student Development will work alongside teachers to support students in the classroom or pull small groups or individual students to address specific needs.

**External Partnerships and After-School Programs** - BCCS will intentionally partner with community organizations that provide opportunities for our students to develop their social and emotional learning and provide mentorship and opportunities for positive community involvement.



Email us:

[bethechange@bethechangeschool.org](mailto:bethechange@bethechangeschool.org)

Check out our website:

[www.bethechangeschool.org](http://www.bethechangeschool.org)

Like us on Facebook!

Follow us on Twitter  
@BetheChangeCS

Sign our online petition:

<http://t.co/CvjNaC5s0K>



## Design Team Updates 1

Exciting news from the BCCS Design Team!

## What makes BCCS unique ? 2

## Mission Hill 2

The BCCS Design Team took a trip to Boston to visit Mission Hill School, a Boston Public Pilot School that inspired us in many ways.

# Design Team Updates

### BCCS Design Team

BCCS warmly welcomes a new Design Team member, [REDACTED], who will eventually assume the position of School Director! [REDACTED] has jumped right into the work of revising and preparing our proposal for submission to CPS this summer. We are excited to have her expertise, passion, and collaborative spirit on the team!

### Beer Tasting Fundraiser

BCCS and Project:VISION are hosting a joint fundraiser on Saturday, August 24<sup>th</sup> at [REDACTED]! For one ticket, you'll get to taste craft beer, grab a snack, listen to great music, and mingle with our friends and supporters! Buy tickets on our website or at [bccc-pv.brownpapertickets.com](http://bccc-pv.brownpapertickets.com). We look forward to seeing you there!

### Show your Support for BCCS

Want to show your support of BCCS in our proposal to CPS? Here's how:

- Sign our online petition (link above)
- Email us to add your name to our supporter list
- Write a letter of support to CPS – find out more by emailing us!

Thank you!

## Beer Tasting Event

*You're Invited*

*Craft Beers. Appetizers. Music*

*Saturday, August 24*

*2 P.M. - 5 P.M.*

*Tickets: \$35 per person (all inclusive)*

*Ready to taste some really good beer?*

*Swing by the Maria's Community Bar at 960 W 31st St*

*To buy tickets, visit following links:*

[BCCS-PV.BROWNPAPERTICKETS.COM](http://BCCS-PV.BROWNPAPERTICKETS.COM)

*or*

[WWW.BETHECHANGESCHOOL.ORG](http://WWW.BETHECHANGESCHOOL.ORG)

*If you are unable to make it for beer tasting, you can make a donation from above links to support our cause.*

*All proceeds will benefit 'Project: VISION' and 'Be the Change Charter School'.*

*Music courtesy of 'Los Sunny Daze'*

[WWW.FACEBOOK.COM/LOSSUNNYDAZE](http://WWW.FACEBOOK.COM/LOSSUNNYDAZE)



## Visit to Mission Hill School

In mid-June, the BCCS Design Team had the opportunity to visit Mission Hill School in Boston. Mission Hill was founded by Deborah Meier and a group of teachers in 1997 and, as a Boston Public Pilot School, had more autonomy, longer instructional time, and smaller class sizes. BCCS draws much of its curricular and school design from Mission Hill, which also serves a diverse student population both in terms of race/ethnicity and socio-economic levels.

What most excited the Design Team about visiting Mission Hill was the chance to see interdisciplinary teaching and learning, authentic assessment, and democratic methods of decision-making in action. Thanks to the efforts of the External Affairs and Technology Coordinator, who is also a founding parent of the school, the Design Team was able to visit classrooms and speak with teachers and support staff, receiving wise advice about starting a school from the ground up.

Students at Mission Hill had been studying the school-wide theme of physical science, and interdisciplinary units for classrooms ranged from investigating the movement of air to the motion of roller coasters. The year was coming to an end: the art teacher had helped students hold a talent show the night before, one of the classrooms was selling ice cream they had made, and middle school students were writing a reflection piece for the year.

When the Design Team sat down with a group of teachers for lunch, the main topic of conversation was what made Mission Hill successful. The

overwhelming answer was the amount of ownership the teachers had over every aspect of the school, and how the preservation of the democratic nature was critical. Teachers had responsibility and voice in areas from budget to hiring, and the staff used a consensus making protocol to come to decisions – no matter how long or difficult the conversations.

Teachers and parents both conveyed that the open nature and mutual respect fostered by the professional culture allowed them to be willing to ask tough questions and bring issues to the table. Teachers felt comfortable confronting each other or reaching out for support to further instructional practice. Every adult in the building was invested personally in the growth and development of the school's students.

It was amazing to see and experience the “messiness” of democratic education – all the parts and people of a school working together and driven by a common mission which contribute to students' intellectual, social, and emotional growth. We noticed that the school is constantly reflecting and discussing, and also evolving. For example, Mission Hill is wrestling with the implications for demographic shifts that came with the move to its new location. It is also moving towards a full inclusion model to adapt to a growing population of students with special needs.

The Design Team hopes to return to Mission Hill frequently to be re-inspired and to learn from a school that is approaching education from a place of trust and honesty.

## What Makes BCCS Unique?

After our visit to Mission Hill, we were re-energized in our work and we wanted to distill our proposal for a school down to the essential pieces. Thus, BCCS's innovative model consists of the following five structures that uphold our core values of peace, voice, and action:

1. BCCS's instructional philosophy is centered on an **interdisciplinary approach** to teaching and learning, in which teachers and students explore themes and real-world problems through the lens of different disciplines.
2. BCCS will recruit an intentionally **diverse** student and staff population and build a school culture that is focused on understanding difference, conflict resolution, and social justice activism.
3. The BCCS Leadership team will implement a **shared leadership model** and engage each other, teachers, and families in democratic methods of decision-making
4. BCCS will be a **professional learning** site by partnering with the University of Chicago Urban Teacher Education Program (Chicago UTEP) in order to provide paths of learning, growth, and leadership for teachers at all junctions in their careers.
5. BCCS will also have a symbiotic relationship with its community by becoming a **Community Center** during before and after-school hours and offering a variety of programs, workshops, activities, and classes for students, families, and community members.





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VOLUME 73 - NO. 14

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**WEDNESDAY OCTOBER 17th, 2012**

J. Feldman, Publisher • 3506 S. Halsted St. • 773-927-0025 • Chicago, IL. 60609

**Valentine News**

Valentine Club hosted an Ultimate Chicago Bulls Fan Competition which included basketball skills and drills, trivia, and a poster contest to award the top 5 winners with a chance to meet Chicago Bulls players.

The Five lucky winners were Nia Spencer, James Raschke, Daniel Melendez, Zion Spencer and Jaymes White who attended the Annual Chicago Bulls 'Sixth Man Jam' on Monday, October 8th. The Valentine Club members enjoyed spending time on the court and seeing their favorite sports idols at the United Center.



Thank you David Berg for the opportunity of a lifetime!

**Annual Haunted House**

The Valentine Club is preparing to host its Annual Haunted House which will be held on Tuesday, October 30 from 6:30pm to 8:30pm. The admission cost is only \$1 for children (10 and up) and \$2 for adults (18 and up) to walk through the 'Basement of Horrors'. The concession stand will also be available which will feature items starting at \$.50. Please call the Valentine Club at 773-927-7373 for additional information.

**First Annual Blue & Gold De La Salle Swim Meet**

The Valentine Club will host the first annual event to gain more attention and excitement toward both the De La Salle Women's and Men's swim programs. The Blue & Gold Swim Meet will take place on Thursday, October 18 at 4:30pm at the Valentine Club. The De La Salle Women's Swim Team will compete against the Men's Swim Team which include 5 traditional swim events as well as 5 silly races.

Everyone is invited to attend the event and support the De La Salle Institute swim teams. Please call the Valentine Club Aquatics Director, Theresa Donnelly, at 773-927-7373 ext. 3 for additional information.

**St. Barbara Rings In  
The Year of Faith**

St. Barbara Catholic Church, located at 2859 S. Throop, joined with other churches, with ringing its church bells at Noon on Thursday, October 11.

The Bells of St. Barbara were rung by Ms. Eva Mrgan, Music Director and Fr. Dennis Ziomek, Pastor, to commemorate the 50th Anniversary of the beginning of the Second Vatican Council and to herald the beginning of the Year of Faith as proclaimed by Pope Benedict XVI.

The Year of Faith, which goes from October 11, 2012 through November 24, 2013, is a time to reflect on and renew our faith.

**Armour School  
Junior Varsity Volleyball**

Recently Armour elementary school junior varsity girls volleyball team defeated Davis elementary school by a fantastic victory of two wins. Winning scores Armour school 18-15 and again in Armours favor 18-9. The second and third games were in Armours favor. Davis won the first game 18-12. Congratulations to all who played a wonderful game. Way to go Armour!



Armour Elementary junior varsity volleyball team front row Athena, Tiffany, Nancy, Mariam & Maria. Back row Carla, Brittany, Birydianna and Jasmine.

**SPRED  
Center**

Are you the parent of a child, teen, young adult, or adult with a developmental or intellectual challenge, autism spectrum disorder, cerebral palsy with a developmental delay, epilepsy, down syndrome, or learning problem?

Are you a person who would like to get involved but are not sure how or where? Then consider the Spred program.

This is a faith development program for people with these special needs no matter their level of abilities.

Spred is not your traditional religious education program of a parish but one well researched in the ways our friends (as we call them) know life.

It is so unique that parents & interested people can come and observe a Spred session behind a one way window. Where? Above the Spred Chapel, corner of 30th and Lowe Ave. by entering through the parking lot.

We have four age groups one can observe. Two of the groups meet on Monday evenings and two meet on Tuesday evenings. This is the best way to know if you wish to become involved or have your child, teen, young adult or adult welcomed here.

Call the Spred office at 312-842-1039, ext. 13 to make a reservation since seating is limited.

A host will greet you and others who chose to come. They will provide an orientation to the session and the community gathered and be with you for the two hour session and afterward for discussion and feedback.

Sessions begin at 7p.m. for the teens thru adults and at 6p.m. for the children.

If you wish more information, please ask for Betty Sivek, Spred community religious worker.

The Spred Center draws from neighboring parishes for our friends and those who wish to volunteer.

**VFW Post  
5079  
Bridgeport  
Membership  
Drive**

The Veterans of Foreign Wars (VFW) Post 5079 and Ladies Auxiliary are having a month-long Membership Drive.

Stop by the Post at 3200 S. May Street and see if you qualify for membership in either the VFW, Ladies Auxiliary or Jr. Girls Unit.

Find out how we support our troops overseas & serve our Nation's veterans and what YOU can do to help!

For more information, please email Lisa Rivera, Ladies Aux.

Membership Chairman/Senior Vice President at 1r236@hotmail.com or call 773-890-9034.

**Aquinas Trains New Tutors**

For the past fifteen years, Aquinas Literacy Center has offered one-on-one tutoring in English as a Second Language to the adult immigrant population in McKinley Park and surrounding communities. Aquinas Literacy Center has recently trained 12 new Tutors! Our new tutors, Mary, Carolyn, Ed, Judy, Peter, Dorothy, Christine, Edison, Colleen, Stephanie, Kristen and Kyla begin to help eliminate the long waiting list of students. The date of the next tutoring training is quickly approaching and Aquinas Literacy Center is looking for more Volunteer tutors.

Become a volunteer English as a Second Language tutor at Aquinas Literacy Center! Volunteer tutors are needed to instruct limited English proficient adult learners for 90 minutes per week at our Center, located at 3540 S. Hermitage. All instruction is one-on-one and training is provided. Knowledge of a second language is not required; all instruction is in English. The next opportunity for tutor training is Friday, October 26th (6pm to 9pm) and Saturday, October 27th (9am to 3pm). Must attend both days for certification. For more information, please contact Alison Altmeyer or Lori Rogers at 773-927-0512 or email [aquinaslit@aol.com](mailto:aquinaslit@aol.com).

**Santa Lucia School News****New Student Council Elected**

On Friday, September 23, the children of Santa Lucia School elected the new Student Council for the 2011-2012 school year.

The four officers include: Julissa Carmona, President. Caitlyn Jorgensen, Vice-President, Miranda Carli, Secretary & Charlie Pasciak, Treasurer. These officers will join with the new classroom representatives to lead Santa Lucia School in fostering good values & building positive school spirit. The classroom representatives are Grade 1- Taelor Ford, Grade 2- David Gallegos, Grade 3- Diana Makowski, Grade 4- Rebecca Passantino, Grade 5- Lilliana Cavanaugh and Nicholas Potthoff, Grade 6- Michael Galvan, Grade 7- Kailyn Thrash and Grade 8- Rebecca Gallas.



Miss Maratea, the Principal and the two teacher moderators, Mrs. Piegari and Mr. Wells, look forward to many successful student centered events this year!

**Be the Change Charter School****Changing "Success" for Students**

Four years ago, a small group of teachers met around a table and discussed the possibility of opening up their own school, now called Be the Change Charter School (BCCS).

After graduating from the University of Chicago's Urban Teacher Education Program (Chicago UTEP) and working several years in public schools in the south side of Chicago, the group had carefully developed their skill in the classroom and had become teacher leaders, but they also gained a deeper understanding of the challenges faced by schools in the city.

For the Design Team, one of the main motivations for starting a charter school is the opportunity to redefine what "success" looks like for students – from a view that is increasingly reliant on test scores to a more holistic vision of how children and teachers can speak up for themselves and others, work together, and become active participants in their learning and in the community.

This mission is grounded on the three core values of peace, voice, and action, which are incorporated into BCCS's interdisciplinary curriculum, school culture, professional development, and governance.

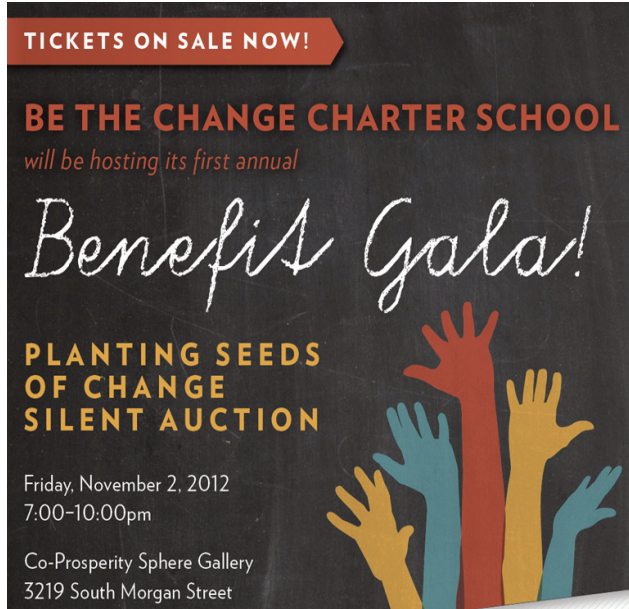
As a charter school, BCCS will be part of the public education system and receive public money, but will not be subject to some of the rules & regulations of other public schools in exchange for the accountability set forth in the school's charter.

Charter schools are opened and attended by choice and they cannot charge tuition. For BCCS, a charter would allow for the flexibility to innovate and fit the needs of the community.

Like other schools, charter schools may receive private donations and BCCS is organized as a not-for-profit.

The Design Team is hosting its first annual fund-raiser, Planting Seeds of Change Silent Auction, on Friday, November 2nd at Co-Prosperity Sphere, 7-10pm.

To find out more about the school and the event as well as to purchase tickets, please visit the website [www.bethechangeschool.org](http://www.bethechangeschool.org).



## Don't Forget Your "Sweetie"



on Sweetest Day  
this Saturday,  
October 20th

**Bridgeport Catholic Academy Highlights**

The 2012 - 2013 school year started off with Judge Maura Slattery Boyle presiding over a swearing in ceremony for the new Student Council officers and room representatives. Each student took a pledge of commitment and service to their school and fellow classmates. The Student Council has plans for many fun and educational activities throughout the year. Good luck and congratulations to these students.



First Row: Dylan Avalos, Dylan Weiss, Jonathan Valenzuela, Jack Stewart and Mia Tobar. Second Row: Dinata Herron, Marisa Babiarz, Valerie Corral, Bevin Carter, Gianna Chavarria, Nicolette Orlando and Teddy Bania. Third Row: Abby Bania, Perry Chong, Genesis Ramirez, Maggie Bedore and Aidan Boyle.

**Younger Than Springtime  
Meeting Today**

The Younger Than Springtime Senior Club will hold their monthly meeting **TODAY** Wednesday, October 17th at 1:00pm. The meeting will be held at Benton House, 3052 S. Gratten Ave.

The usual games will follow the meeting and refreshments will be served. Come one and all for a Pre-Halloween celebration.

**St. Jerome Elects  
2012-2013 Student Government**

St Jerome Catholic School announced the results of Student Council elections this week. Pictured from left: Illiana Ibara (7th grade rep), Brandon Don (6th grade rep), Brianna Zielinski (7th grade rep), Joseph Amoroso (Vice President), Sydney Lucente (5th grade rep), Nancy Moreno (President), Kayla Cianflone (Secretary), Kristina Sego (8th grade rep), Isabella Wroblewski (5th grade rep), Adriano Castro (Treasurer), Dylan Miles (8th grade rep) and Olivia Wroblewski (6th grade rep).



<http://www.dnainfo.com/chicago/20130318/bridgeport/be-change-charter-school-eyes-bridgeport>

# Be the Change Charter School Eyes Bridgeport

By **Casey Cora** on March 18, 2013 8:31am | *Updated on March 18, 2013 8:31am*  
[@bycaseycora](#)

BRIDGEPORT — If a group of teachers gets its way, Bridgeport would be home to one of the city's next charter schools.

Called **Be the Change**, the project is the brainchild of a group of **University of Chicago Urban Teacher Education Program** grads trying to raise money and interest in starting the school, which they say would focus on interdisciplinary learning, a method that connects separate disciplines and allowing students to see themes and issues from multiple viewpoints.

"Not only is it doable, but kids tend to retain the information better because they're thinking about it in multifaceted ways. It's research-based but not widely used and certainly not widely used in an urban context," said [REDACTED]  
[REDACTED]  
[REDACTED].

CPS shot down the nonprofit group's first attempt at getting the school concept approved back in 2011.

The group, which includes a **5-person curriculum design team** and a **6-person governing board**, will try again in

August, assuming CPS puts out a request for proposals from prospective charters.

That's not a given. A proposed moratorium on new charter schools is pending in a Chicago City Council committee and could go in front of the full council for discussion, though that too is a long shot.

But if they get the green light — and their bid is approved by CPS — Be the Change could open in fall 2014.

During a recent interview, project founders [REDACTED] [REDACTED] said community interest in the school has waned as concerns have risen about CPS school closings.

But anyone who thinks Be The Change wants to take over public education in Chicago has it wrong, they said.

Through emails and Facebook postings, the group supported the Chicago Teachers Union during the fall teachers strike and said they're against closing neighborhood schools.

In fact, they said, working with the neighborhood schools is one of their main goals "because we think we have a lot to learn from what's successful in those schools just like if we have something useful we want to be able to share it with them," [REDACTED] said.

"Schools should be all be in it together to improve the lives and education of students. I think as an independent charter public school, we have that opportunity to make the relationships lasting," she said.

Be the Change would not be part of the city's larger charter networks such as Noble and UNO, which has come under fire after reports of lucrative contract cronyism among network and city leaders.

And the group said it has no plans to expand beyond one location, similar to the other independent charter schools such as **Namaste**, **Epic Academy** and **Polaris**.

The way it's drawn up now, enrollment at Be the Change would be based on a lottery, and students could come from all over the city, although the group wants to focus on Bridgeport, Armour Square, Fuller Park, Douglas Park, New City and Chinatown.

"It's not going to be exclusively to those neighborhoods. If somebody from Edgewater wants to make the trek down, they should," Bryant said.

Within five years, the school would hire upward of 25 teachers and enroll as many as 500 students, organizers said.

One of the board members, [REDACTED], is scouting Bridgeport locations at the design team's behest, "because that's a community that has obvious diversity," he said.

An edict by CPS CEO Barbara Byrd-Bennett would prevent standalone charter schools such as Be the Change from taking over elementary school buildings that might be closed by the school district, including **Hendricks Elementary** in Fuller Park, **McClellan Elementary** in Bridgeport and Canaryville's **Graham Elementary**.

Those schools are all part of CPS' southwest side **Pershing Network**, which happens to be where [REDACTED], **works as an Instructional Effectiveness Specialist** aiding principals in their evaluations of teachers.

That relationship — trying to start a charter school while working for a CPS network where seven schools are eyed for closure — **has raised a few eyebrows**.

[REDACTED] declined to answer questions about her employment, saying in an email she didn't "want to let down the BCCS



team nor the team that I work for in CPS."

For now, the group said they're focusing on promoting the potential school, which they say is an experiment worth taking.

"We share a philosophy on seeing students as a whole child and I think that's something we've taken into consideration as we've been developing Be the Change," said [REDACTED]

[REDACTED]

[REDACTED]

"We're not just imparting information ... our student are so complex and if you don't factor all these things in, you're missing something."

## **Bridgeport Community Needs Assessment**

1. Are you a resident of the Bridgeport community?      Yes      No

How long have you lived in the community? \_\_\_\_\_

2. Gender      \_\_\_\_\_ Female      \_\_\_\_\_ Male

Age      \_\_\_\_\_ 8-17      \_\_\_\_\_ 18-24      \_\_\_\_\_ 25-40      \_\_\_\_\_ 41-65      \_\_\_\_\_ 65+

How would you describe your race/ethnicity?

- \_\_\_\_\_ African-American  
\_\_\_\_\_ Mexican-American  
\_\_\_\_\_ Central/South American  
\_\_\_\_\_ Asian or Pacific Islander/Asian-American  
\_\_\_\_\_ American Indian  
\_\_\_\_\_ Caucasian  
\_\_\_\_\_ Other: \_\_\_\_\_

3. Number of adults in household: \_\_\_\_\_ Number of children in school: \_\_\_\_\_

4. The highest level of education completed:

- \_\_\_\_\_ Some education (grammar school/high school)  
\_\_\_\_\_ High School/GED  
\_\_\_\_\_ Some college  
\_\_\_\_\_ Associate's Degree  
\_\_\_\_\_ Bachelor's Degree  
\_\_\_\_\_ Graduate/Professional School

5. Overall, how satisfied are you with your community as a place to live?

4	3	2	1
completely satisfied	satisfied	unsatisfied	completely unsatisfied

6. What are 3 things you like most about your community?

7. What are 3 things you would like to change/improve about your community?

8. For the following statements, please rate how important each service is to you and how satisfied you are with the service provided in Bridgeport.

*Please circle according to the following scale:*

1 = completely unimportant  
2 = unimportant  
3 = important  
4 = very important

1 = completely unsatisfied  
2 = unsatisfied  
3 = satisfied  
4 = very satisfied

	How important is it?				How satisfied are you?			
a. Quality of teaching at school	4	3	2	1	4	3	2	1
b. Safety at school	4	3	2	1	4	3	2	1
c. Availability of after-school programs for youth	4	3	2	1	4	3	2	1
d. Quality of after-school programs	4	3	2	1	4	3	2	1
e. Availability of agencies or organizations providing specialized services for youth	4	3	2	1	4	3	2	1
f. Availability of parks and recreational facilities for youth	4	3	2	1	4	3	2	1
g. Availability of employment opportunities for adults	4	3	2	1	4	3	2	1
h. Opportunity for you and your family members to improve and make decisions that affect the community	4	3	2	1	4	3	2	1
i. Availability of space for educational meetings and classes	4	3	2	1	4	3	2	1
j. Availability of language programs or bilingual/ESL services in schools	4	3	2	1	4	3	2	1
k. Addressing issues of racism and discrimination	4	3	2	1	4	3	2	1
l. Academic rigor and preparation of students for college in school	4	3	2	1	4	3	2	1
m. Availability of various options for schools	4	3	2	1	4	3	2	1
n. Communication between school and home	4	3	2	1	4	3	2	1

## Bridgeport Community Survey

1. How long have you lived in the Bridgeport community? \_\_\_\_\_

2. Gender \_\_\_\_\_ Female \_\_\_\_\_ Male

Age \_\_\_\_\_ 8-20 \_\_\_\_\_ 21-35 \_\_\_\_\_ 36-50 \_\_\_\_\_ 51-65 \_\_\_\_\_ 66+

How would you describe your race/ethnicity?

- \_\_\_\_ African-American  
\_\_\_\_ American Indian  
\_\_\_\_ Asian or Pacific Islander/Asian-American  
\_\_\_\_ Caucasian  
\_\_\_\_ Central or South American  
\_\_\_\_ Mexican-American  
\_\_\_\_ Other: \_\_\_\_\_

3. Do you have children? Yes No (If no, please skip to question #7)

How many? \_\_\_\_\_

What are your children's ages or grade levels?

\_\_\_\_ 0 – pre-K \_\_\_\_\_ K – 2 \_\_\_\_\_ 3 – 5 \_\_\_\_\_ 6 – 8 \_\_\_\_\_ 9 – 12 \_\_\_\_\_ college +

4. Do/did your children attend school in Bridgeport? Yes No

5. If so, why? \_\_\_\_\_

\_\_\_\_\_  
If not, why? \_\_\_\_\_

\_\_\_\_\_

6. What type of school do/did your children attend?

\_\_\_\_\_ neighborhood      \_\_\_\_\_ parochial      \_\_\_\_\_ magnet      \_\_\_\_\_ charter

\_\_\_\_\_ other: \_\_\_\_\_

7. How important are the schooling options available to you in Bridgeport?

8. For the following statements, please rate how important each service is to you and how satisfied you are with the service provided in Bridgeport.

*Please circle according to the following scale:*

1 = completely unimportant

2 = unimportant

3 = important

4 = very important

1 = completely unsatisfied

2 = unsatisfied

3 = satisfied

4 = very satisfied

	How important is it?				How satisfied are you?			
a. Quality of teaching at school	4	3	2	1	4	3	2	1
b. Safety at school	4	3	2	1	4	3	2	1
c. Availability of after-school programs for youth	4	3	2	1	4	3	2	1
d. Quality of after-school programs	4	3	2	1	4	3	2	1
e. Opportunity for you and your family members to improve and make decisions that affect the community	4	3	2	1	4	3	2	1
f. Availability of language programs or bilingual/ESL services in schools	4	3	2	1	4	3	2	1
g. Addressing issues of racism and discrimination	4	3	2	1	4	3	2	1

*Thank you for completing our survey! We appreciate your time and feedback.*

## Encuesta de la Comunidad de Bridgeport

1. ¿Cuanto tiempo ha vivido el la comunidad de Bridgeport? \_\_\_\_\_

2. Sexo \_\_\_\_\_ Femenino \_\_\_\_\_ Masculino

Edad \_\_\_\_\_ 8-20 \_\_\_\_\_ 21-35 \_\_\_\_\_ 36-50 \_\_\_\_\_ 51-65 \_\_\_\_\_ 66+

¿Como Describe su raza o grupo Étnico?

\_\_\_\_\_ Afro/Americano

\_\_\_\_\_ Indo Americano

\_\_\_\_\_ Asiático o Islas del Pacifico /Asiático/Americano

\_\_\_\_\_ Anglo/Sajón

\_\_\_\_\_ Centro/Sudamericano

\_\_\_\_\_ México/Americano

\_\_\_\_\_ Otro: \_\_\_\_\_

3. ¿Tiene usted niños? Si No (Si no por favor brinque a la pregunta #7)

¿Cuantos? \_\_\_\_\_

¿Cual es la edad de sus niños y en que grado escolar están?

\_\_\_\_\_ 0 – pre-K \_\_\_\_\_ K – 2 \_\_\_\_\_ 3 – 5 \_\_\_\_\_ 6 – 8 \_\_\_\_\_ 9 – 12 \_\_\_\_\_ Universidad +

4. ¿Asisten o asistieron sus niños a una escuela en Bridgeport? Si No

5. ¿Por Que? \_\_\_\_\_

\_\_\_\_\_

¿Por qué no? \_\_\_\_\_

\_\_\_\_\_

6. ¿A que tipo de escuela asisten o asistieron sus niños?

\_\_\_\_\_ Barrio \_\_\_\_\_ Parroquial \_\_\_\_\_ Magnet (De Especialidad) \_\_\_\_\_ Concesión

\_\_\_\_\_ Otra: \_\_\_\_\_

7. ¿Que tan importante son para usted las oportunidades educativas disponibles en Bridgeport?

8. De la sucesivo información por favor valore que importante son para usted los servicios que se ofrecen en Bridgeport y su usted esta satisfecho con estos servicios.

*Favor de circular de acuerdo a la siguiente escala.:*

1 = Completamente sin importancia	1 = Completamente insatisfecho
2 = Sin Importancia	2 = Insatisfecho
3 = Importante	3 = Satisfecho
4 = Muy Importante	4 = Muy Satisfecho

	¿Que tan Importante es?				¿Esta usted Satisfecho?			
a. Calidad de Enseñanza en la escuela	4	3	2	1	4	3	2	1
b. Seguridad en la escuela	4	3	2	1	4	3	2	1
c. Programas disponibles para jóvenes después de la escuela	4	3	2	1	4	3	2	1
d. Calidad en los programas después de escuela	4	3	2	1	4	3	2	1
e. Oportunidades para Ud. y los miembros de su familia para mejorar y hacer decisiones que afecten la comunidad.	4	3	2	1	4	3	2	1
f. Programas de idiomas/bilingües/ESL disponibles en las escuelas.	4	3	2	1	4	3	2	1
g. Soluciones a los problemas de racismo y discriminación.	4	3	2	1	4	3	2	1

*Gracias por completar nuestra encuesta! Apreciamos su tiempo y opinion..*



**Bridgeport Community Survey**  
**Bridgeport 社區調查**

1. How long have you lived in the Bridgeport community? \_\_\_\_\_  
請問您住在 Bridgeport 社區有多久了?

2. Gender 性別 \_\_\_\_\_ Female (女) \_\_\_\_\_ Male (男)

Age 年齡 \_\_\_\_\_ 8-20 \_\_\_\_\_ 21-35 \_\_\_\_\_ 36-50 \_\_\_\_\_ 51-65 \_\_\_\_\_ 66+

How would you describe your race/ethnicity? 請問您的種族是?

\_\_\_\_\_ African-American 美國黑人

\_\_\_\_\_ American Indian 美洲印第安人

\_\_\_\_\_ Asian or Pacific Islander/Asian-American 亞洲或太平洋島民/ 亞裔美國人

\_\_\_\_\_ Caucasian 美洲人

\_\_\_\_\_ Central or South American 中央或南美洲人

\_\_\_\_\_ Mexican-American 美洲墨西哥人

\_\_\_\_\_ Other 其他: \_\_\_\_\_

3. Do you have children? Yes有 No否 (If no, please skip to question #7)  
請問您有沒有小孩? 若否,請跳到問題7

How many? 幾個小孩? \_\_\_\_\_

What are your children's ages or grade levels? 您的小孩的年級是?

\_\_\_\_\_ 0 – pre-K \_\_\_\_\_ K – 2 \_\_\_\_\_ 3 – 5 \_\_\_\_\_ 6 – 8 \_\_\_\_\_ 9 – 12 \_\_\_\_\_ college + 大學

4. Do/did your children attend school in Bridgeport? Yes 是 No 否  
您的小孩是否上 Bridgeport 的學校?

5. If so, why? 若有上 原因是?

If not, why? 若沒有上 原因是?

6. What type of school do/did your children attend? 您的小孩上的學校是哪一種?

\_\_\_\_ neighborhood 鄰近學校 \_\_\_\_ parochial教區學校 \_\_\_\_ magnet吸引力學校

\_\_\_\_ charter 特許學校 \_\_\_\_ other其他: \_\_\_\_\_

7. How important are the schooling options available to you in Bridgeport?

對您來說, 在Bridgeport 有學校的選擇是否重要

8. For the following statements, please rate how important each service is to you and how satisfied you are with the service provided in Bridgeport. 對於以下的想法

請您選擇對於Bridgeport所提供的設施的重要性和滿意度

*Please circle according to the following scale:*

1 = completely unimportant

2 = unimportant

3 = important

4 = very important

1 = completely unsatisfied

2 = unsatisfied

3 = satisfied

4 = very satisfied

	How important is it? 有多重要?				How satisfied are you? 您是否滿意?			
a. Quality of teaching at school 學校教育的品質	4	3	2	1	4	3	2	1
b. Safety at school 學校安全性	4	3	2	1	4	3	2	1
c. Availability of after-school programs for youth	4	3	2	1	4	3	2	1

[illegible]

*Thank you for completing our survey! We appreciate your time and feedback.*

## Appendix G - Section 1.1 - Incorporating Community Feedback

Feedback/Questions	Source of Feedback	Incorporation into Design of BCCS
How will BCCS provide rigorous academic curricula that prepares students for selective high schools? This question came out of a conversation regarding the state of the neighborhood high school and the need for students in the area to be able to enroll in better high schools in the city.	Info session	<p>The Design Team took this feedback to heart by clarifying what exactly about the school's curriculum is unique and would better prepare students for success in selective enrollment high schools, college, and career. For BCCS, preparation for success is defined as developing in our students the ability to inquire, use critical thought, collaborate, and be active citizens - in addition to achieving on standard measures. That is why the study of humanities through interdisciplinary teaching and learning will be at the core of BCCS's curriculum. In our view, the need for interdisciplinary studies in elementary schools is based on two main factors: the shift in school districts across the nation to the Common Core State Standards and the growing call for curriculum that is <b>relevant</b> to students, thus promoting motivation, collaboration, inquiry, creativity, and choice, which are essential skills needed as adults in the larger world.</p> <p>BCCS took inspiration from another school that has been successful in using an interdisciplinary curriculum around three humanities themes as well - Mission Hill School in Boston, which was started by Deborah Meier and a group of founding teachers. The Design Team was able to visit Mission Hill in early June of 2013 and saw how teachers took ownership of the interdisciplinary curriculum design, instruction, as well as authentic assessment with student portfolios.</p>
46% of community members surveyed were unsatisfied or very unsatisfied with the quality of teaching	Survey	<p>Many charter schools have been criticized for hiring mostly new teachers, paying teachers significantly less, and churning through young inexperienced teachers. BCCS believes teaching is a long term profession and craft and have developed several ways to ensure the high quality of teaching. First, BCCS plans to hire experienced teachers in the first couple of years of operation who can lead the way in developing the interdisciplinary curriculum. Second, teachers at BCCS will have significant voice in shaping the school and will be consistently supported through professional development and opportunities for collaboration throughout the year, including an annual trip to Mission Hill. Third, BCCS will have a partnership with UChicago UTEP (Urban Teacher Education Program) and will become a professional learning site for its own teachers and future teachers, helping to improve teacher quality across the city.</p>
How will the administration and teachers meet the	Info session	<p>This was a very important question for BCCS. While we believed our interdisciplinary curriculum and instructional strategies are inherently differentiated by content, process, and product - there was a need to more explicitly state the ways in which we would meet the</p>

needs of the students? A parent in the community had a child who struggled in his school		needs for students with IEPs, students who may be learning English as a second language, or students who may need extra social and emotional support. We first determined the team of people who would be leading the school in these efforts - Dean of Student Development, social worker/counselor, Rtl coordinator (teacher), special education teachers, and ESL teachers. In Section 2.4, BCCS has worked to articulate the specific ways in which staff members at the school will work to meet the needs of students with IEPs, ELLs, and at-risk students. In particular, how BCCS would provide a continuum of services for its special education students within an inclusion model was important to lay out. The Design Team was able to receive feedback specifically on plans for supporting our students with special needs and English Language Learners from Kristin Olson, Director of Special Education at Rowe Elementary School through our consulting agreement with INCS.
What does the shared leadership structure look like? Please provide more clarity.	Info session	This feedback was critical for the Design Team to begin a series of conversations to re-work its leadership structure and clarify roles and responsibilities as well as the decision-making process. One of the first steps the Design Team made was to revise the organization of school leadership to have a School Director who would manage the rest of the team, provide the instructional leadership needed in the school, and make final decisions with the input of other stakeholders. The School Director would ultimately be responsible for the success of the school and be held accountable to the Governing Board. The roles of other members of the school leadership include the Director of Finance & Operations, Dean of Student Development, and Dean of Community Center whose job descriptions can be found in the attachments to Section 2.5. Other ways the Design Team has worked to clarify the shared leadership structure is by engaging in situational conversations for making hard decisions, laying out the consensus-making protocol that will be used, and creating structures by which other stakeholders like students, families, and teachers are involved.
Better communication via newsletter to parents and community members on the status of the school	Info session	This was important feedback regarding the monthly newsletters that were being sent out to families and community members on our email list during the design phase, and will also be helpful in thinking about the communication to parents once the school is open. Our newsletters used to contain short updates and event dates from the design team, but after this feedback, the BCCS newsletter was revamped to include informational articles that would help parents and community members learn more about charters, allow BCCS to share sections of its proposal, and write about BCCS's stance on political issues. Please see attached newsletters beginning in November 2012.
Addressing issues of racism and discrimination	Survey	The BCCS Design Team learned about the history of racism in the Bridgeport community early in the design phase through the needs assessment survey and conversations with community members. We heard from many people who valued the diversity in the community, but

		lamented the fact that the neighborhoods in Chicago in general and within their neighborhood itself, segregation along racial and socio-economic lines still exists. As a team, we knew that addressing the issues of racism was critical to being part of a school committed to peace, voice, and action. The first piece of that puzzle would be to become a school with a mission and curricular design that would serve <b>all</b> students. We wanted to ensure a diverse student population by pulling from the neighborhoods of Bridgeport, McKinley Park, and the surrounding areas such as Armour Square, Douglas, and Pilsen. It was important for BCCS to have a strong student recruitment strategy that would attract families from a variety of ethnic, cultural, socio-economic, and educational backgrounds. Not only would we recruit a diverse population of students and staff, but how the school would promote peaceful action and be rooted in social justice needed to be further developed. Please see the next row for more information about how BCCS revised its thinking around diversity.
Explanations and examples of how diversity will be addressed - what does it mean for BCCS to value diversity?	Info session	BCCS is not simply about having a diverse student population, but drawing upon that diversity to help students and teachers and parents to build relationships across difference, learn skills for engaging within a diverse group, and participate in collaborative decision-making and conflict resolution. To begin our thinking around how BCCS will promote training and action around diversity, Design Team members attended the Diversity Symposium at Ancona School in early March of 2013 as well as visited Mission Hill school in June, which is a school with a diverse student population and has a culture grounded in being anti-racist and anti-homophobic. After these visits, BCCS team members were able to have conversations around real ways that BCCS would promote diversity and understanding through our curriculum and culture, as well as view these more as skills that individuals develop instead of simply values. Thus, BCCS plans to provide training and workshops for teachers and interested community members about the process of understanding one's identity, interacting with others who are different, working through conflict, and constant self-reflecting through Diversity and Inclusion resources from the National Association of Independent Schools. In this way, teachers, parents, and community members can practice, teach, and model for students the skills of showing compassion for others, problem solving, conflict resolution, reflection, collaboration, and standing up for oneself and others in matters of social justice.
How BCCS will contribute to the safety in the neighborhood	Info session	BCCS will work to become a strong Community Center - a space for positive change in the community. Families, organizations, and members can gather and collaborate in order to serve our students and better the community as a whole. In this way, not only will the school provide workshop opportunities and space for discussions for community members and organizations to address issues of violence, but also brainstorm ways with our students and families on how we can take action in preventing violence and improving the safety of the community overall.

Opportunities for after-school programming	Info session	We recognize that learning and social development for children do not end at the end of the school day, and that there is a need for positive activities and opportunities before and after-school. While we always envisioned BCCS providing after-school programs for students as well as trainings or workshops for parents or community members, the Design Team began to formalize the role of the school in the community over the past year. Through research about best practices of community schools, we have decided to develop the BCCS Community Center by year three of operation and will have the Dean of Community Center oversee the partnerships and management of after-school programs. Partnerships with organizations will allow BCCS to offer after-school tutoring, extra-curricular programs, parent workshops/trainings, language enrichment classes, and youth leadership programs.
Opportunities for decision-making	Survey	Inspired by Mission Hill and the work of the Institute for Democratic Education in America, BCCS wanted to ensure that the BCCS Board of Directors, School Leadership, parent organizations, teachers, and students will engage in democratic forms of decision-making. Thus, BCCS created specific structures for multiple voices to be heard and adopted a consensus-building protocol. In particular, BCCS will develop a strong and active Family, Teacher, and Community Organization (FTCO) who will meet with School Leadership monthly to be updated on the status of the school, share their views and provide input on decisions to be made, and provide feedback for the Directors. Members of the FTCO may also nominate up to three parents to become members of the Governing Board. Parents and community members will also be invited to join committees of the Board.
Availability of language/ESL services	Survey	Understanding that the diverse needs of our students will include language acquisition support as well as continued development of native languages (so students can become bilingual and biliterate adults), BCCS has worked to plan an effective transitional bilingual program for our ELLs with three levels of supports. As outlined in Section 2.4, teachers will be trained in using sheltered instruction strategies within the classroom. Bilingual support in the classroom will also be provided depending on the students' English proficiency level. Lastly, BCCS will offer language enrichment classes after-school for students and families who are interested in maintaining and extending proficiency in a first language or even learning a new language.

## Appendix H - Section 1.2 - Letter of Support - Parents

**Letter of Support for Be the Change Charter School**

September 27, 2013

Dear Chicago Public Schools:

I am writing this letter in support of Be the Change Charter School Design Team's proposal to open a K-8 charter school that will offer a unique educational opportunity for students in the south side of Chicago. I am an aunt in the Bridgeport community with one nephew, and I am interested in having my nephew attend BCCS.

I support BCCS's mission to become a diverse community of teachers, families, and students who will learn how to work with each other in peaceful and equitable ways, discover their voice and the voices of others, and embrace their roles as active citizens of the world.

I believe that an interdisciplinary approach to teaching and learning will be effective in preparing students for high school and college and will graduate empathetic, resilient, and curious advocates. In addition, I support BCCS's commitment to working together with families, community organizations, and other schools as part of its mission.

Sincerely,

*Printed Name:* [REDACTED]

*Signature:* [REDACTED]

*Address:* [REDACTED]

[REDACTED]



# Letter of Support for Be the Change Charter School



May 26, 2013

Dear Chicago Public Schools - Office of New Schools:

I am writing this letter in support of Be the Change Charter School Design Team's proposal to open a K-8 charter school that will offer a unique educational opportunity for students in the south side of Chicago.

I support BCCS's mission to become a diverse community of teachers, families, and students who will learn how to work with each other in peaceful and equitable ways, discover their voice and the voices of others, and embrace their roles as active citizens of the world.

I believe that an interdisciplinary approach to teaching and learning will be effective in preparing students for high school and college and will graduate empathetic, resilient, and curious advocates. In addition, I support BCCS's commitment to working together with families, community organizations, and other schools as part of its mission. I look forward to my children having the opportunity to attend this school.

Sincerely,

[Redacted signature]

[Redacted address block]

## Letter of Support for Be the Change Charter School

[Date] 9/27/13

Dear Chicago Public Schools:



I am writing this letter in support of Be the Change Charter School Design Team's proposal to open a K-8 charter school that will offer a unique educational opportunity for students in the south side of Chicago. I am a parent in the Bridgeport community with 1 children, and I am interested in having my children attend BCCS.

I support BCCS's mission to become a diverse community of teachers, families, and students who will learn how to work with each other in peaceful and equitable ways, discover their voice and the voices of others, and embrace their roles as active citizens of the world.

I believe that an interdisciplinary approach to teaching and learning will be effective in preparing students for high school and college and will graduate empathetic, resilient, and curious advocates. In addition, I support BCCS's commitment to working together with families, community organizations, and other schools as part of its mission.

Sincerely,

Printed Name: \_\_\_\_\_

Title: Mother

Signature: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



## Letter of Support for Be the Change Charter School

September 12, 2013

Dear Chicago Public Schools - Office of New Schools:

I am writing this letter from the Mission Hill K-8 School (MHS), a Boston Public School, in support of Be the Change Charter School Design Team's proposal to open a K-8 charter school that will offer a unique educational opportunity for students in the south side of Chicago.

MHS supports BCCS's mission to become a diverse community of teachers, families, and students who will learn how to work with each other in peaceful and equitable ways, discover their voice and the voices of others, and embrace their roles as active citizens of the world. BCCS's model is similar to that of MHS, an internationally recognized elementary school, founded 17 years ago by renowned educator and author Deborah Meier (founder of Central Park East and Central Park East Secondary School in NYC). Our school community welcomed the BCCS design team in June 2013 for an educational visit to learn more about our school, students, families and governance structure. Their passion and commitment to quality urban education was evident during every aspect of their time, spent in and out of classrooms, speaking with teachers and students, and studying our curriculum.

We at MHS know from experience that an interdisciplinary approach to teaching and learning is effective in preparing students for high school and college and graduates empathetic, resilient, and curious advocates. In addition, we support BCCS's commitment to working together with families, community organizations, and other schools as part of its mission.

Sincerely,

Mission Hill K-8 School  
20 Child Street  
Jamaica Plain, MA 02130

# Letter of Support for Be the Change Charter School



May 24, 2013

Dear Chicago Public Schools - Office of New Schools:

I am writing this letter in support of Be the Change Charter School Design Team's proposal to open a K-8 charter school that will offer a unique educational opportunity for students in the south side of Chicago.

I support BCCS's mission to become a diverse community of teachers, families, and students who will learn how to work with each other in peaceful and equitable ways, discover their voice and the voices of others, and embrace their roles as active citizens of the world.

I believe that an interdisciplinary approach to teaching and learning will be effective in preparing students for high school and college and will graduate empathetic, resilient, and curious advocates. In addition, I support BCCS's commitment to working together with families, community organizations, and other schools as part of its mission.

Sincerely,

*Printed Name:* \_\_\_\_\_

*Title:* Executive Director

*Signature:* \_\_\_\_\_

*Address:* \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Letter of Support for Be the Change Charter School



June 25, 2013

Dear Chicago Public Schools - Office of New Schools:

I am writing this letter in support of Be the Change Charter School Design Team's proposal to open a K-8 charter school that will offer a unique educational opportunity for students in the south side of Chicago.

I support BCCS's mission to become a diverse community of teachers, families, and students who will learn how to work with each other in peaceful and equitable ways, discover their voice and the voices of others, and embrace their roles as active citizens of the world.

I believe that an interdisciplinary approach to teaching and learning will be effective in preparing students for high school and college and will graduate empathetic, resilient, and curious advocates. In addition, I support BCCS's commitment to working together with families, community organizations, and other schools as part of its mission.

Sincerely,

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



September 27, 2013

Jack J. Elsey, Jr.  
Chief Innovation and Incubation Officer  
Chicago Public Schools  
125 S. Clark Street  
Chicago, IL 60603

Dear Jack:

On behalf of the Illinois Network of Charter Schools (INCS), I am writing to express our support for the Be the Change Charter School (BCCS) application to the Chicago Public Schools.

In fall 2012, INCS selected BCCS to join the Fast Forward track of the INCS Charter Starter Consulting Program. Fast Forward is designed to support teams with strong potential to plan and launch exceptional charter schools.

In the time we have worked with them, we have been impressed with the group's persistence and commitment to realizing their vision of a school that addresses the whole child and intentionally teaches and models skills for working effectively within a diverse community, including constructively addressing conflict and challenges. In addition, the team has displayed a continual willingness to reflect on their practice, to receive feedback and to address areas of weakness.

The team possesses deep instructional knowledge and experience teaching and working with urban students, honed in Chicago district and charter public schools as well as through their ongoing involvement and partnership with the Urban Education Institute at the University of Chicago. They have taken advantage of the training and support of INCS Charter Starter: Fast Forward to build their understanding across areas of charter design and have expanded their design team and founding board to bring on additional expertise in school leadership, finance, law and real estate.

INCS is committed to supporting the team during the incubation and startup phases of the school. We will also continue to link the BCCS team with mentors and supporters within the charter community who can help them build a solid organization to support their educational vision.

We believe Be the Change Charter School will provide a valuable option for Chicago students and their families. Please don't hesitate to contact us if you have additional questions about our work with the BCCS team.

Sincerely,





# Letter of Support for Be the Change Charter School



[6/25/13]

Dear Chicago Public Schools - Office of New Schools:

I am writing this letter in support of Be the Change Charter School Design Team's proposal to open a K-8 charter school that will offer a unique educational opportunity for students in the south side of Chicago.

I support BCCS's mission to become a diverse community of teachers, families, and students who will learn how to work with each other in peaceful and equitable ways, discover their voice and the voices of others, and embrace their roles as active citizens of the world.

I believe that an interdisciplinary approach to teaching and learning will be effective in preparing students for high school and college and will graduate empathetic, resilient, and curious advocates. In addition, I support BCCS's commitment to working together with families, community organizations, and other schools as part of its mission.

Sincerely,

*Printed Name:* \_\_\_\_\_

*Title:* \_\_\_\_\_

*Signature:* \_\_\_\_\_

*Address:* \_\_\_\_\_

## Petition 2013: Support for BCCS



*I am a parent or community member living in the McKinley Park/Bridgeport neighborhood in support of BCCS's mission and vision. I am signing this petition in support of BCCS's proposal for a charter and would be interested in becoming a prospective parent or being involved with the school as a community member.*

[illegible]

# Be the Change Charter School Community Petition of Support

## Peticion del soporte por La Escuela Be the Change

The petitioners listed below certify that they are community members in support of the creation of Be the Change Charter School (BCCS) in the Bridgeport community and/or parents interested in enrolling their children at BCCS.

Las personas que aqui dan su firma certifican que son los miembros de la comunidad que aprueban el establecimiento de La Escuela Be the Change en Bridgeport y/o son padres de familia con un interes autentico en inscribir a su(s) estudiante(s) en BCCS.

	Name (Nombre)	Signature (Firma)	Address (Direccion)	Phone Number (Numero de Telefono)	Date (Fecha)
1.					8/13/11
2.					8/13/11
3.					8/13/11
4.					8/13/11
5.					8/13/11
6.					8/13/11
7.					8/13/11
8.					8/13/11
9.					8/13/11
10.					8/13/2011
11.					8/13/2011
12.					8/13/11
13.					8/13/11
14.					8/13/11
15.					8/13/11

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	<b>Name</b> (Nombre)	<b>Signature</b> (Firma)	<b>Address</b> (Direccion)	<b>Phone Number</b> (Numero de Telefono)	<b>Date</b> (Fecha)
1.					7/15/11
2.					7/15/11
3.					8/13/11
4.					8/13/11
5.					8/13/11
6.					8/13/11
7.					
8.					8/15/11
9.					8/13/11
10.					
11.					8/13/11
12.					8/13/11
13.					8/13/11
14.					:
15.					



# Be the Change Charter School Community Petition of Support

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	Name (Nombre)	Signature (Firma)	Address (Direccion)	Phone Number (Numero de Telefono)	Date (Fecha)
1.					8/13/11
2.					8/13/11
3.					8/13/11
4.					8/13/11
5.					8/13/11
6.					8/13/11
7.					8-13-11
8.					8-13-11
9.					8/13/11
10.					8/13/11
11.					8/13/11
12.					
13.					
14.					
15.					

# Be the Change Charter School Community Petition of Support

## Peticion del soporte por La Escuela Be the Change

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	Name (Nombre)	Signature (Firma)	Address (Direccion)	Phone Number (Numero de Telefono)	Date (Fecha)
1.					Aug 13
2.					8-13-11
3.					8-13-11
4.					8-13-11
5.					8/13/11
6.					8/13/11
7.					8/13/11
8.					8/13/11
9.					8/13/11
10.					08/13/2011
11.					08/13/2011
12.					08/13/11
13.					8/13/2011
14.					
15.					

**Memorandum of Understanding with  
Be the Change Charter School**

Project:VISION is committed to creating a successful partnership with the Be the Change Charter School. This Memorandum of Understanding is designed to specify the roles and responsibilities of Project:VISION and Be the Change Charter School. In agreeing to these conditions, we will be able to sustain a reciprocal partnership that provides students with academic, social, and emotional support.

**Project:VISION agrees to:**

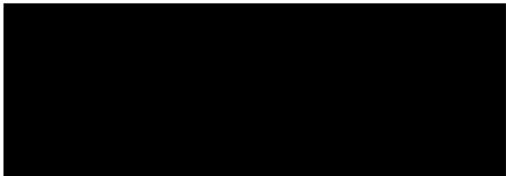
- A. Contribute staff to provide after-school tutoring for middle school BCCS students and students of other neighborhood schools.
- B. Require five community service hours for all students in the after-school tutoring program
- C. Collaborate with BCCS to organize community service projects for students, teachers, and community members at least two times a year.
- D. Communicate monthly with BCCS in regards to after-school programming and progress monitoring of students in the tutoring programs.
- E. Allow BCCS students to apply for and participate in the English Language Learner Program for middle school students.
- F. Collaborate with teachers at BCCS in providing targeted and differentiated supports for students.

**Be the Change School agrees to:**

- A. Have the Dean of Community Center act as liaison.
- B. Be an after-school tutoring site for Project:VISION tutors.
- C. Organize community service projects open to students, staff, and community members and partners.
- D. Invite high school students in the leadership programs at Project:VISION to serve in the BCCS community.
- E. Have teachers collaborate with Project:VISION staff and tutors in providing targeted, differentiated support.

We look forward to a mutually beneficial relationship.

Sincerely,



## Memorandum of Understanding with Be the Change Charter School

THE UNIVERSITY OF CHICAGO URBAN TEACHER EDUCATION PROGRAM (UCHICAGO UTEP), PART OF THE URBAN EDUCATION INSTITUTE, IS COMMITTED TO CREATING A SUCCESSFUL PARTNERSHIP WITH THE BE THE CHANGE CHARTER SCHOOL. THROUGH COLLABORATION, OPEN COMMUNICATION, AND JOINT WORK, WE CAN ENSURE THE CREATION OF A MUTUALLY BENEFICIAL RELATIONSHIP THAT WILL ENABLE US TO WORK TOGETHER TO PREPARE ASPIRING TEACHERS, SUPPORT BEGINNING TEACHERS DURING THEIR FIRST YEARS IN THE CLASSROOM, AND PROVIDE NEW CAREER PATHS FOR THE PARTNER SCHOOL'S EXPERIENCED TEACHERS THROUGH THE ROLE OF CLINICAL INSTRUCTOR. WE ENVISION THIS RELATIONSHIP AS ONE THAT WILL BENEFIT BOTH PARTIES FROM INCREASED DIVERSITY AND EXPOSURE TO NEW IDEAS, AND THE CREATION OF A COMMUNITY OF PRACTICE. THIS PARTNERSHIP WILL HELP FULFILL BCCS AND UCHICAGO UTEP'S MISSION TO PROFESSIONALIZE THE FIELD OF EDUCATION, CULTIVATE WELL-ROUNDED, DEEP THINKERS IN BOTH OUR STAFF AND STUDENTS, AND ADVOCATE FOR QUALITY TEACHER PREPARATION PROGRAMS.

THIS MEMORANDUM OF UNDERSTANDING IS DESIGNED TO SPECIFY THE ROLES AND RESPONSIBILITIES OF UCHICAGO UTEP AND BE THE CHANGE CHARTER SCHOOL. IN AGREEING TO THESE CONDITIONS, WE WILL BE ABLE TO SUSTAIN A RECIPROCAL LEARNING EXPERIENCE THAT BOTH SUPPORTS POSITIVE SCHOOL CULTURE AND SCHOOL-BASED PROFESSIONAL LEARNING COMMUNITIES AMONG PRE-SERVICE CANDIDATES AND TEACHERS OF RECORD.

### THE URBAN TEACHER EDUCATION PROGRAM AGREES TO:

- A. CONTRIBUTE STAFF TO SERVE ON BE THE CHANGE CHARTER SCHOOL'S GOVERNING BOARD, AND VARIOUS EDUCATION COMMITTEES AND AS ADVISORS FOR KEY INITIATIVES.
- B. STRIVE TO PROVIDE SCHOOLS 2 OR MORE RESIDENTS IN A SEMESTER-LONG RESIDENCY TERM. ALL RESIDENTS WILL HAVE THEIR STUDENT TEACHING AUTHORIZATION THROUGH CHICAGO PUBLIC SCHOOLS.
- C. ALIGN RESIDENTS' TAKEOVER CALENDAR TO KEY SCHOOL ACTIVITIES AND TESTING SCHEDULE.
- D. CONDUCT REGULAR PROFESSIONAL DEVELOPMENT AND PROVIDE TECHNICAL TRAINING TO ALL CLINICAL INSTRUCTORS.
- E. COLLABORATE WITH SCHOOL PARTNER PRINCIPALS TO QUICKLY AND PROACTIVELY ADDRESS CONCERNS REGARDING PROGRAM IMPLEMENTATION, INCLUDING BUT NOT LIMITED TO RESIDENT AND CLINICAL INSTRUCTOR.



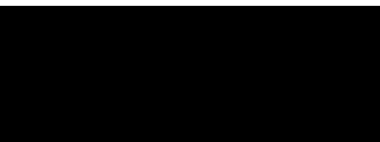
- F. PAY A \$2,000 STIPEND TO SCHOOL PARTNER FACULTY SERVING AS CLINICAL INSTRUCTORS TO UCHICAGO UTEP RESIDENTS
- G. PROVIDE SUBSTITUTE COVERAGE FOR ALL UCHICAGO UTEP-RELATED PROFESSIONAL DEVELOPMENT AND MEETINGS.
- H. COMMUNICATE MONTHLY WITH SCHOOL PARTNERS WITH REGARD TO RESIDENT TEACHING AND LEARNING TARGETS AND COURSEWORK ALIGNMENT DOCUMENTS.
- I. PROVIDE PERSONALIZED COACHING 2 TIMES/MONTH TO UCHICAGO UTEP GRADUATES IN THEIR FIRST, SECOND, AND THIRD YEARS AS TEACHERS OF RECORD THAT ARE EMPLOYED BY BE THE CHANGE CHARTER.
- J. OPEN ALL PROFESSIONAL DEVELOPMENT WORKSHOPS AND INQUIRY GROUPS SPONSORED BY UCHICAGO UTEP FOR ITS GRADUATES TO THE FULL FACULTY OF BE THE CHANGE CHARTER SCHOOL.
- K. SOLICIT REGULAR AND STRUCTURED FEEDBACK FROM SCHOOL PARTNERS AND THEIR STAKEHOLDERS FOR THE PURPOSES OF REFLECTION, EVALUATION, AND IMPROVEMENT.
- L. ADHERE TO ADDITIONAL SCHOOL-SPECIFIC AGREEMENTS, AS ARTICULATED IN THE ADDENDUM TO THIS MOU.

**BE THE CHANGE SCHOOL AGREES TO:**

- A. ENSURE THAT UCHICAGO UTEP RESIDENTS RECEIVE A RICH PRESERVICE TEACHING EXPERIENCE IN CLASSROOMS WHERE THEY CAN OBSERVE AND IMPLEMENT THE FOLLOWING PRACTICES: (1) APPLY OBSERVATION AND DATA-ANALYSIS SKILLS TO ASSESS STUDENT PROGRESS AND SUPPORT STUDENT LEARNING; (2) DELIVER ENGAGING, STUDENT-CENTERED INSTRUCTION THAT HAS CLEAR AND CHALLENGING GOALS, AND WHICH IS DERIVED FROM THEIR KNOWLEDGE OF THE SUBJECT MATTER AND AN UNDERSTANDING OF THEIR STUDENTS; (3) NURTURE RESPECTFUL CLASSROOM COMMUNITIES BY FOCUSING ON THE SOCIAL-EMOTIONAL DEVELOPMENT OF CHILDREN; (4) MAKE THEIR PRACTICE PUBLIC TO THEIR PEERS AND SUBJECT TO CRITICAL FEEDBACK AND REFLECTION; (5) INFUSE TECHNOLOGY INTO THEIR CURRICULUM TO DEEPEN STUDENT LEARNING; (6) ADDRESS ISSUES OF RACE, CLASS, CULTURE, AND EDUCATIONAL EQUITY TO FOSTER THEIR OWN PROFESSIONAL GROWTH AND SOCIAL AWARENESS; AND (7) ENGAGE WITH PARENTS AS PARTNERS IN THEIR CHILDREN'S LEARNING
  - A. APPOINT AN INDIVIDUAL IN THE SCHOOL TO BE RESPONSIBLE AS SERVING AS A PRIMARY CONTACT (E.G. ROLE OF LIAISON) FOR UTEP..
  - B. HOST ONE OR MORE SITE VISITS BY UCHICAGO UTEP FIRST-YEAR TEACHING INTERNS.
  - C. IDENTIFY AT LEAST TWO OR MORE EXPERIENCED TEACHERS WITH STRONG ACADEMIC INSTRUCTION, EFFECTIVE INTERPERSONAL COMMUNICATION SKILLS, AND AN INTEREST IN MENTORING TO HOST TEACHING RESIDENTS IN A SEMESTER-LONG RESIDENCY TERM.
  - D. SUPPORT THE LIAISON IN MANAGING THE IMPLEMENTATION OF UCHICAGO UTEP ACTIVITIES AT SITE.

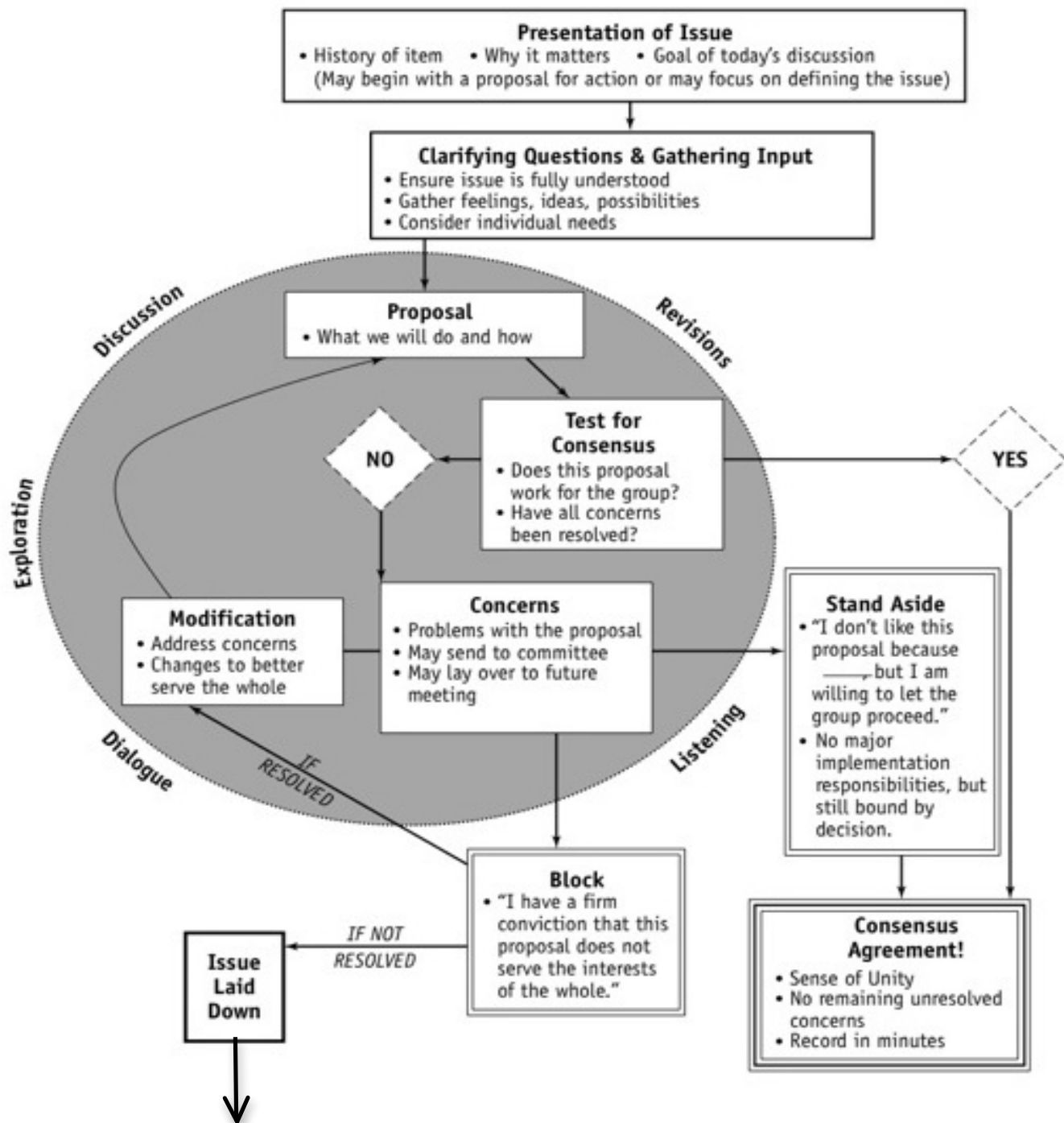
- E. INCORPORATE UCHICAGO UTEP RESIDENTS INTO THE SCHOOL'S PROFESSIONAL LEARNING COMMUNITY, INCLUDING RELEVANT STAFF COMMUNICATIONS, MEETINGS, TRAININGS, PROFESSIONAL DEVELOPMENT, ETC.**
- F. COLLABORATE WITH UCHICAGO UTEP STAFF IN THE IMPLEMENTATION OF THE RESIDENCY, INCLUDING SUPPORTING UCHICAGO UTEP IN THE MONITORING AND COACHING OF CLINICAL INSTRUCTORS AND IN THE EVALUATION AND COACHING OF RESIDENTS.**
- G. COLLABORATE WITH UCHICAGO UTEP STAFF IN ITS COACHING OF UCHICAGO UTEP GRADUATES DURING THEIR FIRST TWO YEARS AS TEACHERS OF RECORD.**
- H. ENSURE THAT CLINICAL INSTRUCTORS HAVE RELEASE TIME TO MEET WEEKLY WITH UCHICAGO UTEP RESIDENTS FOR PLANNING, EVALUATION, AND FEEDBACK AND TO ATTEND CI TRAINING WITH CHICAGO UTEP.**
- I. SUPPORT THE PARTNERSHIP WITH UCHICAGO UTEP BY PARTICIPATING IN RECRUITMENT EFFORTS, MEDIA EVENTS, AND HOSTING VISITS TO SCHOOL PARTNER SITES FOR PROGRAM PROMOTION.**
- J. ACT AS A REFERENCE FOR HIGHLY QUALIFIED RESIDENTS AFTER THEIR GRADUATION, IN ORDER TO ASSIST THEM IN OBTAINING POSITIONS AS TEACHER OF RECORD.**
- K. ENSURE AT LEAST ONE OBSERVATION BY THE PRINCIPAL DURING RESIDENTS' FULL TAKEOVER PERIOD HELD IN THE LATTER PART OF THE SEMESTER.**
- L. PROVIDE REGULAR AND STRUCTURED FEEDBACK TO UCHICAGO UTEP FOR THE PURPOSES OF REFLECTION, EVALUATION, AND IMPROVEMENT TO OUR PROGRAM CONTENT, PROCESSES, AND PROCEDURES.**
- M. ADHERE TO ADDITIONAL SCHOOL-SPECIFIC AGREEMENTS, AS ARTICULATED IN THE ADDENDUM TO THIS MOU.**

**WE LOOK FORWARD TO A PRODUCTIVE AND MUTUALLY REWARDING RELATIONSHIP.  
SINCERELY,**



**URBAN TEACHER EDUCATION PROGRAM, URBAN EDUCATION INSTITUTE  
UNIVERSITY OF CHICAGO**

## BCCS - Appendix M - Section 2.1 – Consensus Decision Making Chart



Decisions that are laid down but considered pressing will be presented to the leadership team and the following procedure will take place:

1. The team will review the concerns from those who blocked the issue.
2. The team will solicit specific input from Leadership Team members most knowledgeable on that particular issue. For example:
  - Financial issues will require input from the Director of Finance and Operation
  - Student discipline issues will require input from the Dean of Students Development
  - Community issues will require input from the Dean of Community Center.

Issues that span two or more areas will require input from multiple members of the Leadership Team

The Leadership Team will follow the same consensus decision making process described above. If an issue is laid down following this process, the School Director will review the entire case and make the final decision.

## Appendix N – Section 2.1 – Student Policies

### Be the Change Charter School: School Policies

BCCS is a school community of students, teachers, and families from diverse backgrounds and experiences who will learn how to work with each other in peaceful and equitable ways, discover their voice and the voices of others, and embrace their roles as active citizens of the world. Students at BCCS will study the humanities through an interdisciplinary learning approach and will graduate as empathetic, resilient, and curious advocates, who will be empowered to make choices in their future academic and life endeavors.

At Be the Change Charter School, we demand excellence, not just as a student, but also as a thoughtful, empathetic citizen. Our students and graduates will exemplify the values of peace, voice, and action, taking ownership of their educational journeys and becoming advocates for themselves and others. Because of this we believe it is integral to be transparent and forthcoming about our standards for academic progress and behavior. Students who are not meeting expectations in either area will be provided with the necessary supports to help them achieve their goals.

Below you will find student policies BCCS will follow; this details out the goals and requirements for promotion and graduation. The BCCS Discipline Policy outlines will follow the existing Chicago Public Schools Student Code of Conduct as it relates to behavior and discipline, with an addendum that includes additional elements as described in this document.

#### **PROMOTION**

At Be the Change Charter School, we believe in facilitating and fostering an educational experience that values student participation, inquiry and instructional approaches that support our mission of educating the whole child. We believe that by doing so, our students will have the tools to in turn participate fully and successfully as citizens in the larger democracy. For this reason, while we follow the CPS Promotion Policy, BCCS will also include curricular and content-based assessment data to identify and determine students' promotional status.

BCCS is wholly invested in building strong relationships with families and will maintain regular contact with them in order to best serve the student. BCCS will communicate clear and concise goals and expected outcomes for each grade-level so that families understand what their child must know and do to move forward. These goals and outcomes will include goals around academic achievement, attendance, and behavior. Every trimester progress reports will be sent home and report cards will be distributed to families at an all-day parent/teacher conference, at which time, they will be informed of areas of success and areas in need of support.

Additionally, the Dean of Community Center and Dean of Student Development will work closely with the School Director and social workers/counselors to identify and differentiate interventions early for students who need support meeting promotional requirements

At BCCS, in order to attain promotion to the next grade, students must meet or exceed the following requirements:

- Show growth on assessments administered by classroom teacher and/or school
- Achieve "C" or better in all subjects on final report card
- Show growth on formal reviews of their portfolios (See **Section 2.3: Educational Goals and Assessment Plan**)
- Have no more than nine days of unexcused absences

In compliance with the Individuals with Disabilities Education Act, all students with Individualized Education Programs (IEPs) or 504s will need to meet all promotion criteria for BCCS unless the



## **Appendix N – Section 2.1 – Student Policies**

IEP indicates separate goals in particular content areas. If this is the case, satisfactorily meeting those goals will satisfy that component of the promotion criteria of BCCS. Additionally, if attendance requirements could not be satisfied as a result of the student's recognized disability, the school cannot and will not hold the student responsible for not fulfilling the promotion criteria.

Students who do not satisfy the promotion criteria above will be required to attend and satisfactorily complete BCCS Summer Session in order to attain promotion to the next grade.

### **GRADUATION**

BCCS graduation requirements for eighth grade students also include:

- Show growth on assessments administered by classroom teacher and/or school
- Achieve "C" or better in all subjects every trimester; at the end of a trimester, if a student earns a grade below a "C," student must attend a mandatory study session during which student must show growth/mastery in area in need of improvement
- Show growth on formal reviews of their portfolios (See **Section 2.3: Educational Goals and Assessment Plan**)
- Have no more than nine days of unexcused absences
- Complete 9 hours of Service Learning (3 hours per each year in middle school)
- Successfully complete an 8th Grade Thesis Project and Portfolio Defense of their thesis

In compliance with the Individuals with Disabilities Education Act, all students with Individualized Education Programs (IEPs) or 504s will need to meet all graduation criteria for BCCS unless the IEP indicates separate goals in particular content areas. If this is the case, satisfactorily meeting those goals will satisfy that component of the graduation criteria of BCCS. Additionally, if attendance requirements could not be satisfied as a result of the student's recognized disability, the school cannot and will not hold the student responsible for not fulfilling the graduation criteria.

### **DISCIPLINE**

BCCS believes in a proactive approach to disciplinary actions so that students are explicitly taught skills to be positive members of a school community that deals with conflict and differences in a respectful, responsible, and peaceful manner. Our intentional and active approach to social-emotional learning strongly ties into our disciplinary approach.

Through the Responsive Classroom approach, BCCS ensures its dedication to creating a positive community climate and school culture that is transferable to outside the school's physical walls and work as a preventative approach to discipline issues.

Through this approach:

- Students and teachers work together to create classroom norms, guidelines and rules that align with the Student Code of Conduct but also fit the developmentally appropriate needs of the students.
- Teachers teach and model tools and strategies for coping with a variety of emotions, deal with conflict, address issues of difference, and support students as they continue their growth as compassionate, empathic citizens.
- Systems for celebration around both areas, academics and behavior, will be wide-spread throughout the school. For example, weekly all-school meetings will highlight individual and classroom successes reinforcing the notion that as an entire school we

## Appendix N – Section 2.1 – Student Policies

need to recognize each other.

- Physical space of the school will be representative of the positive community climate and school culture that we expect; for example, we will display student work and provide public and private spaces for students who need independent time to cope with conflict.

While we believe in being a proactive school, we acknowledge and anticipate that there will be behavioral issues and situations that will make disciplinary actions necessary. For this reason, we will implement a school disciplinary code of conduct that delineates consequences for different tiers of offenses. We will adopt the **Chicago Public Schools Student Code of Conduct (CPS SCC)**, which lists tiers of offenses and consequences, including suspensions and expulsions. When a situation arises, the Dean of Student Development will review the infraction and determine the appropriate consequence using the Code as the guideline.

In addition to the CPS SCC, all students, families, and staff will receive a copy of the following BCCS Student Discipline Policy, which supplements the CPS SCC.

### **BCCS Student Discipline Policy**

At Be the Change Charter School, students are expected to take responsibility for learning how to work with each other in peaceful and equitable ways, discover their voice and the voices of others, and embrace their roles as active citizens of the world. Students who do not display this commitment to their responsibility in a productive and respectful manner or otherwise display inappropriate behavior(s) that diminishes the rights of students, teachers, staff, administrators, and other school community members to a safe, peaceful, and learning school environment should expect to incur consequences under the BCCS Student Discipline Policy.

The BCCS Student Discipline Policy supplements the CPS SCC with the addition of the following procedures that will be utilized at BCCS. We expect our students to be mindful, empathetic advocates at all times, within and beyond the school walls. For this reason, this policy applies to actions of students during school hours, before and after school, while on school property, field trips, community activities, and at all school-sponsored events.

### **Process of Disciplinary Action**

The following section explains the procedures for determining consequences students may face for violation of the SCC. All students are entitled to due process commensurate with the disciplinary consequences to which they may be subject.

Step 1: Classroom teacher utilizes interventions and consequences as outlined by classroom commitments and Responsive Classroom practices.

Step 2: If student continues to disrupt the learning environment, teacher can refer and/or request removal of the student to the Dean of Student Development (DSD).

Step 3: The DSD will review the referral and engage the student in a reflective conversation about their choices around the incident.

Step 4: The DSD will refer to this policy and the SCC as a guide and use discretion in applying it to students, paying attention to their grade level, their social-emotional state, and whether the student has an individualized education plan (IEP). Next steps and consequences resulting from this incident will be recorded in a student informational logging system that tracks discipline data.

## **Appendix N – Section 2.1 – Student Policies**

Step 5: The DSD will inform family by phone or in person with conference documented, incident explained, and consequences reviewed. The DSD will also communicate next steps with the student and family, ensuring their understanding of the situation.

Step 6: Restorative justice will be utilized as appropriate, depending on each individual situation. (See below for more detail.)

Step 7: In the event that a student is facing a possible expulsion, the BCCS School Leadership must be consulted and come to a consensus before bringing the decision to the student and their family.

### **Students with Special Needs**

All students are expected to meet the requirements for behavior as outlined in this Discipline Policy and Student Code of Conduct. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services.

Students with IEPs may be suspended for a total of ten (10) consecutive or ten (10) cumulative school days in one school year without providing special education safeguards. Students with IEPs may be suspended in excess of ten (10) days in certain circumstances, ensuring that said behavior is not a manifestation of the student's recognized disability, before determining disciplinary action. In order to suspend a student with an IEP in excess of 10 days, the Dean of Student Development must first consult with the CPS Office of Due Process and Mediation.

The following additional requirements apply to the discipline of students with special needs:

- (1) The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline policy and code of the school or whether the policy and/or code should be modified to address the student's individual needs.
- (2) Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or subjected to a pattern of removal constituting a "change of placement", building administrators, the parent(s)/guardian(s) and relevant members of the student's IEP or 504 Team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). In most instances, during disciplinary exclusions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary by the Team to provide him/her with a free appropriate public education during the period of exclusion.
- (3) If building administrators, family, and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and consequences applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP or 504 Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or, where appropriate, conduct a functional behavioral assessment.

## **Appendix N – Section 2.1 – Student Policies**

- (4) If building administrators, family, and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the family consents to, a new placement or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment.

### **Restorative Justice**

BCCS will practice restorative justice, which emphasizes repairing the harm caused by an offense by incorporating all members affected by the offense, in order to move forward in a productive manner. We strongly believe that restorative justice is an intervention process that is anchored in our core values, and that while we maintain high expectations of all our students, we also value the voice of each student in any circumstance in an effort to actively repair and reconcile the distrust that may have risen as a result of the choices that were made and actions that took place.

Steps in practicing restorative justice at BCCS may include:

- Referral to peer council, who with the guidance of the DSD, will determine how to restore justice and peace for all parties involved in the incident
- Setting up a space for all parties involved to engage in conversation around the incident. This might include: students involved, teachers involved, advisors, and family members. The Dean of Student Development will be present for each session. This is a time when explanations might be given, goals might be created collaboratively, and apologies might be delivered
- If needed, signing contracts and distributing copies to appropriate parties.

The combination of our proactive and restorative justice approach will establish a school community that is fair and equitable, ensuring the safety and peace of the school community.



## **Appendix O – Section 2.2 – Resumes of BCCS Design Team Members**

### **At a glance –**

Role during design phase; Role in operational phase of BCCS

[REDACTED]

Core Design Team Member; Governing Board – Vice Chair

[REDACTED]

Advisor for Finance and Operations; Finance Committee Member

[REDACTED]

Core Design Team Member; Director of Finance and Operations

[REDACTED]

Advisor for School Design and Start-Up

[REDACTED]

Associate Design Team Member

[REDACTED]

Core Design Team Member; School Director

[REDACTED]

Core Design Team Member; Dean of School Development

[REDACTED]

Associate Design Team Member



**EDUCATION**

2006 M.A.T., Urban Teacher Education Program, University of Chicago (Chicago, IL) – GPA 3.9  
2005 A.B., History, University of Chicago (Chicago, IL) – GPA 3.5

**CERTIFICATIONS**

Illinois State Elementary, Type 03 (*August 2006*)

**WORK EXPERIENCE**

**Elementary Math Educator,** (July 2011-present)

- Manage school support project funded by the Big Shoulders Fund serving nine schools, over 70 teachers
- Support administrators and teacher leaders to effectively sustain high-quality math instruction
- Support schools new to implementing the *Everyday Mathematics curriculum*
- Lead training and professional development workshops around math instruction to new and experienced users
- Coach individual classroom teachers around math instruction
- Support schools around planning regular Parent Math Nights
- Provide regular feedback to schools and teachers regarding growth and improvement
- Organize and manage grant projects including seven elementary schools

**First and Second Grade Teacher,** (August 2006-June 2011)

- Teach reading, writing, math, science, and social justice to 20-30 students
- Design and teach month-long units integrating all content areas
- Run reading and writing workshops daily
- Lead guided reading for 2-3 small groups every day in order to differentiate for students with a wide range of reading levels
- Lead guided math and math centers using Everyday Math in order to differentiate lessons for students with a wide range of math skills
- Teach hands-on science using FOSS curriculum
- Administer STEP assessment for all students 3-4 times a year

**Teaching Intern, Second and Third Grades,** (*September 2005-June 2006*)

- Worked as a teaching intern with two mentor teachers at Bret Harte Elementary (September 2005-January 2006) and North Kenwood-Oakland Charter School (February 2006-June 2006)
- Gradually took over teaching responsibilities within each classroom
- Designed, planned and implemented three classroom takeovers: a literacy unit on Fairy Tales, a math unit following the Everyday Math curriculum calendar, and a family history unit on Ancestry/Family History which integrated literacy and social studies
- Took over full day planning and instruction while mentor teacher was on maternity leave

**LEADERSHIP ROLES**

**Teacher Leader,** (August 2006-present)

- Grade-level chair for the first grade team (2007-2009)
- Led Professional Learning Communities (PLC's) for pre-K, K and 1<sup>st</sup> grade teachers to analyze student work and generate plans for instruction and assessment
- Co-led a parent night focused on supporting parents with the Everyday Math curriculum
- Instructional leader for the Math and Science Committee
- Instructional leader for the "Using Assessment to Guide Instruction" team

**Clinical Instructor,** [REDACTED] *(August 2009-January 2010)*

- Mentor a teaching intern in each semester of the school year
- Observe and provide feedback to the student intern daily
- Complete thorough formal observations (6 per semester)
- Participate in monthly professional development focused on improving mentoring skills

**Presenter,** [REDACTED] *(April 2009)*

- Co-planned and presented a workshop focused on generating, preparing for, and implementing integrated units in the classroom.

## PROFESSIONAL DEVELOPMENT & TRAINING

**Project School Writing Workshop, Reading and Writing Project** ([REDACTED])-  
*Teachers College-Columbia University (Summer 2009)*

**Advanced Writing Workshop, Reading and Writing Project, Teachers College-Columbia University (Summer 2008)**

**Beginner's Writing Workshop, Reading and Writing Project, Teachers College-Columbia University (Summer 2007)**

- Participated in week long seminars, presentations and workshops to better teach writing workshop to students

**Connected and Respected, Educators for Social Responsibility, Chicago Institute (Summer 2008)**

- Participated in a week long workshop to better understand the Connected and Respected curriculum

**Chicago Math and Science Initiative, Conference (May 2009)**

**Everyday Math, Level 1: New Users, Chicago Workshops (2007-2008)**

- Participated in day long workshops once a month to better learn the Everyday Math curriculum
- Attended a variety of hour-long seminars that addressed specific interests regarding math and science instruction

## VOLUNTEER EXPERIENCE

**UTEP Alumni Panel,** [REDACTED] *(Summers 2007, 2008 & 2009)*

- Presented experiences in the field of education
- Answered questions from and provided feedback for UTEP students

**"Taking the Next Step," University of Chicago (Januarys 2007, 2008 & 2009)**

- As panel member, presented experiences as a teacher in Chicago Public Schools

- Spoke in small groups and one-on-one to students about the field of education and teaching

**University of Chicago Career Advising and Planning Services, *Education Programming Consultant (September 2009-September 2011)***

- Provide feedback for staff in career counseling in education
- Support undergraduate and graduate students in career planning and decision-making
- Plan and support staff in planning events to inform, educate and create opportunities for students interested in careers in education

**OTHER EXPERIENCE**

- Experienced in filmmaking and film editing after studying at NYU Tisch School of the Arts (Summer 1998) and Emerson College (2000 – 2001)
- Knowledgeable in First Aid, CPR for the Professional Rescuer, and AED application
- Pool captain and manager for Scarsdale Municipal Pool (Summers 2004 & 2005)
- Coached 5-8 year old swimmers in competitive swimming (Summer 2004)

**REFERENCES**



## Design Team Advisor - Finance Committee Member

### EDUCATION

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#### **The University of Chicago Booth School of Business**

*Master of Business Administration*

**Chicago, IL**

2012 – 2014

- Awarded 1898 Scholarship, a merit-based award for academic achievement and leadership potential
- 2013 LEAD Facilitator selected by faculty to teach full-credit course on leadership effectiveness and development
- Member: BoothEd (Co-Chair), Net Impact, Board Fellows, Dean's Student Admissions Committee

#### **Northwestern University, Weinberg College of Arts & Sciences**

*Bachelor of Arts in Mathematical Methods in the Social Sciences and Economics (GPA: 3.8/4.0)*

**Evanston, IL**

2002 – 2006

- Cum Laude with Departmental Honors
- Volunteered for Dance Marathon 2002 – 2006; Served as Finance Co-Chair in 2006, raising \$686,000 for beneficiaries

### PROFESSIONAL EXPERIENCE

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#### **Education Pioneer Fellow**

**Chicago, IL**

June 2013 – Present

- Identify the key metrics to assess district progress on academic and outcomes goals for diverse learners
- Propose recommendations for process changes and internal reporting based on compliance requirements and Illinois State Board of Illinois corrective actions and complaints

#### **Project Consultant**

**Chicago, IL**

June 2012 – August 2012

- Developed business plan to establish a 6<sup>th</sup> – 12<sup>th</sup> blended learning school in collaboration with founding team
- Authored sections of proposal submitted to Chicago Public Schools in August 2012 to obtain school charter approval

#### **Senior Project Manager to the CEO**

**Chicago, IL**

September 2010 – June 2012

- Re-engineered enrollment (recruiting and lottery) process for the network leading to an exponential increase in number of student applications and a reduction in process time by 50%
- Directed new school proposal process spanning mission and vision, academic plan, performance goals and objectives, governance, organizational structure, facilities and finances; resulted in approval to open four new schools
- Built robust financial models to define fundraising goals necessary to achieve LEARN's ambitious growth plan
- Initiated and implemented action plan to increase productivity and combat low morale among school office staff, targeting communication, team building and professional development

#### **Treasurer, Leadership Team Member**

**Chicago, IL**

April 2009 – April 2011

- Managed over \$1 million in annual budget and supplemental funds, dedicating over 20 hours per week of volunteer time
- Revamped and created finance and other office systems including management / supervision of accounts receivables team, bookkeeper and office administrator
- Member of Leadership Team representing the 550-person congregation on church business and strategy

#### **Associate**

**Chicago, IL**

August 2008 – August 2010

- Developed investment memos evaluating quantitative and qualitative advantages and risks of potential new investments
- Facilitated weekly U.S. Primary Team meetings to organize and manage team deal flow / projects
- Instituted and managed formal on-boarding and training process for new Primary Team Associates across offices
- Coordinated best practices with global Associate staff (Europe/Asia) to increase efficiency and standardize work product

#### **Investment Banking Analyst**

**Chicago, IL**

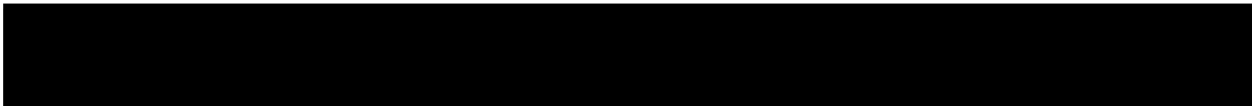
August 2006 – June 2008 and Summer 2005

- Performed comprehensive analysis of industry drivers and trends and synthesized information into client presentations
- Built models to determine appropriate valuation of companies, as well as project the impact of potential financing
- Established formal training program for incoming analysts and served as informal mentor and point of contact

### ADDITIONAL INFORMATION

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- Co-founder and chairman of the Advisory Board for **Project:VISION**, an afterschool-program in Chinatown/Bridgeport, helping to focus strategy and reinvigorate fundraising
- Mentor to Nicole (14) since 2009 through **Horizons for Youth**, committed to investing in her education and development through one-on-one time together and monthly group outings



SUMMARY

I am an approachable executive leader with a track-record of producing continuous operational improvements. My success has come from being a fast learner with an appreciation for the abilities of others. I work collaboratively in order to coordinate the appropriate steps to achieve excellent results for all stakeholders.

QUALIFICATIONS

Operations Management	Fiscal Management	Collaborative Action Planning
Systems Integration	Relationship Management	Data Analysis

Software experience include: Microsoft Word and Excel, including its Pivot Table function; Oracle; Microsoft Great Plains and FRx; QuickBooks and Non-Profit Books; Compass, Ad Spender, Ad Tellegence, Scarborough, Forrester Research, Yankelovich and MRI data bases.

EXPERIENCE

2009 – 2012	<div></div>	Chicago, IL
	Chief Operating Officer	
	<ul style="list-style-type: none"><li>Improved Finance, HR, IT and Facility Operations during staff growth from 100 to 250.</li><li>Facilitated a 125% growth in revenues with only a 10% increase in operations staff.</li><li>Re-wrote and implemented financial policies that reduced audit findings from 10 to one.</li><li>Managed relationships to yield improvement in cash flow and in organization’s reputation.</li><li>Oversaw consultant contracts in HR, IT and Fiscal areas which added \$2.4 million in assets.</li><li>Maintained student enrollment while effectively managing a \$400,000 roof insurance claim.</li><li>Coordinated the move into a rehabbed 100,000 sq. ft. facility; coordinated its financing, including the use of New Market Tax Credits and funds from the State, City, and two banks.</li></ul>	
2002– 2008	<div></div>	Chicago, IL
	Financial Administrator	
	Served as one of two Executives reporting to the Board of Directors and served as Interim Executive Director during transition period at request of Board.	
	<ul style="list-style-type: none"><li>Managed a staff of nine and a technology consultancy.</li><li>Guided budget spend-down for all five agency programs, which included vocational training, a Waldorf-inspired therapeutic day school and an early intervention center for children, newborn through age three.</li><li>Prepared accurate budgets and projections for five fiscal years</li><li>Reduced operating expenses by 8% through supervision of accounting, billing and compliance, purchasing, facilities management, transportation, risk management, contracting and information technology.</li></ul>	
2000 – 2001	<div></div>	Chicago, IL
	Director of Revenue (14 months)	
	Treasurer (eight months)	
	<ul style="list-style-type: none"><li>Facilitated the issuance of a \$64 million Harbor Revenue Bond and a \$101 million General Obligation bond with a \$25 million refunding component.</li><li>Proposed \$6.5 million in strategic price increases Board of Directors could endorse.</li><li>Created and chaired Cash Receipts Task Force that systematized payment process used at 260 field houses; the improved control contributed to \$1.4 million in new revenues.</li><li>Oversaw management of all investment accounts with two investment houses.</li></ul>	



## EXPERIENCE

1998-2000	<div>Financial Officer</div> <ul style="list-style-type: none"><li>Accounted for operating budget items and assets of \$70 million.</li><li>Supported the Foundation's initiatives in mixed income housing, low rent housing to the elderly, and low rent facilities for not-for-profit agencies.</li><li>Responsible for processing payroll; managing collections; fund accounting; bond amortization and cash flow while working with the Board of Directors, auditors, banks, and regulators for seven non-profits under foundation umbrella, including the Cabrini-Green Legal Aid Clinic and the Cornerstone Childcare Center.</li></ul>	Chicago, IL
1994-1998	<div>Senior Strategy and Finance Analyst (1997-1998) Single Copy Sales Division Manager (1994-1997)</div> <ul style="list-style-type: none"><li>Produced market analysis to support \$1 billion bid for Minneapolis Star-Tribune.</li><li>Consulted with Editorial, Production and Advertising to map press capacity utilization.</li><li>Implemented an inventory management system for the Single Copy Sales Department that eliminated over \$100,000 in annual newsprint waste while coordinating 26 union drivers and 11 contractors to sell 100,000+ newspapers weekly through 1,500 outlets; exceeded sales targets each year through relationship and inventory management.</li></ul>	Chicago, IL
1989-1994	<div>Home Delivery Distribution Center Manager (1993-1994) Single Copy Sales Manager (1992-1993) Single Copy Marketing Manager (1990-1991) Knight-Ridder Executive Trainee (1989-1990)</div> <ul style="list-style-type: none"><li>Oversaw six Managers and their 106 mostly Spanish-speaking carriers in delivery of three separate publications to 26,000 subscribers. Winner Distribution Excellence Award, 1994.</li><li>Supervised the collection and distribution services of 10 sales contractors in four cities.</li><li>Chaired Company's Diversity Committee for two years.</li><li>Planned all sales and merchandising campaigns in Dade and Monroe Counties.</li></ul>	Miami, FL

## EDUCATION

1987-1989	Harvard Graduate School of Business Administration Masters in Business Administration, June 1989. Focus in Operations and Control.	Boston, MA
1981-1985	University of Chicago Bachelor of Arts in Economics, March 1985. Focus in Mathematics and Statistics.	Chicago, IL

## COMMUNITY INVOLVEMENT

2004 – Present	Board Member and volunteer Financial Advisor for the Open Studio in Evanston
2009 – 2010	Board Member for the University of Chicago's Public Interest Program
2006 – 2009	Member of the Finance Committee of the Board of Directors for Gads Hill Center
1995 - 2003	Board President and Board Member of Woodlawn Development Associates

## Design Team Advisor

### Brief Biography

[REDACTED] is currently the Associate Director of the [REDACTED] at the University of Chicago's Center for Urban School Improvement, where he was also the Co-Founder of the New Teacher Network, an induction program for beginning teachers in Chicago public schools. For five years he served as the Founding Director of the [REDACTED] School, sponsored by the University of Chicago, one of the city's first and highest performing charter schools, and has been part of the design team and start up for the University's other three charter schools. He received his B.S. degree from the City College of New York and his Ph.D. in Clinical Psychology from Harvard University. He has been involved in education at every level from pre-school to graduate school for more than forty years. This includes work in New York, Mississippi, New Hampshire, Vermont, Texas, and Illinois. In addition to his work with elementary, middle school and high schools students and teachers, he has been involved in teacher education at Tougaloo College in Mississippi, Antioch New England Graduate School, Rice University and the University of Chicago.

His publications include five books – *The Whole Word Catalog*, *Vermont Diary*, *Chasing Hellhounds: A Teacher Learns from His Students*, and *You Won't Remember Me: The Schoolboys of Barbiana Speak to Today*, and *Starting Up: New Schools in a Neo-Liberal Era* (publication pending), the latter two published by Teachers College Press – and numerous articles in popular and professional journals. For many years he reviewed Young Adult literature in a monthly column for the Houston Chronicle and has written for the New York Times and the Chicago Tribune. He has been a member of the Editorial Advisory Board of Catalyst Magazine, a journal devoted to in depth reporting on the Chicago public schools.

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## Design Team Member

### EDUCATION

**Smith College**, Northampton, MA, May 1995

Master of Education with honors

**Wesleyan University**, Middletown, CT, May 1992

Bachelor of Arts; honors in Classics

Spinney Prize for excellence in Classics

### WORK EXPERIENCE

Chicago, IL, 2004-Present

#### Teacher Educator

- Design, plan and co-teach year long *Professional Teaching Seminar*, with an emphasis on four domains of effective teaching practice.
- Design, plan and co-teach summer course, *Teaching As A Profession*.
- Coordinate and supervise clinical internships for teacher residents.
- Observe and formally evaluate teaching residents.
- Design, plan and co-teach professional development series for Chicago Public School teacher mentors across south and west sides of Chicago.
- Collaborate regularly with other members of UTEP staff as well as adjunct professors and other campus colleagues to devise standards, coordinate work efforts, and co-teach.

- Devise and evaluate assessments, develop and align conceptual framework, standards, indicators, and assessment rubrics for program.
- Write reports and compile evidence for state review process.
- Organized and led team through program review process resulting in ISBE state accreditation with a perfect record.

Chicago, IL. 2004-2005

#### Co-Teacher

- Worked in a second grade classroom planning, developing and implementing guided reading practice, RW mini-lessons and interactive read aloud.

**Self Employed**, Chicago, IL, 2000-2004

#### Educational Consultant

- Instructed individual students with learning disabilities (ages 5-14) in math and reading, maintaining reading, writing, and math journals with students to explore texts and facilitate concept and skill development.
- Developed strategies for coping with organization and school adjustment issues.
- Supported students and families in dealing with school structures and administration.
- Participated in school staffings and other meetings to support families and advocate for students.
- Worked collaboratively with other specialists including teachers, psychologists, counselors and other school personnel.
- Wrote bi-annual reports to families and school staff detailing student progress and making suggestions for future intervention.

Chicago, IL, 1999-2000

#### Third Grade Teacher

- Developed and implemented curriculum for 3rd grade classroom in all content areas, using the workshop model to instruct in reading, writing, and social studies.
- Implemented Everyday Math curriculum.
- Coordinated K-5 Science Program, teaching all science sections for 3rd and 4th grade using FOSS curriculum as well as materials from the Lawrence Hall of Science.
- Collaborated with teachers across grade levels to develop and write K-12 science standards.
- Supervised high school yearbook club and oversaw the production of the PreK-12 annual yearbook.

McLeod, MT, 1992-1994, 1995-1999

#### Supervising Teacher

- Designed and implemented curriculum for 20-25 students in grades K-8 in all academic content areas as well as Spanish, music, art, and physical education in a one room school setting.

- Used the workshop model to instruct in reading, writing, science and social studies.
- Designed and implemented differentiated, project based math curriculum.
- Designed integrated units in which students had opportunities to collaborate and develop inquiry skills.
- Developed curricular standards in all areas; created performance based assessments to measure student adherence to standards.
- Designed and set up peer mentoring system within the school as well as collaborative inquiry groups.
- Wrote and directed annual school play.
- Supervised teacher aides.
- Designed and implemented a narrative report card which was adopted by schools across the county.
- Collaborated with parents as well as many other community members and community institutions to support learning opportunities.

## **ACHIEVEMENTS AND PROFESSIONAL DEVELOPMENT**

\* **Learning Disabilities of America, 2007-Present** *Member*

\* **Mentor Academy Workshop, New Teacher Center, Chicago, IL 2006-2008** *Participant*

- Participated in a two year mentor academy in which coaches of beginning teachers met regularly to discuss the complexities of working with new teachers and develop tools for effectively supporting them through their first years in the classroom.

\* **Urban Teacher Education Workshop, Chicago, IL, 2008-2011** *Founding Member*

- Helped to design and regularly participate in urban teacher education workshop in which teacher educators from across the country meet to discuss challenges and share ideas about how best to prepare teachers for urban contexts.

\* **North Dakota Study Group for Assessment and Evaluation, 2007-Present** *Member*

\* **Collaborative Inquiry Group, Center for Urban School Improvement, Chicago, IL 2005-2006** *Participant*

- Participated in an inquiry group of teachers and teacher coaches to explore the use of video case studies as a tool for developing practice.

\* **Coalition of Essential Schools, 2004- Present** *Member*

\* **Rethinking Schools, 2002 – Present** *Member*

\* **National Council for Teachers of Mathematics, 1995-Present** *Member*

\* **Rainbows Program, Chicago, IL, 1999-2003** *Facilitator*

- Organized and conducted weekly discussion and activity sessions for children who experienced death or divorce in their families.

\* **Big Brothers and Sisters of Sweet Grass County, Big Timber, MT, 1995-1999** *Board Member*

- Developed local branch of national organization. Organized fund raising events, hired caseworkers, etc.

\* **STEP Early Career Program, Bozeman, MT, 1996-1999** *Participant*

- Worked with other elementary and secondary teachers across Montana to exchange ideas about math and science curriculum.

## **PRESENTATIONS AND PUBLICATIONS**

\* **Chicago Teachers' Union Annual Quest Conference, Presenter, Chicago, IL, May 2011**

*Unpacking play: What does play have to do with learning?*

\* **CPS Implementation Guide, Author, Chicago, IL, June 2010**

*Helping Tier 1 Specialists Support Teachers*

\* **Urban Education Institute Conference, Presenter, Chicago, IL, May 2010**

*Keeping Teachers: Necessary Supports*

\* **North Dakota Study Group, Presenter, Mundelein, IL**

February 2009: *Reclaiming Urgency: How Can We Use the "Sense of Urgency" to Reclaim Education for Poor Students?*

February 2008: *Mentor Teachers: Partners in Teacher Preparation*

\* **University of Chicago Neighborhood Schools Program, Presenter, Chicago, IL**

2009: *Developing Management Frameworks in the Elementary School Classroom*

2008: *Developing Management Frameworks in the Elementary School Classroom*

\* **Rural School Forum, Presenter, Big Timber, Montana,**

March 1999: *Lessons from the One Room School: Developing An Effective System of Peer Mentoring in Multiage Classrooms*

March 1998: *Differentiating Instruction in the One Room School*

March 1997: *Organizing Space to Maximize Instruction in the One Room School*

March 1994: *Developing Integrated Math and Science Units: Exploring GEMS*

\* **New England Educational Research Organization, Author and Presenter, Portsmouth, NH, April 1995**

*Assessing What Children Know about Mathematical Word Problems*

## Design Team Member - School Director

### EDUCATION

University of Illinois at Chicago Chicago, IL

Doctor of Philosophy- doctoral candidate

Curriculum and Instruction- research concerns the importance of integrating the academic and social/emotional needs of students

Graduation expected: August, 2013

DePaul University Chicago, IL

Master of Education

Human Services and Counseling

Graduation: July, 2000

DePaul University Chicago, IL

Bachelor of Science

Elementary Education

Graduation: December, 1995

Early Childhood Education hours- 6+

### CERTIFICATIONS

Illinois School Administration Certification Type 75

Illinois School Guidance Certification Type 73

Illinois Elementary Education Certification Type 03 K-9 (endorsements in Language Arts and Social Sciences)

Early Childhood Education 6+ hours

### PUBLICATIONS and AWARDS

(2011). *Empowering students: a new approach to addressing problem behaviors*. Arlington, VA: American School Counselor Association.

*City-wide Exemplary Counselor Award* for curriculum writing

Awarded Grant to implement Peer Mediation program

### HIGHER EDUCATION EXPERIENCE

University of Illinois at Chicago Chicago, IL

present

1/2009-

Adjunct Professor

- EPSY 535: *Human Development for School Leaders*
- C&I 484: *Curriculum Development for Middle School Teachers*

### CONSULTING EXPERIENCE

8/2011- Present

- Chicago Public Schools Vendor #67323
- Boys Town Educational Model- BT Consultant I
  - Trained teachers in model
  - Coached teachers in developing their classroom management program
- Led *Think First* groups
- Implemented Safe Schools Ambassadors program
- Trained students to conduct and facilitated Peer Mediation and Peer Council programs
- Designed and implemented kindergarten enrichment program
- Facilitated counseling program during summer Freshmen Connection program

### ADMINISTRATIVE EXPERIENCES

Be the Change Charter School

Chicago, IL

07/2013- present

School Director/ Design Team Member



[REDACTED]

[REDACTED]

**Chicago, IL**

8/2006-12/2007

**Founding Principal**

- Created planning team consisting of both [REDACTED]
- Facilitated and led the development of the 9<sup>th</sup> grade curriculum
- Designed plans for the recruitment of students and staff for new school
- Performed all daily principal duties
- Hired all faculty and evaluated performances
- Recruited and enrolled students
- Implemented school-wide positive discipline program including daily seminar classes
- Maintained parental involvement
- Handled all student discipline issues

**Chicago Public Schools**

**Chicago, IL**

8/2005-

6/2006

[REDACTED]

**Principal Intern**

- Coordinated Standards Based Curriculum Initiative
- Led SIPAAA planning committee
- Interpret Learning First (formative assessment) data and facilitated decision-making discussion
- Conducted monthly parent meetings discussing instructional and social/emotional topics
- Assessed and implement necessary SEL programs

**COUNSELING EXPERIENCES**

**Chicago Public Schools**

**Chicago, IL**

8/2009-

7/2011

[REDACTED]

**School Counselor/Area Master Counselor**

- Counseled students both academically and socially
- Wrote Student Life Studies program (advisory curriculum), *later published by the American School Counselor Association*
- Sponsored, trained and monitored Safe Schools Ambassadors program
- Facilitated Peer Mediation and Peer Jury
- Developed and co-taught curriculum for College Prep Reading and Writing course for freshmen

[REDACTED]

**City-wide/ Lead Counselor**

8/2004-8/2005

- Assessed social/ emotional needs of the students in two schools, designed SEL programs accordingly
- Led SEL Leadership Team
- Conducted individual, small group and whole class interventions
- Participated in Illinois School Guidance Certification test development

8/2002-8/2004

[REDACTED]

**Guidance Counselor/ Case Manager**

- Counseled students both socially and academically
- Wrote and implemented Individualized Education Programs for a special education case load over 100
- Co-wrote city-wide advisory manual
- Chaired Student Support Services Team
- Coached Positive Behavior Interventions and Supports program
- Facilitated Least Restrictive Environment (LRE) plan

8/2001-

6/2002

[REDACTED]

**Guidance Counselor**

- Counseled students both socially and academically
- Organized and dispersed scholarship information

**St. Louis Public Schools**

**St. Louis, MO**

8/2000- 6/2001

**Cole Elementary School**


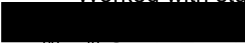
**Guidance Counselor/ Special Education Compliance Monitor**

- Counseled students both socially and academically



- Maintained all student records including transfers and IEPs
- Processed Special Education applications and led IEP strategy conferences

**TEACHING EXPERIENCES**

<b>Chicago Public Schools</b>	<b>Chicago, IL</b>	2/2008-
5/2009		
	6 <sup>th</sup> /7 <sup>th</sup> Grade Teacher	
	<ul style="list-style-type: none"><li>• Taught a class comprised of students considered to have behavior issues</li><li>• Worked with students to promote both their academic and social/emotional learning</li></ul>	
		1/1996-5/2000
	2 <sup>nd</sup> , 4 <sup>th</sup> Grade Teacher	

**PROFESSIONAL AFFILIATIONS**

**Member of the American Educational Research Association**  
**Member of the American School Counselor Association**  
**Member of the Illinois Counselor Association**

# Design Team Member- Dean of Student Development

## EDUCATION

**University of Chicago**, Chicago, IL

Master of Arts in Teaching, Urban Teacher Education Program. August 2007.

Bachelor of Arts with Honors, Comparative Human Development. June 2006.

Honors/Awards: Dean's List 2002-2006; Rockefeller Brothers Fellow.

## CERTIFICATION

Illinois State Elementary, Type 03 with endorsements in Middle School Language Arts, Math, and Social Science. August 2007.

## WORK EXPERIENCES

**Campus**, Chicago, IL, August 2012-Current

- Utilize the instructional coaching process to focus on support for teachers and school leaders around evidence-based instructional strategies for students.
- Building the capacity of school staff, with a focus on teachers, to provide high quality literacy instruction to students across content areas.
- Provide instructional coaching to all middle school teachers in the content areas of Social Studies, English/Language Arts, and Science in the areas of unit/lesson planning, instructional delivery, differentiation, and classroom management and culture.
- Support school-level implementation of the Balanced Literacy Framework to meet the academic needs of students and facilitate the implementation of the workshop model in all classrooms and specifically the Balanced Literacy framework in ELA and Social Studies classrooms.
- Support in the facilitation of professional development with the goals of increasing student engagement, improving student achievement, and building teacher capacity in schools, at UCW and across the UCCS campus.
- Serve on and collaborate with members of instructional leadership team and middle school administrative team to make decisions that align the goals and mission of the school.

2013-current

- **Content Area: Social Justice & Leadership**
  - Develop curricula for middle school students focused on developing leadership skills and citizenship
  - Implement curriculum in classroom using different teaching strategies to foster a deeper understanding of social issues in students' community and responding to social injustices
  - Provide hands on research opportunities and field experiences for students to put their learning into action
  - As an advisor, provide social emotional and academic on track support to a specific group of students on a regular basis.

Current

- Work with a team of educators to plan and teach a teacher education graduate course focused on exploring issues of teacher identity and educational equity as well as ways in which race, class, language, and culture affect both teachers and students.

- **Content Area: English Language Arts**
  - Develop and teach curriculum to transition students to a Balanced Literacy method of literacy learning based on the Fountas & Pinnell and Lucy Calkins models.
  - Implement assessments and maintain records of it to inform instruction, including Fountas & Pinnell's Benchmark Assessment System.
  - Collaborate with colleagues in grade level and department to increase literacy learning in core subjects and establish a continuum of learning at each grade level for English
  - Analyze NWEA data to inform differentiated instruction and develop informal assessments
  - Data Result: 2012 – 88% of 8<sup>th</sup> grade students achieved Meets/Exceeds for Reading portion of ISAT, an 8% growth from their 7<sup>th</sup> grade standing; 2011 - 87% of 8<sup>th</sup> grade students achieved Meets/Exceeds for Reading portion of ISAT, a 15% growth from their 7<sup>th</sup> grade standing for the Reading portion.

- **Content Areas:** Reading, Writing, Social Justice, Integrated Social Justice & Writing

- Implement and teach Balanced Literacy curriculum in the form of Reader's Workshop and Writer's Workshop.
- Utilize Units of Study as foundation for reading and writing curriculum.
- Developed and implemented an integrated curriculum of social justice and writing during 2008-2009 school year; curriculum has been adapted for multi-age classroom in 2009-2010 school year.
- Create and implement appropriate assessments to determine needs of students
- Maintain verbal and written communication with parents and community to ensure student success and growth in students' academic, civic, and emotional life.

## **TEACHER LEADER ROLES**

### **Chicago Foundation for Education**

- **Action Research Leadership Institute, Fellow 2011-2012, Senior Fellow 2012-2013.** Conducted action research throughout a school year, completed action research papers that detailed the entire research, and presented research conclusions at an end of year forum. As senior fellow, supported cohort members through their research, leading sessions alongside the professor. Title: *The Power of Voice: Providing Students Opportunities to Develop and Use their Voice in a Middle School Classroom* (2012), *"Teacher Centered" Coaching* (2013),
- **Teachers as Leaders & Learners Conference, Workshop Presenter,** October 2009, September 2012. Presented workshop on an integrated social justice & writing unit (Economics & Labor Issues) that was funded by a CFE Small Grant. Presented workshop on action research findings focused on providing middle school students opportunities to develop and use voice funded by CFE ARLI.
- **Study Group Grant Recipient,** May 2010
- **Small Grant Recipient,** January 2009, January 2010

### **University of Chicago's Urban Teacher Education Program**

- **Clinical Instructor.** 2010-2012. Mentored pre-service teachers during Spring internship placement. Throughout the four months, engaged with intern by sharing & informing instructional practices, providing daily feedback on lesson planning, instructional delivery, & classroom management, and supporting the development of intern's teaching philosophy and identity throughout their placement.
- **Mentor.** 2010-2012. Met with a student in their first year of the Chicago UTEP program on a monthly basis and be available for conversation as needed. Served as a soundboard as they encounter questions about topics such as teacher identity and pedagogical theories as it pertains to urban education.
- **Workshop Facilitator,** April 2009. Led a workshop for students and alumni on creating integrated units of study.

**Roosevelt University-Mansfield Institute for Social Justice & Transformation Discussion Series, Panelist,** November 2010. Spoke on a panel about the state of education and how to make improvements; commented on the film "The Lottery."

**Race, Class, Gender, Culture, & Sexuality Committee, Committee Chair.** 2010-2012. Lead a committee of colleagues in monthly conversations about these topics as it pertains to students and staff and collaborate to develop professional development sessions for the school.

**Middle School Literacy Intervention Program, Program Developer and Lead Intervention Teacher.** 2010-Current. Develop and implement a literacy intervention Saturday program for middle school students identified as "below" according to their NWEA Reading and Language Usage Data.

**LGBTQS Alliance, Advisor.** Fall 2010-Current. Started up a support group for students who identified as gay, bisexual, transgender, or ally as well as for students who were interested in topics pertaining to sexuality to come to a safe place and participate in discussions as well as create opportunities for students to be an active participant in raising awareness around these issues.

**High School Ladies Volleyball, Head Coach.** Fall 2010, 2011, 2012. Head coach for girls volleyball, developing a positive culture around female athletics and also implementing a system of academic accountability for all athletes.

**University of Chicago's "Taking the Next Step," Panelist,** January 2010. Spoke to college students regarding experiences as a teacher in Chicago Public Schools and as a graduate of Chicago UTEP.

**Barton Literacy Intervention Committee, Head Teacher,** 2009-2010. Develop and teach an intervention program for students who were "Below" standards on the Illinois Standards Achievement Tests in order to equip with necessary skills and strategies to "Meet" standards.

**Barton Middle School Social Justice & Literacy Professional Learning Committee, Facilitator,** August 2008-

June 2010

**Rochelle Lee Boundless Readers Fund, *Individual Awardee*, 2008, 2009**

**Jump Start Your School Year: A Closer Look at Balanced Literacy: Area 15 Professional Development, *Facilitator*, July 30-31, 2008, Co-Facilitated with Tonya Rivera**

**Barton Middle School Student Council, *Faculty Advisor*, School Year 2008-2009**

**PROFESSIONAL DEVELOPMENT ORGANIZATION AFFILIATIONS**

**Facing History, *Participant in Professional Developments and Curriculum Use*, June 2007-Current**

Holocaust and Human Behavior, June 2007

Choices in Little Rock, December 2007

Teaching the Holocaust Through Literature, April 2008

**Teach Beyond Media, *Cohort Member*, March 2009-June 2010**

Work with other teachers to incorporate the Beyond Media curriculum and philosophies into our everyday classroom experiences so that our students' learning experiences can be enhanced through technology.

**Teachers College Reading and Writing Project, *Participant in Summer Writing Institutes*, July 2007, 2008, 2009**

**SKILLS & INTERESTS**

- **Languages:** Fluent in reading, writing, and speaking Korean.
- **Activities:** Dance (modern jazz, tap, hip hop); Volleyball; Instrumental Music (piano, oboe).



## Design Team Member

## PROFESSIONAL EXPERIENCE

*Senior Manager, HR & Business Operations 02/2012 – 08/2013*

- In newly-created supervisory role, oversee all human resource and business operations for nationally recognized Chicago-based small business retailer.
- Build and execute company strategies on a range of human resource issues, including: legal policies, talent development, recruiting and retention, succession planning and management coaching.
- Manage company bookkeeper and office manager; ensure seamless operation of accounts payable, accounts receivable, payroll, benefits administration, tax preparation, licensing, insurance and general office management.

*Office Manager, 01/2008 – 11/2011*

- Maintain all daily office operations, including accounts receivable, payroll, benefits administration, licensing and insurance.

*Counter Associate/Williams Sonoma Fulfillment Coordinator, 06/2007 – 01/2008*

- Coordinate and execute fulfillment of company's first-ever holiday catalog partnership with Williams-Sonoma.
- Assist customers and hand-sell items from Pastoral's carefully procured selection of specialty food items.

*Office Manager, 10/2005 – 07/2007*

- Oversee all daily operations of dynamic Chicago-based small business.
- Manage communication between owner, seven staff trainers and over 2000 clients.
- Assist owner in major growth campaign, including: building new website, instituting new contact management software, reorganizing and updating company databases, hiring contractors and new employees and implementing new marketing strategies.

**Morrison Container Handling Solutions, Glenwood, IL**

*Communications Manager, 08/2002 – 10/2005*

- Formulate and manage company's first dynamic, integrated marketing and communications plan to raise company profile in industry.
- Supervise and execute revision and editing of all company communications - including product brochures, technical manuals, web copy, press kits and promotional items - to reflect new marketing and revenue goals.
- Assume responsibilities of vacant sales manager position; direct customer and prospect mailings, initiate repeat lead contacts for all sales representatives and supervise creation of new marketing collateral to reposition company in market.

*Legislative Assistant, 07/2001 – 11/2001*

- Served as Member's policy liaison to public and private agencies, constituents and press.
- Formulated all correspondence to Congressional Members and committees, federal agencies and local media promoting Member's policy initiatives and projects.
- Managed communication of Member's position on a wide variety of topics, including small business, retail, real estate, immigration, agriculture, federal emergency management, environment and judiciary issues.

*Legislative Analyst, Junior Lobbyist, 07/2000 – 07/2001*

*Administrative Assistant, 11/1999 – 07/2000*

- Drafted correspondence, Member testimony and policy talking points on NFIB legislation before Congress.
- Assisted lobbyists in developing effective communications strategies to achieve policy goals.
- Lobbied Members of Congress and Congressional staff on small business agenda items.

*Staff Assistant, 01/1999 – 11/1999*

- Recruited and supervised interns from Wisconsin colleges and universities.
- Managed and coordinated all front office activities.
- Arranged and conducted tours of Washington area for constituents.

## EDUCATION

**Kendall College**

*Certificate of Professional Cookery 2007*

*Chicago, IL*

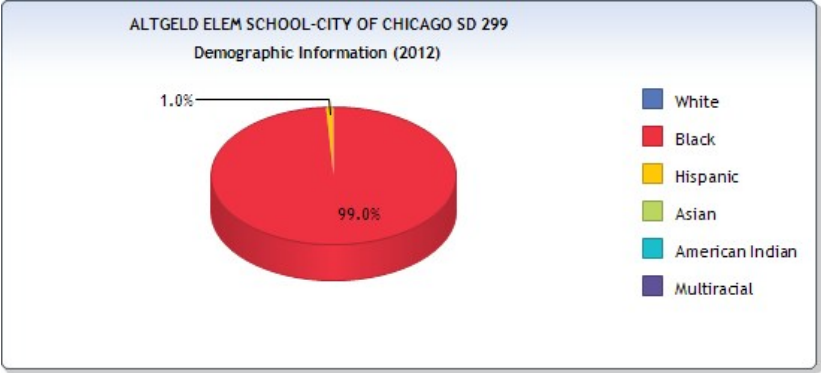
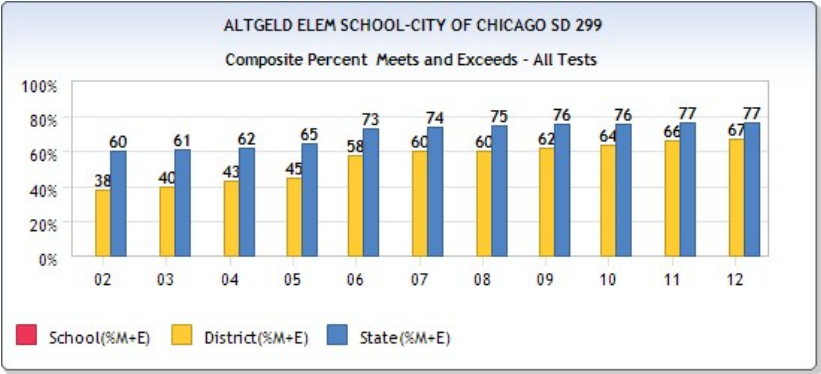
**Marquette University**

*Bachelor of Arts 1998, English*

*Milwaukee, WI*

Appendix P - Section 2.2 - School Report Cards

☐ All Tests
 ☐ ISAT
 ☐ IAA



**Administrator**  
 Kenya Underwood  
 1340 W 71ST ST  
 CHICAGO IL 60636  
 (773) 535-3250

[School Profile for Parents](#)

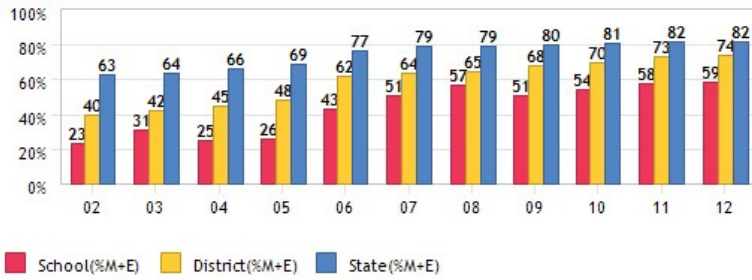
County: **COOK**  
 City: Large



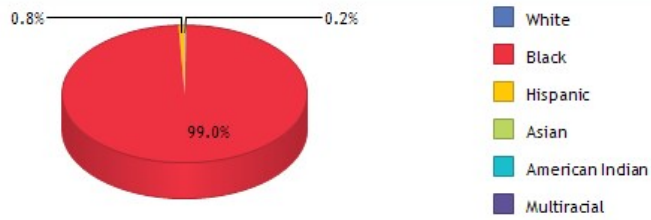
School Summary	
School Enrollment	516
State Status	<b>AWS</b>
U.S. Status	12 Years in School Improvement
All Subjects Meets and Exceeds	66%
Made Adequate Yearly Progress	<b>No</b>
School Low Income	99.2%
District Summary	
Avg. Teacher Salary	74,990
Avg. Teacher Experience	11.9 Years
Instructional Expenditure Per Pupil	8,235
Operational Expenditure Per Pupil	13,616
Low Income	86.6%

☐ All Tests
 ☐ ISAT
 ☐ IAA

**BARTON ELEM SCHOOL-CITY OF CHICAGO SD 299**  
 Composite Percent Meets and Exceeds - ISAT Assessment



**BARTON ELEM SCHOOL-CITY OF CHICAGO SD 299**  
 Demographic Information (2012)



**Administrator**  
 Frank Gettridge  
 7650 S WOLCOTT AVE  
 CHICAGO IL 60620  
 (773) 535-3260

[School Profile for Parents](#)

County: **COOK**  
 City: Large



**School Summary**

School Enrollment	590
State Status	<b>AWS</b>
U.S. Status	12 Years in School Improvement
All Subjects Meets and Exceeds	59.1%
Made Adequate Yearly Progress	<b>No</b>
School Low Income	94.7%

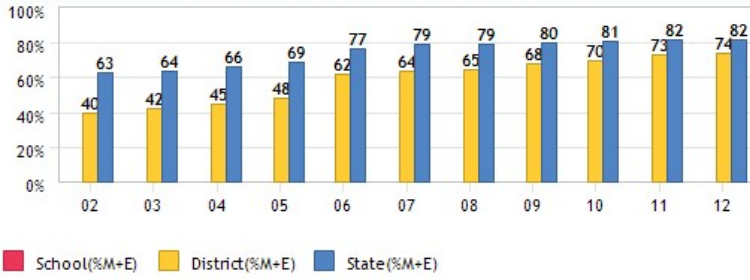
**District Summary**

Avg. Teacher Salary	74,990
Avg. Teacher Experience	11.9 Years
Instructional Expenditure Per Pupil	8,235
Operational Expenditure Per Pupil	13,616
Low Income	86.6%

☐ All Tests
 ☐ ISAT
 ☐ IAA

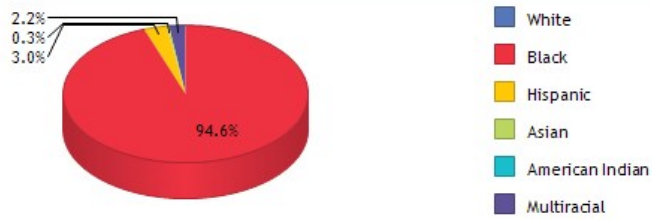
#### HERBERT ELEM SCHOOL-CITY OF CHICAGO SD 299

##### Composite Percent Meets and Exceeds - ISAT Assessment



#### HERBERT ELEM SCHOOL-CITY OF CHICAGO SD 299

##### Demographic Information (2012)



#### Administrator

Denise Gillespie  
 2131 W MONROE ST  
 CHICAGO IL 60612  
 (773) 534-7806

[School Profile for Parents](#)

County: COOK

City: Large ?



#### School Summary

School Enrollment	372
State Status	<b>AWS</b>
U.S. Status	12 Years in School Improvement
All Subjects Meets and Exceeds	63.4%
Made Adequate Yearly Progress ?	<b>No</b>
School Low Income	95.7%

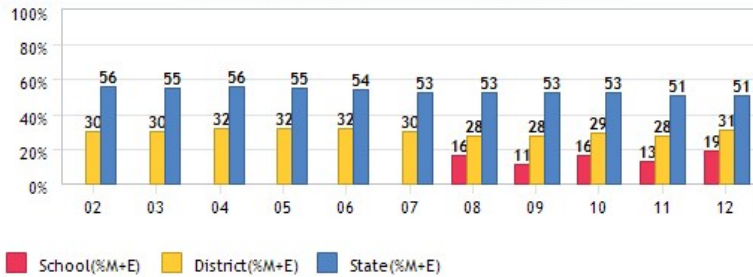
#### District Summary

Avg. Teacher Salary	74,990
Avg. Teacher Experience	11.9 Years
Instructional Expenditure Per Pupil	8,235
Operational Expenditure Per Pupil	13,616
Low Income	86.6%

☐ All Tests
 ☐ PSAE
 ☐ IAA

### MULTICULTURAL ACAD OF SCHOLARSHIP HS-CITY OF CHICAGO SD 299

#### Composite Percent Meets and Exceeds - PSAE Assessment



### Administrator

Mr. James Clarke  
 3120 S KOSTNER AVE  
 CHICAGO IL 60623  
 (773) 535-4242

County: COOK

City: Large ?



[School Profile for Parents](#)

### School Summary

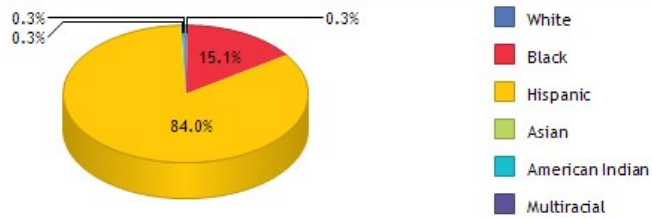
School Enrollment	332
State Status	<b>AWS</b>
U.S. Status	4 Years in School Improvement
All Subjects Meets and Exceeds	20%
Made Adequate Yearly Progress ?	<b>No</b>
School Low Income	96.4%

### District Summary

Avg. Teacher Salary	74,990
Avg. Teacher Experience	11.9 Years
Instructional Expenditure Per Pupil	8,235
Operational Expenditure Per Pupil	13,616
Low Income	86.6%

### MULTICULTURAL ACAD OF SCHOLARSHIP HS-CITY OF CHICAGO SD 299

#### Demographic Information (2012)

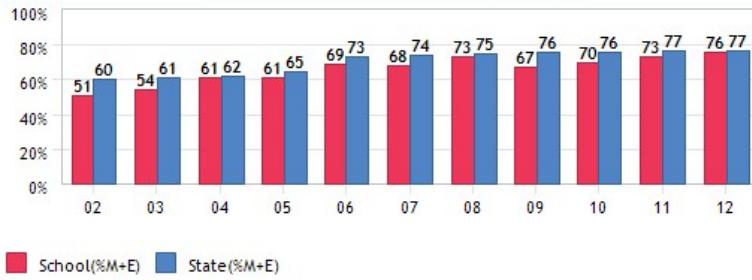




☐ All Tests
 ☐ ISAT
 ☐ PS&E
 ☐ IAA

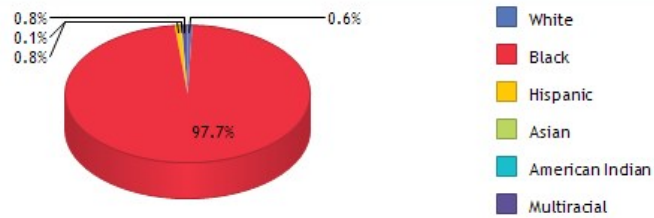
## UNIV OF CHICAGO CHARTER SCHOOLS

Composite Percent Meets and Exceeds - All Tests



## UNIV OF CHICAGO CHARTER SCHOOLS

Demographic Information (2012)



## Administrator

Shayne Evans  
 1313 E 60TH ST  
 CHICAGO IL 60637  
 (773) 834-5997

[School Profile for Parents](#)

County: COOK

City: Large ?



## School Summary

School Enrollment	1,707
State Status	<b>AWS</b>
U.S. Status	4 Years in School Improvement
All Subjects Meets and Exceeds	76.4%
Made Adequate Yearly Progress ?	<b>No</b>
School Low Income	83.2%

## District Summary

Avg. Teacher Salary	74,990
Avg. Teacher Experience	11.9 Years
Instructional Expenditure Per Pupil	8,235
Operational Expenditure Per Pupil	13,616
Low Income	86.6%



### **School Director**

**Start Date:** Collaborative work with Design Team - April 2013

**Position** (pending approval) - January 2014

**Location:** Chicago, IL

### **Be the Change Charter School Description**

BCCS is a school community of teachers, families and students from diverse backgrounds and experiences who will learn how to work with each other in **peaceful** and equitable ways, discover their **voice** and the voices of others, and embrace their roles as **active** citizens of the world. Through an interdisciplinary learning approach, BCCS will graduate young people who are empathetic, resilient, and curious advocates, who will be empowered to make choices in their future academic and life endeavors.

BCCS is in the school design phase and seeking a founding School Director to contribute to the creation of this exceptional school. The Design Team anticipates that the Director would join the team throughout the final phases of creation of the school model continuing into the school start up phase (timeline to be negotiated).

### **Role Description**

First and foremost, the school director is the school's instructional leader and is expected to establish, cultivate and maintain a climate of academic and personal growth and a school culture that aligns with the BCCS mission, vision and core values: Peace, Voice, and Action. The School Director is responsible for the overall school performance and organizational management and ensure the viability of the school over time. The School Director will initially collaborate with the design team, and upon school opening, report to the Governing Board. He or she will continually collaborate with, but also oversee, the Dean of Student Development, Director of Finance and Operations, Development Manager and Families and Community Liaison to ensure that all academic, operational, fiscal, and interpersonal aspects of BCCS are sound and reflect the mission and vision of the school.

### **Qualifications and Characteristics**

- Bachelor's degree from an accredited institution; Masters preferred
- Valid Illinois General Administrative Type 75 Certificate
  - Or, minimum 2-3 years of experience working in a leadership capacity in an urban K-8/12 public school
  - Or, minimum of 3-5 years of experience working in a leadership capacity in an urban K-8/12 charter or private school
- A fervent commitment to the mission, vision, philosophy and core values of the school.
- In-depth knowledge of current curriculum, instructional trends, school improvement process, change management, student assessment systems, socio-emotional support, community involvement, grant writing, and interdisciplinary instructional approaches.
- Knowledge of and prior successful experience working in a diverse setting.
- Communicate well and apply leadership skills within a shared decision-making model.

### **Responsibilities**

- Facilitate a shared decision-making model that includes students, parents, staff, Governing Board, community members, and other major stakeholders in developing and operating the school's mission and vision.

## Appendix Q - Section 2.2 – School Leadership Job Descriptions

- Collaborate with faculty, staff, students, families and community members to generate and implement a plan to consistently achieve the mission and vision.
- Inspire, lead, and manage an instructional team focused on improving student achievement.
- Recruit, hire, mentor, supervise, and evaluate faculty and staff in order to attain the mission and vision.
- Lead an educational program consistent with the school's mission, vision, needs, goals and policies.
- Lead school-wide faculty and staff meetings; co-plan/-facilitate faculty and staff meetings with the Dean of Student Development, Director of Finance and Operations, Families and Community Liaison, and/or the Development Manager, as necessary
- Oversee matters of student achievement and assessment, both internally and externally, and collaborate with faculty and staff to address needs for improvement in these areas
- Collaborate with the Dean of Student Development concerning student discipline cases.
- Collaborate with the Families and Community Liaison to build relationships with the local communities and organizations.
- Oversee all fundraising activities and collaborate with the Development Manager, once appointed, to oversee school-wide strategic planning including the implementation of a development and fundraising plan.
- Collaborate with the Director of Finance and Operations to oversee, continually evaluate and remain accountable for all school programs, finances, facilities, and operations through the management and oversight of all day-to-day activities of the school
- Ensure compliance with the school charter, Chicago Public Schools, and with local, state, and federal regulations
- Oversee student recruitment and enrollment.
- Maintain strong communication with the Governing Board through participation in full board and board committee meetings, and monthly reports to the Governing Board on the financial and academic soundness of the school

**Salary:** Design phase - role would be on a volunteer basis; position (pending approval) - salary would be commensurate with experience and competitive.



### **Director of Finance and Operations (DFO)**

#### **Start Date:**

Collaborative school planning with Design Team - July 2013

Leadership Position (pending approval) - January 2014

**Location:** Chicago, IL

### **Be the Change Charter School Description**

BCCS is a K-8 school community of teachers, families and students from diverse backgrounds and experiences who will learn how to work with each other in **peaceful** and equitable ways, discover their **voice** and the voices of others, and embrace their roles as **active** citizens of the world. Through a rigorous interdisciplinary learning approach, BCCS will graduate young people who are empathetic, resilient, and curious advocates, who will be empowered to make choices in their future academic and life endeavors. BCCS's interdisciplinary approach to teaching and learning engages students in study of real-world problems and questions through the lens of multiple disciplines, the integration of which leads to new insights and deeper knowledge. We believe an interdisciplinary approach reflects the true complexity of issues; as Carole Palmer writes, "The real-world research problems that scientists address rarely arise within orderly disciplinary categories, and neither do their solutions."

BCCS is in the school design phase and seeking a founding Director of Finance and Operations (DFO) to contribute to the creation of this exceptional school. The Design Team anticipates that the DFO would join the team in the final phases of school design and continue into the school start up phase and ultimately into full operational phase. The exact timeline will be negotiated. BCCS ideally seeks a candidate who would be willing to commit to the charter application process beginning July/August 2013. However, if circumstances prevent such a time commitment, it would not preclude the candidate from being considered for the DFO position.

### **DFO Role Description**

First and foremost, the Director of Finance and Operations is the school's fiscal and operational lead, who is responsible for ensuring that the BCCS budget is reflective of the mission, vision and core values: **Peace, Voice, and Action**. The DFO plays an integral part of ensuring that all critical fiscal and operational components are sound such that BCCS can establish, cultivate and maintain a climate of academic achievement and personal growth. The DFO will initially join the design team, and upon school opening, report to the School Director. He or she will collaborate closely with the Leadership Team, which includes the School Director, Dean of Student Development, Families and Community Liaison, and other key staff, to ensure that all fiscal and operational aspects of BCCS are sound and reflect the mission and vision of the school.

### **Qualifications and Characteristics**

- Master's degree in Business Management (non-profit management preferred) or Accounting
- At least 2 years of previous experience managing financial systems (school finances preferred)
- Knowledge and experience with compliance implications of non-profit status (not necessarily Chicago Public Schools compliance)
- Experience with budget planning, development, and oversight
- Experience managing federal grant funding
- Proficient with QuickBooks, Excel and PowerPoint
- Experience in organizational effectiveness and efficiency and operations management
- Excellent interpersonal skills and collaborative management style
- Has demonstrated leadership and vision in managing major projects or initiatives
- Experience in managing human resource documentation
- Able to challenge and debate issues of importance to the organization

## Appendix Q - Section 2.2 – School Leadership Job Descriptions

- Comfortable working in a diverse environment

### **Responsibilities**

The Director of Finance and Operations will specifically oversee all aspects of the school's operations, finance and development including, but not limited to:

- Financial management (reporting, budget, payroll, accts. payable and receivable etc.)
- Human resource management (staff records, benefits, pension fund, 403b documents)
- Hiring and managing all development and operations personnel
- Establish relationships with and manage vendors
- Procurement
- Non-academic reporting and external school business
- Maintaining and supporting governing board
- School operations, including food service and facilities

### **Salary:**

Initial role will be on a volunteer basis, with possibility of a modest performance-based stipend.

Position (pending authorization): Competitive salary, commensurate with experience.

Interested candidates should submit his/her cover letter and resume via email to:  
[bethechange@bethechangeschool.org](mailto:bethechange@bethechangeschool.org)



**BCCS - Dean of Student Development**

**Start Date:** July 2014

**Location:** Chicago, IL

**Role Description**

The Dean of Student Development's responsibility will be threefold:

1. Develop and implement programs for students to participate in that builds skills to engage positively and productively with others in the BCCS community,
2. Develop and establish leadership development opportunities for all BCCS students,
3. Effectively communicate to students, families, and school staff regarding school expectations and disciplinary code of conduct and appropriately hold students accountable to these expectations using a restorative justice approach as needed.

**Qualifications and Characteristics**

- Bachelor's degree from an accredited institution; Masters preferred
- Three or more years experience working in K-8 urban public schools as a teacher or similar position with strong relationships with students' families
- A fervent commitment to the mission, vision, philosophy and core values of the school.
- Experience with program development and implementation; ideally programs focused on student social and/or behavioral development
- In-depth knowledge of child development and learning in an urban context
- In-depth knowledge of the BCCS community
- Knowledge of and prior successful experience working in a diverse setting.
- Communicate well and apply leadership skills within a shared decision-making model.

**Responsibilities**

- Articulate clearly how proactively engaging students in the larger school culture norms play an integral role in the school fulfilling its mission, especially with regards to discipline and behavioral interventions
- Establish relationships with students in order to have knowledge of students in multiple contexts outside of the Dean's office
- Collaborate with leadership team to make decisions regarding school development
- Collaborate with school staff with regards to effectively establishing and upholding classroom expectations that align with the school mission and vision
- Work with social worker to develop and implement programs for students to participate in that builds skills to engage positively and productively with others, such as conflict resolution, peer mediation, upstanding, etc.
- Develop and implement programs and opportunities for students to build their leadership capacity in multiple contexts (i.e. all school meetings, office helper, classroom, Student Advisory Committee, etc.)
- Establish relationships with families and maintain consistent communication with regards to school behavioral expectations and the Code of Conduct
- Fairly evaluate infractions in order to administer appropriate consequences and hold all parties accountable
- Work with a restorative justice approach, especially when students are returning from a suspension. Facilitate reinstatement session, ensuring that all parties involved are present

**Salary:** Design phase - role would be on a volunteer basis; position (pending approval) - salary would be commensurate with experience and competitive.





**BCCS - Dean of Community Center**

**Start Date:** July 2014

**Location:** Chicago, IL

**Role Description**

The Dean of the Community Center's primary responsibility will be to develop a close partnership with the families, community members, and community organizations, as well as and running the before and after-school programs of the Community Center. The Dean will oversee essential partnerships with organizations, invites families into the educational process, and organize workshops, trainings, and events.

**Qualifications and Characteristics**

- Bachelor's degree from an accredited institution; Masters preferred
- Three or more years experience working in K-8 urban public schools as a teacher or similar position with strong relationships with students' families
- A fervent commitment to the mission, vision, philosophy and core values of the school.
- Experience with working with community organizations, and fostering and maintaining partnerships with educational and social organizations
- In-depth knowledge of the BCCS community
- Knowledge of and prior successful experience working in a diverse setting.
- Communicate well and apply leadership skills within a shared decision-making model.

**Responsibilities**

- Articulate clearly how actively engaging the community plays an integral role in the school fulfilling its mission
- Collaborate with leadership team to make decisions regarding school development
- Establish contacts and communication between community organizations and school for educational, extracurricular, and other support purposes
- Maintain community partnerships, organizing after-school opportunities and coordinating student participation
- Manage the volunteers, tutors, after-school club or activity leaders, educators, and/or trainers in providing services for BCCS students and families
- Organize community information sessions
- Maintain communications with families and community
- Coordinate community events intended to increase awareness of issues
- Organize family nights and family orientation
- Lead student recruitment efforts
- Attend and help coordinate Family-Teacher-Community Organization (FTCO) meetings and be the voice of leadership team/staff
- Organize community service opportunities/days for BCCS
- Develop family center and coordinate programming for classes/meetings
- Gather data and monitor progress towards engagement goals

**Salary:** Design phase - role would be on a volunteer basis; position (pending approval) - salary would be commensurate with experience and competitive.

## Appendix R - Section 2.3 – 8<sup>th</sup> Grade Thesis Project Rubric



### 8th Grade Thesis Project Rubric Overview

The 8<sup>th</sup> grade thesis project is a culminating project at Be the Change Charter School where students display in one final project their skills and knowledge as a thinker in the humanities. This project asks students to identify a research topic and create a thesis that integrates the various spheres of academia: English, Mathematics, Science, Social Sciences, and the Arts. Students will research and write a paper that addresses their research topic and thesis, providing evidence and information to enlighten their audience on their chosen topics. While their topic is their choice, students must connect their project to a concept or skill they learned in each of their classes.

In order to successfully complete their thesis, students will submit a written paper that will be assessed by their advisor (see below) and participate in an oral defense of their thesis project to a panel. The oral defense will include a short presentation by the student followed by a series of questions posed by a panel of four. The panel will be composed of BCCS staff members, students, and community members.

Every student will be assigned a thesis project advisor, a BCCS staff member who will support the student's thesis project work beginning from identifying a topic to preparing for his or her oral defense.

### 8th Grade Thesis Project Rubric (Sample) Written Component

Project Element	Specific Components	Point Value (see accompanying rubric for exact breakdown)
Introduction	<ul style="list-style-type: none"><li>- Creative lead</li><li>- Explanation of project topic</li><li>- Clear thesis</li></ul>	10 pts.
	<b>*The order of the content paragraphs can vary depending on your decision of what makes your paper flow better for your readers.*</b>	
Body Paragraph: Math	<ul style="list-style-type: none"><li>- Mathematical Accuracy</li><li>- Use of specific mathematical concept this year</li></ul>	20 pts.
Body Paragraph: Physical Science	<ul style="list-style-type: none"><li>● Identify questions/claim that can be answered through scientific investigations.</li><li>● Use appropriate tools and techniques to gather, analyze and interpret data.</li><li>● Develop descriptions, explanations, predictions, and models using evidence.</li><li>● Think critically and logically to make the relationships between evidence and explanations.</li><li>● Recognize and analyze alternative explanations and predictions.</li></ul>	20 pts.

## Appendix R - Section 2.3 – 8<sup>th</sup> Grade Thesis Project Rubric



	<ul style="list-style-type: none"> <li>Communicate scientific explanations.</li> </ul>	
Body Paragraph: History	<ul style="list-style-type: none"> <li>Develop a historical thesis that can be supported with evidence</li> <li>Use primary and secondary sources for research</li> <li>Analyze the causes and effects of major historical events</li> <li>Think critically about the ways in which history is written and presented</li> <li>Connect the past to the present</li> </ul>	20 pts.
Body Paragraph: ELA	<ul style="list-style-type: none"> <li>- Clear connection of topic to a strategy (i.e. theme, point of view, mood/tone, author's perspective) or text content (i.e. <u>Ghetto Cowboy</u>, <u>Warriors Don't Cry</u>, etc.) discussed in English</li> <li>- Detailed explanation of personal thinking around the above connection</li> </ul>	20 pts.
Conclusion	<ul style="list-style-type: none"> <li>- Creative wrap-up that revisits paper's original thesis</li> <li>- Connect conclusions to self or world (how do your findings impact you, your peers, or your society as you think about the future?).</li> </ul>	10 pts.
General Project Expectations	<ul style="list-style-type: none"> <li>- Resources: proper identification, interpretation, and citation of resources (minimum 3)</li> <li>- Presentation of paper: polished, final piece quality</li> <li>- Integration: the overall paper has a clear, coherent flow that moves from paragraph to paragraph.</li> </ul>	5 pts.

## Appendix R - Section 2.3 – 8<sup>th</sup> Grade Thesis Project Rubric



Rubric Breakdown for each Content Area

Possible pts.	Content	Interpretation of Information	Conventions, Grammar, & Integration
18-20	<ul style="list-style-type: none"> <li>Paper contains all of the major required elements.</li> <li>Content for each section of the research paper is balanced in details.</li> <li>Content provides the right amount of details as evidence that there was considerable research done for all major sections.</li> </ul>	<ul style="list-style-type: none"> <li>Student's paraphrasing/rephrasing of information is exceptional.</li> <li>Interpretation of the researched info. clearly shows that student understands the facts detailed throughout the paper.</li> <li>There is a complete absence of evidence suggesting that information was copied verbatim.</li> </ul>	<ul style="list-style-type: none"> <li>There are few to no errors in my conventions (spelling, punctuation and capitalization)</li> <li>There are few to no errors in grammar and usage</li> <li>Sentences and paragraphs fit smoothly together.</li> <li>The paper is fully developed for the grade level.</li> </ul>
15-17	<ul style="list-style-type: none"> <li>Paper addresses all of the major requirements. <b>but</b></li> <li>Content for each section of the research paper is not balanced in the details. <b>and/or</b></li> <li>Content does provide the right amount of details as evidence that there was a reasonable amount of research done for most of the major sections.</li> </ul>	<ul style="list-style-type: none"> <li>Student's paraphrasing of information is acceptable.</li> <li>Interpretation of info. shows that student understands the facts throughout most of the paper.</li> <li>There is an absence of evidence suggesting that info. was copied verbatim. Throughout most of the paper.</li> </ul>	<ul style="list-style-type: none"> <li>There are few to several errors in conventions (spelling, punctuation and capitalization) <b>or</b></li> <li>There are few to several errors in grammar and usage. <b>But</b></li> <li>Some parts of the paper are better developed than others.</li> <li>The paper is developed for grade level.</li> </ul>
12-14	<ul style="list-style-type: none"> <li>Paper may be missing 1-2 of the major required elements. <b>or</b></li> <li>Content for each section of the research paper may not be</li> </ul>	<ul style="list-style-type: none"> <li>Student's paraphrasing of information is mostly acceptable <b>but</b></li> <li>Interpretation of the info. does not show that student understands the</li> </ul>	<ul style="list-style-type: none"> <li>There are several errors in conventions (spelling, punctuation and capitalization) <b>or</b></li> <li>There are several errors in grammar and</li> </ul>

	<p>balanced in the details <b>and/or</b></p> <ul style="list-style-type: none"> <li>Content does not provide the right amount of evidence that there was a reasonable amount of research done for a most of the information sections</li> </ul>	<p>facts throughout most of the paper. <b>and/or</b></p> <ul style="list-style-type: none"> <li>There is some evidence suggesting that some info. was copied from another source.</li> </ul>	<p>usage. <b>and</b></p> <ul style="list-style-type: none"> <li>Paper is developed for grade level but it is simple, clear and only provides the essentials.</li> </ul>
9-11	<ul style="list-style-type: none"> <li>Paper is missing some of the major required elements. <b>and</b></li> <li>Content for the sections that are present may or may not be balanced in the details.<b>or</b></li> <li>Content does not provide the right amount of evidence that there was a reasonable amount of research done for most of the major information sections.</li> </ul>	<ul style="list-style-type: none"> <li>There is some attempt evidenced in the paper that suggests that student paraphrased but not throughout major portions of the paper.</li> </ul>	<ul style="list-style-type: none"> <li>There are several errors in conventions (spelling, punctuation, and capitalization). <b>and</b></li> <li>There are several errors in grammar and usage. <b>and</b></li> <li>The paper is poorly developed for the grade level.</li> </ul>
0-8	<ul style="list-style-type: none"> <li>Paper is missing most of the required elements. <b>and/or</b></li> <li>There is very little evidence given in the details provided to verify that adequate research was done</li> </ul>	<ul style="list-style-type: none"> <li>Paper strongly suggests that most of the paper was copied verbatim; hinting at plagiarism or student's entire paper was plagiarized.</li> </ul>	<ul style="list-style-type: none"> <li>There are many errors in conventions, grammar and usage</li> <li>The paper is so poorly written that it is hard to understand or student did not write enough.</li> </ul>

## Appendix S - Section 2.3 – Data Analysis Protocol

### Protocol for Analysis of NWEA MAP results

BCCS test cycle \_\_\_\_\_

Date \_\_\_\_\_

1. Locate classroom results. Fill in the blanks

Reading	Overall	Word Analysis/ Vocab	Reading Strategies/ Comprehension	Literature	Literary Works
Mean RIT					
Std Deviation (SD)					
Median RIT					

Math	Overall	Number Sense	Measurement	Algebra	Geometry	Data Analysis & Probability
Mean RIT						
Std Deviation (SD)						
Median RIT						

2. Compare the mean and median
  - a. Highlight those with little difference between the mean and median
  - b. Circle those with a significant difference between the mean and median
    - i. Those with a significant difference between the mean and median indicate the existence of outliers (a small number of students scoring either significantly higher or lower than the mean)
3. Number the subcategories starting with those with the highest Standard Deviation

Reading: Overall Standard Deviation _____		
Lowest to Highest SD	Subtest	Standard Deviation
1.		
2.		
3.		
4.		

Math: Overall Standard Deviation _____		
Lowest to Highest SD	Subtest	Standard Deviation
1.		
2.		
3.		
4.		
5.		



## Appendix S - Section 2.3 – Data Analysis Protocol

4. Identify those subtests in which there is little to no difference between the mean and median **AND** whose SD is low: this indicates that there is little variation among the students' scores. The class, as a whole, scored near the mean. List those test in the chart.

Reading Subtests with little to no outliers	Math Subtests with little to no outliers

5. For those subtests listed about, find your score band on the Reading and Math RIT Chart
- Find the column containing the students' scores for a particular subject.
  - Read down the column to locate a sample test question for each subtest, the students who fall within that score band will likely answer about half of the questions correctly.
  - Now look at the questions in the column to the left. Your students will likely get most of these questions correct, assuming they have been instructed in these skills and concepts.
  - The question in the column(s) to the right will most likely require new learning.
6. How would you utilize DesCartes when lesson planning? How might you make decisions concerning groupings?
7. Identify the subtests with possible outliers.
- Significant difference between the mean and the median, but a relatively low standard deviation
    - $\text{mean} < \text{median}$ : outlier(s) has a lower score than mean
    - $\text{median} < \text{mean}$ : outlier(s) has a higher score than mean

Reading Subtests with outliers	Math Subtests with outliers

8. Find the individual student reports for those subtests to identify the specific students scoring well away (either high or low) from the mean.
9. How would you use DesCartes in these situations? How might you make decisions concerning groupings?
10. Compare your overall scores with that of the national norm.

## Appendix S - Section 2.3 – Data Analysis Protocol

- a. Where are you students falling compared to national data?
- b. Which subtests are your students excelling/ challenged?
- c. How would you prioritize your instruction based on these differences?

### Discussion Questions:

- What is the data telling you?
  - What action steps can you implement immediately?
  - Enhance the learning,
- How would you address the subtests with both a significant difference between the mean and median AND a high standard deviation?
  - What might this suggest?
  - What action steps would you consider?
- What, if anything, surprised you about yours/the school's data?
- How does each grade level's mean RIT compare to the national norms?
- What does this information suggest about the school's progress?
- After reviewing the data, how can you design a variety of collaborative student groups to enhance the student learning?
  - How would you design the groups concerning the content in which the whole class is scoring at about the same level?
  - How would you design the groups concerning content with wide variations among the students?
  - How would you design groups concerning content with outliers?
- After reviewing the data, what sorts of interdisciplinary projects could you design to enhance the student learning?
- After reviewing the data, how can you design your lesson plans to ensure differentiation?
- How would you present this data to students in individual conferences? To parents?
  - Using the norm data and growth data, design realistic, but challenging goals for each student

*Remember, this is only one part of the story. It is important that we collect a wide variety of data, allowing the students to display their talents in a variety of ways.*

## Appendix T - Section 2.4 – Curriculum Map

### Curriculum Map BCCS 1<sup>st</sup> Grade Year 1 - Trimester 1

Content	Standards Addressed	Assessment Suggestions	Key Objectives
<p><b>Math</b></p> <ul style="list-style-type: none"> <li>Unit 1: Establishing Routines</li> <li>Unit 2: Everyday Uses of Numbers</li> <li>Unit 3: Visual Patterns, Number Patterns and Counting</li> </ul> <p><b><u>Essential Questions - Math</u></b>  <b><u>Unit 1</u></b>            What do mathematicians do?            How do we communicate with math?            Ho</p> <p><b><u>Unit 2</u></b>            How is math part of my life and the world?            How does math impact my world and my community?</p> <p><b><u>Unit 3</u></b>            Why are patterns important?            How can patterns in numbers</p>	1.G.2, 1.MD.1, 1.MD.3, 1.MD.4, 1.NBT.1, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, SMP 1, SMP 2, SMP 3, SMP 4, SMP 5, SMP 6, SMP 7, SMP 8	<ul style="list-style-type: none"> <li>Use the Beginning of the Year assessment</li> <li>Collect daily summative data with <i>Recognizing Student Achievement</i> problems</li> <li>Use the Unit-based Progress Checks               <ul style="list-style-type: none"> <li>Written Assessment</li> <li>Oral and Slate Assessment</li> </ul> </li> <li>Employ the Open Response Re-Engagement Approach</li> <li>Engage students in interview</li> <li>Observe students while working</li> </ul>	<ol style="list-style-type: none"> <li>To Introduce ongoing daily routines;</li> <li>To introduce and provide practice using mathematical tools.</li> <li>To practice finding 1 more and 1 less.</li> <li>To practice comparing numbers.</li> <li>To keep track of the days of the month.</li> <li>To practice telling and solving number stories.</li> <li>To practice counting up and back on a number grid.</li> <li>To explore complements of 10.</li> <li>To introduce the need for unit labels.</li> <li>To introduce the analog clock, A.M and P.M.</li> <li>To practice telling time to the hour and half-hour and develop a sense of the duration of a minute.</li> <li>To introduce pennies and nickels and how to make exchanges.</li> <li>To extend patterns.</li> <li>To explore even and odd number patterns.</li> <li>To use the number line to count, find patterns when skip-counting, and add and subtract.</li> <li>To introduce line plots.</li> <li>To provide basic addition and subtraction fact strategies.</li> </ol>
<p><b><u>Literacy – Reading</u></b>  <b>Unit 1:</b> Readers Build Good Habits  <b>Unit 2:</b> Readers Read Just-Right Books and Use Print Strategies to Support Conventional Reading  <b>Unit 3:</b> Readers Talk about Books to Grow Ideas</p> <p><b><u>Essential Questions - Reading</u></b></p>	RF.1.1a, RF.1.4a, RF.1.4b, RF.1.4c, RL.1.4, RL.1.7, SL.1.1a, SL.1.1b, SL.1.1c, SL.1.2, SL.1.3, SL.1.4	<ul style="list-style-type: none"> <li>Use F&amp;P BAS to determine fluency, comprehension and word attack skills</li> <li>Regular Analysis of Running Records</li> <li>Conference Notes and Observations</li> <li>Guided Reading Notes and Observations</li> <li>Checklists of Reading Behaviors for Emergent and Developing Readers</li> </ul>	<ol style="list-style-type: none"> <li>To demonstrate appropriate workshop behaviors and procedures.</li> <li>To practice strategies that help keep readers engaged during independent time.</li> <li>To introduce just-right books.</li> <li>To practice choosing books that are appropriate books that will help students increase stamina.</li> <li>To practice engaging in purposeful independent reading.</li> </ol>

## Appendix T - Section 2.4 – Curriculum Map

### Curriculum Map BCCS 1<sup>st</sup> Grade Year 1 - Trimester 1

<p><b>Unit 1</b> How do I enter the world of my book? What is my reading identity?</p> <p><b>Unit 2</b> How do I enter the world of my book? How do the words in my book build a complete story?</p> <p><b>Unit 3</b> Why is reading a social activity? How do we grow as readers? How do we shape ideas about our books?</p>		<ul style="list-style-type: none"> <li>• Student Self Assessment</li> </ul>	<ol style="list-style-type: none"> <li>6. To practice solving words by thinking about what looks right, sounds right, and makes sense.</li> <li>7. To persist in using word strategies until the reading makes sense.</li> <li>8. To practice reading with sufficient accuracy and fluency to support comprehension.</li> </ol>
<p><b>Literacy – Writing</b> <b>Unit 1:</b> Launching the Writing Workshop <b>Unit 2:</b> Small Moments: Writing with Focus, Detail and Dialogue <b>Unit 3:</b> Non-fiction Chapter Books</p> <p><b>Essential Questions - Writing</b> <b>Unit 1</b> Who am I as a writer? What is writing to me? Why do I write? <b>Unit 2</b> How do I paint a story? How do writers stay true to themselves in their writing? <b>Unit 3</b> How do writers share their factual knowledge with the world? What purpose do non-fiction texts serve? What does it mean to be the holder of facts?</p>	<p>W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8, W.2.2, W.2.3</p>	<ul style="list-style-type: none"> <li>• On Demand Writing Tasks</li> <li>• Checklists and Rubrics of Writing behaviors for Emergent and Developing Writers</li> <li>• Regular Analysis of Progress as measured throughout each unit on such mechanics aspects as spelling, punctuation, etc and craft aspects like adding details, using juicy words, sentence complexity and dialogue</li> <li>• Student Self Assessment</li> </ul>	<ol style="list-style-type: none"> <li>1. To demonstrate appropriate workshop behaviors and procedures.</li> <li>2. To practice strategies that help keep writers engaged during independent time.</li> <li>3. To practice strategies for planning stories across pages and adding details, zooming in, reading writing like we read books</li> <li>4. To get ideas for stories by practicing storytelling</li> <li>5. To “try out” craft moves from mentor texts like writing with exact actions and using pop out words</li> <li>6. To practice the strategy of asking and answering questions to add more</li> <li>7. To distinguish non-fiction writing as a genre and practice the habits of non-fiction writing including use of text features, organizing text into chapters, researching and using images.</li> <li>8. To practice engaging in purposeful independent writing</li> <li>9. To persist through the stages of the writing process.</li> </ol>

## Appendix T - Section 2.4 – Curriculum Map

### Curriculum Map BCCS 1<sup>st</sup> Grade Year 1 - Trimester 1

<p><b>Humanities</b> <b><u>Turning Points and Changemakers</u></b> (possible interdisciplinary projects)</p> <p><b>Unit 1:</b> My Neighborhood <b>Unit 2:</b> Neighborhoods in My City <b>Unit 3:</b> Global Communities</p> <p><b><u>Essential Question - Humanities</u></b> <b>Unit 1</b> Who am I in my neighborhood? What is my role in my neighborhood? How does my neighborhood shape who am I and my understanding of who I am?</p> <p><b>Unit 2</b> What are the relationships between neighborhoods in my city? How do the neighborhoods influence each other in my city?</p> <p><b>Unit 3</b> What can I learn from global neighborhoods? How do global neighborhoods impact my neighborhood?</p>	<p>(ISBE) 18.B.1a, 18.B.1b, 18.C.1, 14.C.1, 14.F.1, 15.E.1, 16.A.1a, 16.A.1b, 16.A.1c, 16.B.1 (W), 16.C.1b, 16.C.1a (W), 16.E.1, 16.E.1 (W), 17.A.1a, 17.A.1b, 17.D.1</p>	<ul style="list-style-type: none"> <li>• On Demand Tasks</li> <li>• Checklist and Rubrics of social science behaviors for emergent and developing social scientists</li> <li>• Performance on culminating projects as evidenced by ability to integrate and articulate big ideas of family, community and change</li> <li>• Measurement of thinking and process skills identified in key objectives</li> <li>• Observation notes from conferences and small guided groups</li> <li>• Evidence of ability to present and take thinking public</li> <li>• Self Assessment</li> </ul>	<ol style="list-style-type: none"> <li>1. To understand that we are a part of multiple communities – home, classroom, school, neighborhood</li> <li>2. To understand the ways in which our communities are unique and also similar to other communities throughout the city, state and world</li> <li>3. To understand common structures and features of all communities</li> <li>4. To develop strategies for working together, being a productive member of family/community.</li> <li>5. To understand ways in which people (familiar and historical) have shaped families and communities through their actions.</li> <li>6. To understand the relationship between people and the environments in which they live and work.</li> <li>7. To begin to understand the impact of educational, religious, social, and political groups and institutions and the integral roles they play in people's lives.</li> <li>8. To begin to develop social studies thinking and process skills such as comparing &amp; contrasting, identifying cause and effect, using the vocabulary of time and place, placing events in chronological order, getting information, organizing information, looking for patterns, map and globe skills, graph and image analysis as well as interpersonal and group relation skills.</li> </ol>
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## Appendix V - Section 2.4 - Curriculum Research

BCCS Practice	Research Studies in Support of Practice	Key Findings
Scaffolding	<ul style="list-style-type: none"> <li>• Belland, Brian., Glazewski, Krista D., and Richardson, Jennifer C. (2008). scaffolding framework to support the construction of evidence-based arguments among middle school students. <i>Education Tech Research Dev.</i>, 56, 401-422.</li> <li>• Bodrova, E., &amp; Leong, D. J. (1998). Scaffolding emergent writing in the zone of proximal development. <i>Literacy Teaching and Learning</i>, 3(2), 1-18.</li> <li>• Cazden, C. B. (1983). Adult assistance to language development: Scaffolded models, and direct instruction. In R. P. Parker &amp; F. A. Davis (Eds.), <i>Developing literacy: Young children's use of language</i> (pp. 3–17). New York, DE: International Reading Association.</li> <li>• Clay, M. M. (2005). <i>Literacy lessons designed for individuals: Teaching procedures</i>. Portsmouth, NH: Heinemann.</li> <li>• Ellis, E., Larkin, M., &amp; Worthington, L. (No date). Executive summary of the research synthesis on effective teaching principles and the design of quality tools for educators. University of Alabama, AL. Retrieved November 11, 2002, from <a href="http://idea.uoregon.edu/~ncite/documents/techrep/tech06.html">http://idea.uoregon.edu/~ncite/documents/techrep/tech06.html</a></li> <li>• Lai, Ming and Law, Nancy (2006). Peer scaffolding of knowledge building through collaborative groups with differential learning experiences. <i>J. Educational Computing Research</i>, 35, 123-144.</li> <li>• Lajoie, Sussane (2005). Extending the scaffolding metaphor. <i>Instructional Science</i>, 33, 541-557.</li> <li>• Rodgers, E. M. (2004). Interactions that scaffold reading performance. <i>Journal of Literacy Research</i>, 36(4), 501-532.</li> <li>• Simons, Krista D., and Klein, James D. (2007). The impact of scaffolding and student achievement levels in a problem-based learning environment. <i>Instructional Science</i>, 35, 41-72.</li> <li>• Vygotsky, L. S. (1987). Thinking and speech. In L. S. Vygotsky, <i>Collected works</i> (vol. 1, pp. 39–285) (R. Rieber &amp; A. Carton, Eds; N. Minick, Trans.). New York: Plenum. (Original works published in 1934, 1960).</li> <li>• Yelland, Nicola, and Masters, Jennifer (2007). Rethinking scaffolding in the information age. <i>Computers and Education</i>, 48, 362-382.</li> </ul>	Many studies have reported benefits of scaffolding for all students, and specifically for low income students of color. Benefits of this technique include the provision of individualized instruction, greater assurance of the learner acquiring the desired skill, knowledge or ability, greater ability to differentiate instruction, greater instructional efficiency, the creation of momentum, increased learner motivation and engagement, and minimization of the level of frustration for the learner.
Modeling	<ul style="list-style-type: none"> <li>• Bandura, A. (1986). <i>Social Foundations of Thought and Action: A Social Cognitive</i>. Englewood Cliffs, NJ: Prentice Hall. <a href="#">[return]</a></li> <li>• Bandura, A. (1977). <i>Social Learning Theory</i>. New York: General</li> </ul>	Many studies have reported the benefits of instructional modeling for all students, specifically low income students of color. In comparison to

	<p>Learning Press. p. 22. <a href="#">[return]</a></p> <ul style="list-style-type: none"> <li>• Duplass, J. (2006). <i>Middle and High School Teaching: Methods, Standards, and Best Practices</i>. Boston: Houghton Mifflin Company. p. 204. <a href="#">[return]</a></li> <li>• Baldwin, M., Keating, J., &amp; Bachman, K. (2006). <i>Teaching in Secondary Schools: Meeting the Challenges of Today's Adolescents</i>. Upper Saddle River, NJ: Pearson.</li> <li>• Haston, W. (2007). Teacher Modeling as an Effective teaching Strategy. <i>Music Educators Journal</i>, Vol 93, No 4 (mar 2007), pp. 26-30</li> </ul>	<p>traditional instruction, under expert modeling instruction, students in one study averaged more than two standard deviations higher on a standard instrument for assessing conceptual understanding of many science concepts. The effectiveness of modeling instruction in enhancing student learning is being continuously evaluated with well-established standardized instruments. Teacher modeling makes the concept/skill clear and learnable, high level of teacher support and direction enables students to make meaningful cognitive connections. Modeling provides students who have attention problems, processing problems, memory retrieval problems, &amp; metacognitive difficulties an accessible "learning map". Links between subskills are directly made, making confusion and misunderstanding less likely. Multi-sensory cueing provides students multiple modes to process and thereby learn information.</p>
Guided Practice/Active Engagement	<ul style="list-style-type: none"> <li>• Marzano, R., Pickering, D., and Polack, J. (2001). <i>Classroom Instruction That Works</i>. Alexandria, VA: ASCD, as printed in <i>Breaking Through Change Barriers</i> (June 2002) by Michael Fullan and Carol Rolheiser.</li> <li>• Cawelti, G. (Ed.) (1995) <i>Handbook of Research on Improving Student Achievement</i>, Arlington, VA: Educational Research Service, as printed in <i>Breaking Through Change Barriers</i> (June 2002) by Michael Fullan and Carol Rolheiser</li> </ul>	<p>Many studies have reported the benefits of guided practice and active engagement for all students, specifically low income students of color. Guided practice provides students the opportunity to grasp and development concepts or skills and requires teachers to monitor student progress. Studies looking at guided writing showed that the practice enables the teacher to tailor the teaching to the needs of the group. Although it is a group activity it allows the teacher to observe and respond to the needs of individuals. It further encourages the children to discuss their work, builds confidence; and allows immediate feedback on success and further areas for improvement. Brain research studies further confirm the relationship between guided practice and checking for understanding.</p>
Group Work	<ul style="list-style-type: none"> <li>• Marzano, R., Pickering, D., and Polack, J. (2001). <i>Classroom Instruction That Works</i>. Alexandria, VA: ASCD, as printed in <i>Breaking Through</i></li> </ul>	<p>Many studies have reported the benefits of group work for all students, specifically low income students of color. Group projects can help students develop a hos</p>



	<p><i>Change Barriers</i> (June 2002) by Michael Fullan and Carol Rolheiser.</p> <ul style="list-style-type: none"> <li>• Cawelti, G. (Ed.) (1995) <i>Handbook of Research on Improving Student Achievement</i>, Arlington, VA: Educational Research Service, as printed in <i>Breaking Through Change Barriers</i> (June 2002) by Michael Fullan and Carol Rolheiser</li> </ul>	<p>of skills that are increasingly important in the professional world (Caruso &amp; Woolley, 2008; Manni &amp; Neale, 2005). Positive group experiences, moreover, have been shown to contribute to student learning, retention and overall college success (Astin, 1997; Tinto, 1998; National Survey of Student Engagement, 2006). Properly structured, group projects can reinforce skills that are relevant to both group and individual work, including the ability to: break complex tasks into parts and steps, plan and manage time, refine understanding through discussion and explanation, give and receive feedback on performance, challenge assumptions, and develop stronger communication skills. Group projects can also help students develop skills specific to collaborative efforts, allowing students to tackle more complex problems than they could on their own, delegate roles and responsibilities, share diverse perspectives, pool knowledge and skills, hold one another (and be held) accountable, receive social support and encouragement to take risks, develop new approaches to resolving differences, establish a shared identity with other group members, find effective peers to emulate and develop their own voice and perspectives in relation to peers.</p>
Discussion	<ul style="list-style-type: none"> <li>• Marzano, R., Pickering, D., and Polack, J. (2001). <i>Classroom Instruction That Works</i>. Alexandria, VA: ASCD, as printed in <i>Breaking Through Change Barriers</i> (June 2002) by Michael Fullan and Carol Rolheiser.</li> <li>• Cawelti, G. (Ed.) (1995) <i>Handbook of Research on Improving Student Achievement</i>, Arlington, VA: Educational Research Service, as printed in <i>Breaking Through Change Barriers</i> (June 2002) by Michael Fullan and Carol Rolheiser</li> </ul>	<p>Many studies have reported the benefits of discussion for all students, specifically low income students of color. Participation is one of those workhorse instructional strategies—easy to use, straightforward, expected, and often quite successful at accomplishing a number of learning goals. Participation in classroom discussion has been shown to add interest and help students maintain focus, engage students, provide the teacher with important feedback, provide the students with feedback, promote preparation and planning, control what's happening in the class, balance who's contributing and promote equity of voice, encourage dialogue among and between students,</p>

		develop important speaking and listening skills, give students the opportunity to practice using the language of the discipline, thus building academic language and vocabulary.
Inquiry Based learning	<ul style="list-style-type: none"> <li>• The UK dictionaries Collins and Longman list the spelling "inquiry" first, Oxford simply calls it another spelling, without labeling it as US English.</li> <li>• <u>What is Inquiry Based Learning (EBL)?</u> Centre for Excellence in Enquiry-Based Learning. University of Manchester. Retrieved October 20</li> <li>• Bruner, J. S. (1961). "The act of discovery". Harvard Educational Review (1): 21–32.</li> <li>• Dewey, J (1997) How We Think, New York: Dover Publications.</li> <li>• Freire, P. (1984) Pedagogy of the Oppressed, New York: Continuum Publishing Company.</li> <li>• Vygotsky, L.S. (1962) Thought and Language, Cambridge, MA: MIT Press</li> <li>• Schwab, J. (1960) <u>Inquiry, the Science Teacher, and the Educator</u>. The School Review © 1960 The University of Chicago Press</li> <li>• Herron, M.D. (1971). The nature of scientific enquiry. The school review, 79(2), 171-212.</li> <li>• Bell, T., Urhahne, D., Schanze, S., and Ploetzner, R. 2010. Collaborative inquiry learning: Models, tools, and challenges. <i>International Journal of Science Education</i>. 3(1), 349-377.</li> <li>• Banchi, H. and Bell, R. (2008) <u>The Many Levels of Inquiry</u>. The Learning Centre of the NSTA. Retrieved October 2012</li> <li>• Bain, R.B., Donovan, M.S. &amp; Bransford, J.D. (Eds).(2005). "They thought the world was flat?": Applying the principles of How People Learn in teaching high school history. How Students Learn. Washington, D.C.: The National Academies Press. <a href="http://www.nap.edu/openbook.php?isbn=0309074339">http://www.nap.edu/openbook.php?isbn=0309074339</a></li> <li>• Hannafin, M., Land, S., Oliver, K. (1999). Open learning environments: Foundation, methods, and models. In C. M. Reigeluth (Ed.), Instructional-design theories and models. A new paradigm of instructional theory Volume II (pp. 115-140). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.</li> <li>• Melo-Silver, C. (2004) <u>Problem Based Learning: What and how do students</u></li> </ul>	<p>Many studies have reported the benefits of inquiry based learning for all students, specifically low income students of color. In a 1998 study by H.G. Shepherd, fourth and fifth graders completed a nine-week project to define and find solutions related to housing shortages in several countries. In comparison to the control group, the project-learning students scored significantly higher on a critical-thinking test and demonstrated increased confidence in their learning.</p> <p>A more ambitious, longitudinal comparative study by Boaler and colleagues in England in 1997 and 1998 followed students over three years in two schools similar in student achievement and income levels. The traditional school featured teacher-directed whole-class instruction organized around texts, workbooks, and frequent tests in tracked classrooms. Instruction in the other school used open-ended projects in heterogeneous classrooms. The study found that although students had comparable learning gains on basic mathematics procedures, significantly more project-learning students passed the National Exam in year three than those in the traditional school. Although students in the traditional school "thought that mathematical success rested on being able to remember and use rules," according to the study, the project-learning students developed more flexible and useful mathematical knowledge.</p> <p>A third study, in 2000, on the impact of multimedia projects on student learning, showed similar gains. Students in the <u>Challenge 2000 Multimedia Project</u>, developed a brochure informing school officials about problems homeless students face. The students in the multimedia program earned higher scores than a</p>

	<p>learn. Educational Psychology Review, Vol. 16, No. 3, September 2004</p> <ul style="list-style-type: none"> <li>• Edelson, D., Gordin, D., Pea, R. (1999) <u>Addressing the Challenges of Inquiry-Based Learning Through Technology and Curriculum Design</u> . Edelson, Daniel, Douglas Gordin, and Roy Pea. Journal of the Learning Sciences 8.3 (1999): 391-450.</li> <li>• Kirschner, P. A., Sweller, J., and Clark, R. E. (2006) <u>Why minimal guidance during instruction does not work: an analysis of the failure of constructivist discovery, problem-based, experiential, and inquiry-based teaching</u>. Educational Psychologist 41 (2) 75-86</li> <li>• <u>Scaffolding and Achievement in Problem-Based and Inquiry Learning: A Response to Kirschner, Sweller, and Clark (2006)</u> Hmelo-Silver, Duncan, Chinn. (2007). <i>Educational Psychologist</i>, 42(2), 99–107</li> <li>• Tonsho, R. (2006) <u>What's the Right Formula? Pressure From New Tests Leads Educators to Debate How Best to Teach Science</u>. Wall Street Journal, 19 January 2006 (p. A09)</li> <li>• Mayer, R. (2004). <u>Should there be a three-strikes rule against pure discovery learning? The case for guided methods of instruction</u>. American Psychologist 59 (1): 14–19.</li> </ul>	<p>comparison group on content mastery, sensitivity to audience, and coherent design. They performed equal well on standardized test scores of basic skills. Other short-term, comparative studies demonstrated benefit from project learning, such as increases in the ability to define problems, reason with clear arguments, and plan projects. Additional research has documented improvements in motivation, attitude toward learning and work habits. Students who struggle in traditional instructional settings have often excelled when working on a project, which better matches their learning style or preference for collaboration.</p>
Interdisciplinary Learning	<ul style="list-style-type: none"> <li>• Klein J. T. 2005. Integrative Learning and Interdisciplinary Studies. Peer Review, Vol. 7, No. 4. Association of American Colleges and Universities</li> <li>• Klein J. T. and Newell W. H. 2002. Strategies for Using Interdisciplinary Resources Across K-16. Issues in Integrative Studies No. 20, pp139-160.</li> <li>• Ivanitskaya L., Clark D., Montgomery G. and Primeau R. 2002. Interdisciplinary Learning: Process and Outcomes. Innovative Higher Education, Vol. 27, No. 2.</li> <li>• Jacobs, H. (ed.) 1989. Interdisciplinary Curriculum: Design and Implementation. Alexandria, VA: Association for Supervision and Curriculum Development.</li> <li>• Drake, S. 1993. Planning Integrated Curriculum: The Call to Adventure. Alexandria, VA: Association for Supervision and Curriculum Development</li> <li>• Clark E. T. (Jr) 1997. Designing and Implementing an Integrated Curriculum: A Student-centered Approach. Holistic Education Press. Available at <a href="http://www.great-ideas.org/clark.htm">http://www.great-ideas.org/clark.htm</a></li> </ul>	<p>Many studies have reported the benefits of interdisciplinary learning for all students, specifically income students of color. Engaging students and helping them to develop knowledge, insights, problem solving skills, self-confidence, self-efficacy, and a passion for learning are common goals that educators bring to the classroom, and interdisciplinary instruction and exploration promotes realization of these objectives. Repko (2009) asserts that interdisciplinary instruction fosters advances in cognitive ability and other educational researchers (Kavaloski 1979, Newell 1990, Field et al. 1994, Vess 2009) have identified a number of distinct educational benefits of interdisciplinary learning including gains in the ability to recognize bias, think critically, tolerate ambiguity, and acknowledge and appreciate ethical concerns. <i>Significant Learning</i> (Fink, 2003) takes place when meaningful and lasting classroom experiences occur.</p>

	<ul style="list-style-type: none"> <li>● Applebee A. N., Adler M. and Flihan S. 2007. Interdisciplinary Curricula Middle and High School Classrooms: Case Studies of Approaches to Curriculum and Instruction. American Educational Research Journal, December 2007, Vol. 44, No.4, pp1002 –1039.</li> <li>● Merickel M.L. 2003. Integration of the Disciplines: Ten Methodologies forIntegration.Available at <a href="http://oregonstate.edu/instruction/ed555/zone3/tenways.htm">http://oregonstate.edu/instruction/ed555/zone3/tenways.htm</a>(Also in Integrating Curriculum – an Introduction<a href="http://www.smallschoolsproject.org/PDFS/Planning_Resourceummer2003/summer2003-integrating.pdf">http://www.smallschoolsproject.org/PDFS/Planning_Resourceummer2003/summer2003-integrating.pdf</a>)</li> <li>● Kysilka, M. L. 1998. Understanding Integrated Curriculum. Curriculum Journal, Vol.9, No. 2, pp197-209</li> <li>● Sill, David J. 2001. Integrative Thinking, Synthesis and Creativity in InterdisciplinaryStudies. The Journal of General Education - Volume 50, Number 4, 2001, pp288-311.</li> </ul>	<p>According to Fink, when teachers impart students with a range of skills, and insights about the educational process that students will see as meaningful and salient to them they promote student engagement in the learning process and greater learning occurs. Fink identifies 6 elements of the educational process that lead to <i>significant learning</i> and each of these is a common feature of interdisciplinary forms of instruction.</p>
Balanced Literacy, Reading and Writing Workshop	<ul style="list-style-type: none"> <li>● Klingner, J.K et al. “Addressing the Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education through Culturally Responsive Educational Systems.” <i>Education Policy Analysis Archives</i> 13:38 (2005):10-21. Print.</li> <li>● Frey, Bruce. "Balanced Literacy in an Urban School District." <i>The Journal of Educational Research</i> 98.5 (2005): 272-80. Print.</li> <li>● Nelsen, Marjorie R., and Jan Nelsen-Parish. <i>Peak with Books: an Early Childhood Resource for Balanced Literacy</i>. Albany, NY: Delmar/Thomson Learning, 2002. Print.</li> <li>● Rief, Sandra F., and Julie A. Heimburge. <i>How to Reach and Teach All Children through Balanced Literacy: User-friendly Strategies, Tools, Activities, and Ready-to-use Materials</i>. San Francisco: Jossey-Bass, 2007. Print.</li> <li>● Skidmore, Sharon, Jill Graber, and Jacqueline K. Minor. <i>Balanced Literacy through Cooperative Learning &amp; Active Engagement</i>. San Clemente, CA: Kagan, 2009. Print.</li> <li>● "What Is Balanced Literacy Instruction?: Best Teaching Practices &amp; Classroom Techniques in Literacy Programs." <i>Suite101.com: Online</i></li> </ul>	<p>Many studies have reported the benefits of the workshop model for all students, specifically low income students of color.</p>

	<p><i>Magazine and Writers' Network</i>. Web. 21 Sept. 2010. &lt;<a href="http://www.suite101.com/content/what-is-balanced-literacy-a83718">http://www.suite101.com/content/what-is-balanced-literacy-a83718</a>&gt;.</p> <ul style="list-style-type: none"><li>● Wilson, Melissa K. <i>Balanced Literacy: a Case Study of the Implementation of Balanced Literacy at an Elementary School in Grades Three through Five</i>. 2007. xxx</li></ul>	
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## Appendix W - Section 2.4 - Curriculum Development Timeline

Timeframe	Task	Responsible Staff
Post-submission; pre-authorization	<ul style="list-style-type: none"> <li>-revisions of teacher job descriptions, as needed</li> <li>-generate a database of highly recommended teachers (goal: 75-100 people)</li> </ul>	<ul style="list-style-type: none"> <li>-School Leadership</li> <li>-remaining design team members</li> </ul>
Upon authorization (~January 2014)	<ul style="list-style-type: none"> <li>-teacher positions posted publicly</li> <li>-outreach to database teachers to personally encourage them to apply</li> </ul>	<ul style="list-style-type: none"> <li>-School Leadership</li> <li>-remaining design team members</li> </ul>
~January 2014-June 2014	<ul style="list-style-type: none"> <li>-school leadership searches for highly-qualified founding teaching staff (goal fill all teaching positions by June 1, 2014)</li> <li>-any staff hired during this time is highly encouraged to participate in curriculum development and review</li> </ul>	<ul style="list-style-type: none"> <li>-School Leadership</li> <li>-remaining design team members</li> <li>-hired staff that is interested in participating</li> </ul>
February 2014-	<ul style="list-style-type: none"> <li>-school leadership continues hiring process</li> <li>-any hired staff is strongly encouraged to participate in curriculum development and review at this time</li> </ul>	<ul style="list-style-type: none"> <li>-School Leadership</li> <li>-remaining design team members</li> <li>-hired staff that is interested in participating</li> </ul>
March 2014	<ul style="list-style-type: none"> <li>-school leadership continues hiring process</li> <li>-any hired staff is strongly encouraged to participate in curriculum development and review at this time</li> </ul>	<ul style="list-style-type: none"> <li>-School Leadership</li> <li>-remaining design team members</li> <li>-hired staff that is interested in participating</li> </ul>

	<ul style="list-style-type: none"> <li>-School Leadership and any interested staff participate in professional development around inquiry-based learning and interdisciplinary curricula as given facilitated by staff from UChicago UTEP</li> </ul>	
April 2014	<ul style="list-style-type: none"> <li>-school leadership continues hiring process</li> <li>-any hired staff is strongly encouraged to participate in curriculum development and review at this time</li> <li>-collaboratively identify topics for interdisciplinary units (IDUs)</li> <li>-generate lists of essential questions, anticipated student interest/questions, standards expected to meet</li> </ul>	<ul style="list-style-type: none"> <li>-School Leadership</li> <li>-remaining design team members</li> <li>-hired staff that is interested in participating</li> </ul>
May 2014	<ul style="list-style-type: none"> <li>-school leadership continues hiring process</li> <li>-any hired staff is strongly encouraged to participate in curriculum development and review at this time</li> <li>-begin ordering all necessary curricular materials</li> <li>-backwards mapping of IDUs based on standards</li> <li>-identifying specific instructional and assessment activities within every IDU</li> <li>-identifying needed materials for all IDUs</li> </ul>	<ul style="list-style-type: none"> <li>-School Leadership</li> <li>-remaining design team members</li> <li>-hired staff that is interested in participating</li> </ul>



	and other curricular programs	
June 2014	<ul style="list-style-type: none"> <li>-all staff hired by June 1, 2014</li> <li>-any hired staff is strongly encouraged to participate in curriculum development and review at this time</li> <li>-generate rubrics and assessment plans to ensure that BCCS can track growth within and across units</li> <li>-consider vertical and horizontal alignment of units to ensure all standards are being addressed</li> </ul>	<ul style="list-style-type: none"> <li>-School Leadership</li> <li>-remaining design team members</li> <li>-hired staff that is interested in participating</li> </ul>
July 2014	<ul style="list-style-type: none"> <li>-select and order any final curricular materials</li> </ul> <p>Summer Institute</p> <ul style="list-style-type: none"> <li>-grade-level teams develop and finalize all humanities based interdisciplinary units</li> <li>-grade-level teams, vertical alignment teams and school leadership review all units collaboratively to ensure alignment to CCSS, NGSS, and ILS</li> <li>-grade-level teams work with school leadership to ensure that all assessment tasks and rubrics align with standards</li> <li>-school leadership places orders for any last-minute materials needed to implement units</li> <li>-all teaching staff attends curricular program professional development, such as <i>Everyday Math New User Training</i></li> </ul>	<ul style="list-style-type: none"> <li>-School Leadership</li> <li>-grade-level teams</li> <li>-vertical alignment teams</li> <li>-external professional development provider (if needed)</li> </ul>

Appendix X - Section 2.4 - ISBE Form

ILLINOIS STATE BOARD OF EDUCATION  
Special Education & Support Services  
100 North First Street, E-228  
Springfield, Illinois 62777-0001

CHARTER SCHOOL INITIAL APPLICATION FOR  
SPECIAL EDUCATION SERVICES

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

Section 226.10 Purpose

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

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

CHARTER SCHOOL NAME	DISTRICT NAME AND NUMBER	
ADDRESS (Street, City, State, Zip Code)	TELEPHONE (Include Area Code)	FAX (Include Area Code)
	DATE OF APPLICATION SUBMISSION	
GRADES TO BE SERVED	TOTAL NUMBER OF STUDENTS TO BE SERVED	
CONTACT NAME	CONTACT TELEPHONE (Include Area Code)	CONTACT E-MAIL

ISBE USE ONLY:

Review # \_\_\_\_\_ Date \_\_\_\_\_

Instructions for required corrections AND clarification:

## I. APPLICATION PROCESS

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Explain what activities are implemented to ensure that parents understand that all children, including children with disabilities, are eligible to participate in the lottery and that the school will provide a continuum of services to address the student's special education needs. (34 CFR 300.209(a)) (105 ILCS 5/27A – 4(a)) (23 IAC 226.60)			<input type="checkbox"/> Approved  <input type="checkbox"/> See below

## II. CHILD FIND

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Explain how Child Find activities are implemented to identify any students who may be eligible for special education services and how these activities are coordinated between the charter school and the district. Also, include a reference to ensuring timeliness of identification by the student's third birthday. (34 CFR 300.111(a)(1)(i-ii)) (23 IAC 226.100(a)(1-3))			<input type="checkbox"/> Approved <input type="checkbox"/> See below

### III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<b>a) Referral system</b> – describe steps for Initial evaluation and Reevaluation; (34 CFR 300.301) (34 CFR 300.303) (34 CFR 300.304) (34 CFR 300.306) (23 IAC 226.110)			<input type="checkbox"/> Approved  <input type="checkbox"/> See below

### III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<b>b) Evaluation</b> – describe how the areas for evaluation are determined; (34 CFR 300.304(c)(4)) (34 CFR 300.307) (34 CFR 300.309) (23 IAC 226.110(c)(3)(B))			<input type="checkbox"/> Approved  <input type="checkbox"/> See below

### III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>c) <b>Timelines</b> – describe how timelines are or will be met for:</p> <ul style="list-style-type: none"> <li>c.1 initial evaluation;</li> <li>c.2 yearly review or</li> <li>c.3 development of IEPs;</li> <li>c.4 tri-annual reevaluations;</li> <li>c.5 sending required Notice and Consent forms to parents; and</li> <li>c.6 progress reported on IEP annual goals.</li> </ul> <p>(34 CFR 300.301(c)(1)(i-ii))  (34 CFR 300.303)  (34 CFR 300.304(a))  (34 CFR 300.320(a)(3))  (34 CFR 300.321(b)(1))  (34 CFR 300.322(a))  (34 CFR 300.324(b)(1)(i))  (34 CFR 300.503)  (23 IAC 226.110(d))  (23 IAC 226.110(j))  (23 IAC 226.120)  (23 IAC 226.180(d))  (23 IAC 226.220(a))  (23 IAC 226.520)  (23 IAC 226.530)</p>			<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>



#### IV. PARENTAL INVOLVEMENT

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Describe the provisions for parent involvement in the Special Education process, indicating what efforts are made for parental education, notification and participation. (34 CFR 300.34(c)(8)) (34 CFR 300.322(b-f)) (23 IAC 226.530)			<input type="checkbox"/> Approved <input type="checkbox"/> See below

## V. LEAST RESTRICTIVE ENVIRONMENT

CHARTER SCHOOL NAME \_\_\_\_\_

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Indicate how the full range of Special Education environment and related services in the Least Restrictive Environment will be determined.</p> <p>(34 CFR 300.114(a)(2)(ii))            (34 CFR 300.116(b))            (34 CFR 300.116(d))            (34 CFR 300.324(a)(1)(i-iii))            (34 CFR 300.503(b)(6))</p>			<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

## VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME \_\_\_\_\_

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p><b>a) Services</b> – describe how all services and resources required by a student’s IEP will be provided, including but not limited to accommodations, LRE setting, and related services;</p> <p>Provide assurances that in compliance with state and federal law, (i) the charter school will not discriminate based upon a child’s need for special education services; and (ii) any decision made that a child will not be educated at the Charter School because of the need for special education and related services <u>will only be made after the IEP team’s consideration of the educational environment options (taking into consideration all available educational resources such as accommodations AND related services)</u> and the IEP team’s determination that the Charter School’s educational program and services do not meet the child’s individual needs.</p> <p>(34 CFR 300.116(a)(1))            (34 CFR 300.116(b)(1))            (34 CFR 300.320(a)(1)(i))            (34 CFR 300.320(a)(4))            (34 CFR 300.320(a)(7))            (34 CFR 300.321(a))            (34 CFR 300.322(c-d))            (34 CFR 300.324(a)(1)(ii))            (34 CFR 300.324(a)(2))            (23 IAC 226.210)            (23 IAC 226.220(c))</p>			<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

## VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<b>b) Functional Assessments of Behavior</b> – describe this provision; (34 CFR 300.324(a)(2)(i)) (34 CFR 300.530(d-f)) (23 IAC 226.75)			<input type="checkbox"/> Approved <input type="checkbox"/> See below

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
c) <b>Behavior Intervention Plans</b> – describe how these will be implemented; (34 CFR 300.530(d-f)) (23 IAC 226.750(a))			<div><input type="checkbox"/> Approved</div> <div><input type="checkbox"/> See below</div>

## VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME \_\_\_\_\_

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p><b>d) Discipline</b> – describe what and how discipline will be managed with special education students; (34 CFR 300.530(b-e)) (34 CFR 300.532(b-e))</p>			<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

## VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME \_\_\_\_\_

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p><b>e) Transition planning</b> – describe the methods used for agencies' involvement, participation of agencies in IEPs, and tracking post-graduation implementation;            (34 CFR 300.320(b))            (34 CFR 300.321(b))            (34 CFR 300.43)            (34 CFR 300.600(d)(2))            (34 CFR 300.601(a-b))            (23 IAC 226.230(c))</p>			<div> <input type="checkbox"/> Approved           </div> <div> <input type="checkbox"/> See below           </div>



## VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME \_\_\_\_\_

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<b>f) Transportation</b> – describe provisions for this service; (34 CFR 300.34(c)(16)) (34 CFR 300.107(b)) (23 IAC 226.750(b))			<input type="checkbox"/> Approved  <input type="checkbox"/> See below

## VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p><b>g) Extended School Year</b> – describe how extended school year services will be provided. (34 CFR 300.106(a-b)) (34 CFR 300.320(a)(5)) (34 CFR 300.320(a)(4)(ii))</p>			<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

## VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME \_\_\_\_\_

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p><b>a) ISAT/PSAE/IAA Determination</b> – indicate how ISAT/PSAE/IAA testing is determined by the IEP team; (34 CFR 300.320(a)(6)) (23 IAC 226.230(a)(2))</p>			<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

## VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME \_\_\_\_\_

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p><b>b) ISAT/PSAE accommodations</b> – indicate how ISAT/PSAE accommodations will be made for students with disabilities whose IEPs require accommodations; (34 CFR 300.320(a)(6))</p>			<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

## VIII. CONFIDENTIALITY OF RECORDS

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Provide method of access to records, access controls in place, and guidelines for appropriateness of special education documents in temporary files. (FERPA) (20 USC 1232g) (23 IAC 226.740)</p>			<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> See below</p>

## IX. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Describe how the charter school will perform background checks as well as credential verification of its prospective special education personnel. (105 ILCS 5/10-21.9) (34 CFR 300.18)			<input type="checkbox"/> Approved <input type="checkbox"/> See below

**X. SPECIAL EDUCATION PERSONNEL**

CHARTER SCHOOL NAME

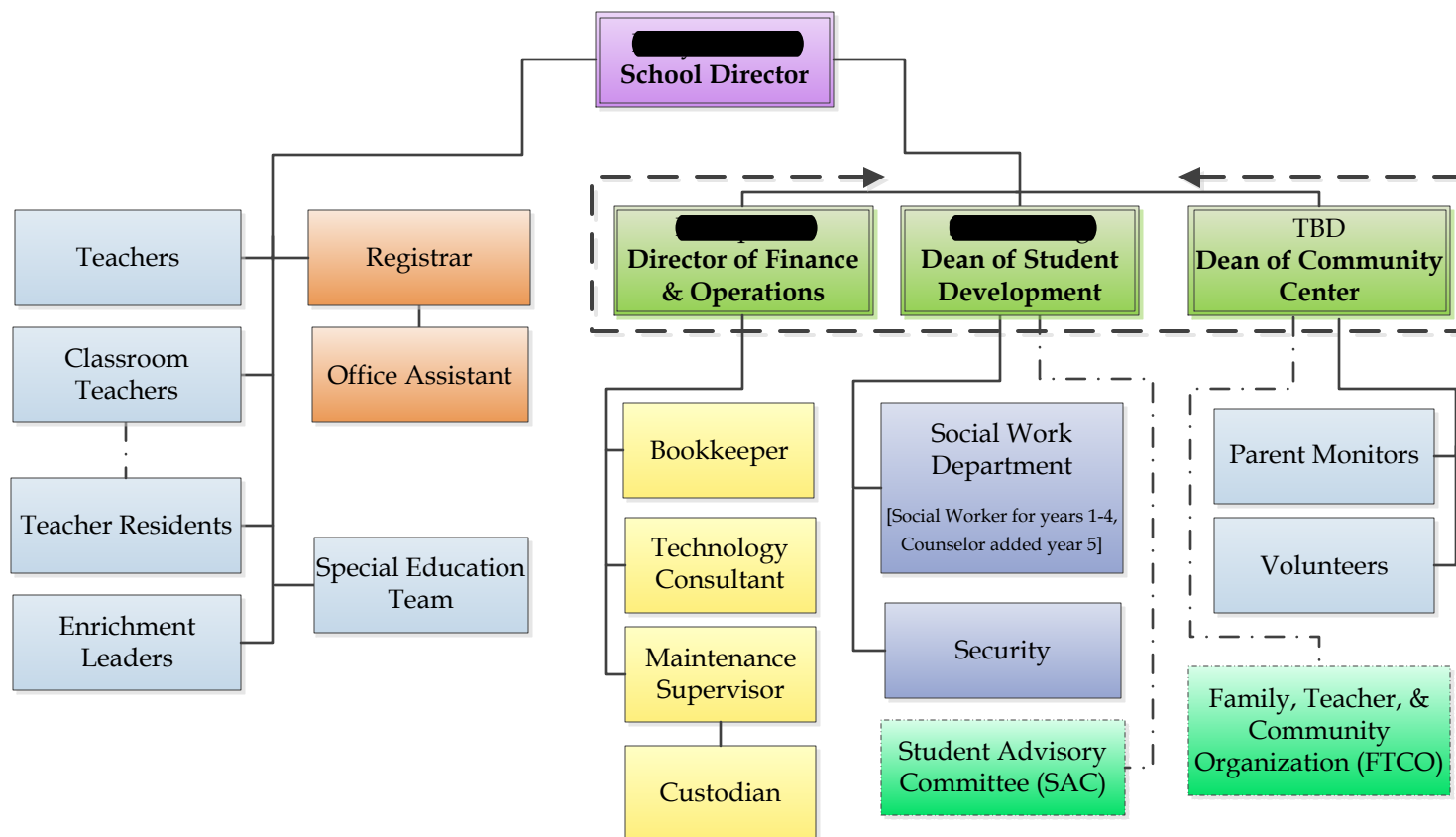
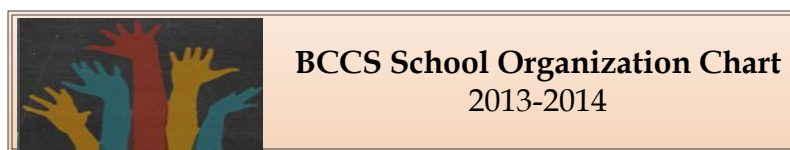
ISBE REQUIREMENTS	PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
Describe how the charter school will determine class size to remain in compliance with federal and state requirements. (23 IAC 226.730(a-c))			<div><input type="checkbox"/> Approved</div> <div><input type="checkbox"/> See below</div>

**BCCS Staffing Plan**

<b>Position</b>	Incubation	2014-15	2015-16	2016-17	2017-18	2018-19
School Director	0.5	1	1	1	1	1
Director of Finance & Operations	0.1	0.2	0.2	0.4	0.4	0.4
Dean of Student Development		1	1	1	1	1
Dean of Community Center		0.5	0.5	1	1	1
Teachers (classroom)		7	9	11	13	15
Enrichment Staff		3	3	3	3	5
Counselor/Social Worker		1	1	1	1	1
ESL Teachers		2	2	2	2	2
Special Ed Teachers (reimbursed)		2	2	3	4	4
Registrar	0.5	1	1	1	1	1
Office Assistant	0.5	1	1	1	1	1
Bookkeeper		0.5	1	1	1	1
Maintenance Supervisor		1	1	1	1	1
Custodian		1	1	1	1.5	1.5
Security		1	1	1	1	1



## Appendix DD - Section 2.5 - School Level Org Chart



## Appendix EE – Section 2.5 – Instructional and Non-Instructional Job Descriptions



### Classroom, Enrichment and Special Education Teachers

**Start Date:** Position (pending approval) - July 2014

**Location:** Chicago, IL

#### Be the Change Charter School Description

BCCS is a school community of teachers, families and students from diverse backgrounds and experiences who will learn how to work with each other in **peaceful** and equitable ways, discover their **voice** and the voices of others, and embrace their roles as **active** citizens of the world. Through an interdisciplinary learning approach, BCCS will graduate young people who are empathetic, resilient, and curious advocates, who will be empowered to make choices in their future academic and life endeavors.

#### BCCS is seeking Classroom, Enrichment and Special Education Teachers who:

- Believe in and supports the BCCS mission, vision and core values of Peace, Voice and Action and instructs students in accordance with those ideals
- Possess and consistently seeks out new learning of both content area knowledge and best practice instructional strategies
- Collaborate with peers to develop interdisciplinary units that are aligned both horizontally and vertically as well as aligned to Common Core State Standards
- Participate in IEP meetings, employs all necessary accommodations and modifications
- Differentiate learning to meet the needs of all students
- Establish and maintains standards of student behavior needed to achieve a functional learning atmosphere by modeling expected behaviors throughout the school building
- Participate in faculty committees and the sponsorship of student activities
- Evaluate students' academic and social growth, keeps appropriate records, and prepares progress reports
  - Maintains student portfolios
  - Develops and monitors student progress through teacher generated performance assessments
  - Designs classroom management programs aligned with Restorative Justice and Responsive Classroom
- Maintains continuous communication with parents through conferences, updated teacher webpages and other means to discuss students' progress and interpret the school program
- Creates an effective environment for learning through functional and attractive displays, updated teacher webpages, bulletin boards, and interest centers
- Promotes professional competence through attending in-house professional development, weekly collaborative grade level and school wide meetings, and seeks out external professional development to address own professional learning goals
- Supervises students in out-of-classroom activities during the school day
- Administers group standardized tests in accordance with state testing program

## Appendix EE – Section 2.5 – Instructional and Non-Instructional Job Descriptions



### **Social Worker/Counselor/Case Manager**

**Start Date:** Position (pending approval) - July 2014

**Location:** Chicago, IL

### **Be the Change Charter School Description**

BCCS is a school community of teachers, families and students from diverse backgrounds and experiences who will learn how to work with each other in **peaceful** and equitable ways, discover their **voice** and the voices of others, and embrace their roles as **active** citizens of the world. Through an interdisciplinary learning approach, BCCS will graduate young people who are empathetic, resilient, and curious advocates, who will be empowered to make choices in their future academic and life endeavors.

### **BCCS is seeking Social Worker/Counselor/Case Manager who:**

- Believes in and supports the BCCS mission, vision and core values of Peace, Voice and Action and guides students in accordance with those ideals
- Possesses and consistently seeks out new learning of both content area knowledge and best practice strategies
- Collaborates with BCCS classroom teachers to integrate social and emotional learning components to their daily lessons
- Facilitates and/or participates in IEP meetings
- Monitors the complete implementation of student IEPs; assists in the design of the student learning goals, ensures classroom teachers are capable of making all necessary modifications, and confirms completion of required minutes (e.g. speech, social work, pull out)
- Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom modeling expected behaviors throughout the school building
- Participates in faculty committees and the sponsorship of student activities
- Evaluates social and emotional learning program by analyzing student discipline data, reviewing surveys addressing issues concerning school climate and student, staff and family satisfaction
- Maintains continuous communication with parents through conferences, updated social work/counseling webpages and other means to discuss students' progress and interpret the school program
- Creates an effective environment for learning through functional and attractive displays, updated social work/ counseling webpages, and bulletin boards
- Promotes professional competence through attending in-house professional development, weekly collaborative grade level and school wide meetings, and seeks out external professional development to address own professional learning goals
- Supervises students in out-of-classroom activities during the school day
- Administers group standardized tests in accordance with state testing program

## **Appendix EE – Section 2.5 – Instructional and Non-Instructional Job Descriptions**



### **Parent Monitor**

**Start Date:** Position (pending approval) - July 2014

**Location:** Chicago, IL

### **Be the Change Charter School Description**

BCCS is a school community of teachers, families and students from diverse backgrounds and experiences who will learn how to work with each other in **peaceful** and equitable ways, discover their **voice** and the voices of others, and embrace their roles as **active** citizens of the world. Through an interdisciplinary learning approach, BCCS will graduate young people who are empathetic, resilient, and curious advocates, who will be empowered to make choices in their future academic and life endeavors.

### **BCCS is seeking BCCS Parent Monitors who:**

- Believes in and supports the BCCS mission, vision and core values of Peace, Voice and Action and guides students in accordance with those ideals
- Promotes academic success by consistently seeking out opportunities to further his/her own learning
- Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere by modeling expected behaviors throughout the school building
- Maintains visibility in the hallways, lunchroom and playground to promote a safe and positive environment
- Intervenes in student conflicts to prevent physical altercations and restore peace
- Assists teachers as needed (e.g. walking ill students to the main office)

## BCCS 2014-2015 Professional Development Calendar

<b>2014 Summer Institute</b>	
<b>Date</b>	<b>Content</b>
<b>July 21-25, 2014</b>  <b>Teacher Induction</b>	<p><i>New and Returning Teacher Induction: Developing School Culture - Mission, Vision, Core Values</i></p> <ul style="list-style-type: none"> <li>• Overview of our mission, vision and core values, school-wide team building</li> <li>• Building a climate and culture of peace: Restorative Justice practices</li> <li>• Understanding the power of voice</li> <li>• Taking meaningful action- Responsive Classroom training</li> <li>• Celebrating diversity</li> </ul> <p>The BCCS teacher evaluation policy and procedure: Danielson Framework for Teacher Evaluation</p> <p>Curriculum Development</p> <ul style="list-style-type: none"> <li>• Grade level teams meet to begin designing interdisciplinary units</li> <li>• Teachers develop year-long professional goals</li> <li>• Match mentors with new teachers</li> </ul>
<b>July 28- August 1, 2014</b>  <b>Teacher Induction</b>	<p><b>Week Two:</b> <i>New and Returning Teacher Induction: Designing our Curriculum in line with our Core Values</i></p> <ul style="list-style-type: none"> <li>• All-School content specific training, including but not limited to: interdisciplinary learning, balanced literacy, Everyday Mathematics, Sheltered Instruction</li> <li>• Grade level teams- designing interdisciplinary units</li> </ul>
<b>August 4-8, 2014</b>  <b>Professional Development</b>	<p><b>Week Three:</b> <i>Ensuring Alignment with Core Values and Vertically among the Grade Levels</i></p> <ul style="list-style-type: none"> <li>• Grade Level curriculum development</li> <li>• Continued work in designing interdisciplinary units- ensure alignment with core values: peace, voice and action</li> <li>• Critical Friends assessment of interdisciplinary units</li> </ul>
<b>August 11-15, 2014</b>  <b>Professional Development</b>	<p><b>Week Four:</b> <i>Getting Ready for the Students!</i></p> <ul style="list-style-type: none"> <li>• Continued grade level curriculum development</li> <li>• Revisit interdiscip</li> <li>• Classroom preparations- collaborate with mentor teachers to ensure learning space is conducive to academic learning and fosters a positive classroom culture</li> <li>• Friday celebration!</li> </ul>

## Appendix FF – Section 2.5 – PD Calendar

<b>School Wide Professional Development Days- Year One</b>	
<b>Date</b>	<b>Content</b>
<b>October 6, 2014</b>  <b>Professional Development</b>	<b>Critical Friends review of current Interdisciplinary Units</b> <ul style="list-style-type: none"> <li>• Student Performance Data</li> <li>• Horizontal Alignment</li> <li>• Common Core Alignment</li> <li>• Assessment</li> </ul>
<b>November 21, 2014</b>  <b>Teacher Institute</b>	<b>Records Day</b> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Trimester Grades</li> </ul>
<b>January 16, 2015</b>  <b>Professional Development</b>	<b>Critical Friends review of current Interdisciplinary Units- Assessing Vertical Alignment</b> <ul style="list-style-type: none"> <li>• Student Performance Data</li> <li>• Vertical Alignment</li> <li>• Common Core Alignment</li> <li>• Assessment</li> </ul>
<b>March 6, 2015</b>  <b>Teacher Institute</b>	<b>Records Day</b> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Trimester Grades</li> </ul>
<b>April 17, 2015</b>  <b>Professional Development</b>	<b>Critical Friends review of current Interdisciplinary Units</b> <ul style="list-style-type: none"> <li>• Student Performance Data</li> <li>• Horizontal/Vertical Alignment</li> <li>• Common Core Alignment</li> <li>• Assessment</li> </ul>
<b>June 5, 2015</b>  <b>Teacher Institute</b>	<b>Records Day</b> <ul style="list-style-type: none"> <li>• Final Grades</li> </ul>
<b>June 18-19, 2015</b>  <b>Professional Development</b>	<ul style="list-style-type: none"> <li>• End of the year reflection</li> <li>• Review Year Long Professional Goals</li> <li>• Analyze School Data</li> </ul>

## Appendix FF – Section 2.5 – PD Calendar

<b>Collaborative Meetings</b> <b>School Year 2014-2015</b> <i>School-wide after school Meetings: Mondays</i> <i>Kindergarten Grade Level Team Common Planning Meetings: Tuesdays</i> <i>1<sup>st</sup> Grade Team Common Planning Meetings: Wednesdays</i> <i>2<sup>nd</sup> Grade Team Common Planning Meetings: Thursdays</i>	
<b>Weeks of:</b>	<b>Content</b>
<b>September 8, 2014</b> <b>September 15, 2014</b> <b>September 22, 2014</b> <b>September 29, 2014</b>	Developing Interdisciplinary Units <ul style="list-style-type: none"> <li>• Grade Level Team Meetings- Horizontal Alignment</li> <li>• School Wide Meetings- Vertical Alignment</li> </ul>
<b>October 6, 2014</b> <b>October 13, 2014</b> <b>October 20, 2014</b> <b>October 27, 2014</b>	Developing and Analyzing Performance Assessments
<b>November 3, 2014</b> <b>November 10, 2014</b> <b>November 17, 2014</b> <b>November 24, 2014</b>	Analyzing Student Work
<b>December 1, 2014</b> <b>December 8, 2014</b> <b>December 15, 2014</b>	Responsive Classroom
<b>January 5, 2015</b> <b>January 12, 2015</b> <b>January 19, 2015</b> <b>January 26, 2015</b>	Understanding and utilizing Restorative Justice
<b>February 2, 2015</b> <b>February 9, 2015</b> <b>February 16, 2015</b> <b>February 23, 2015</b>	Analyzing Student Work
<b>March 2, 2015</b> <b>March 9, 2015</b> <b>March 16, 2015</b> <b>March 23, 2015</b>	Parent and Community Involvement
<b>April 6, 2015</b> <b>April 13, 2015</b> <b>April 20, 2015</b> <b>April 27, 2015</b>	Sheltered Instruction
<b>May 4, 2015</b> <b>May 11, 2015</b> <b>May 18, 2015</b> <b>May 25, 2015</b>	Reflecting on Interdisciplinary Units
<b>June 1, 2015</b> <b>June 8, 2015</b>	Analyzing year one data <ul style="list-style-type: none"> <li>• Grade Level Team Meetings</li> <li>• Student Portfolios</li> <li>• Student Performance Assessment Data</li> <li>• School Wide Meetings</li> <li>• Review Teacher Year-long Goal</li> </ul>

## Appendix GG – Section 2.5 – Teacher Evaluation Procedures

### BCCS Teacher Evaluation Process

1. Every BCCS teacher will be formally observed by the school director no less than twice each school year. The first of which is designed to concentrate focus upon certain domains of the Danielson Framework. The second of which will determine the teacher's overall rating for that school year.
2. The teacher and school director will meet for a "pre-observation conference" no more than two days before each formal observation. The purpose of this meeting is to discuss:
  - a. Danielson Domain 1: Planning and Preparation
    - Demonstrating Knowledge of Content and Pedagogy
    - Demonstrating Knowledge of Students
    - Setting Instructional Outcomes
    - Demonstrating Knowledge of Resources
    - Designing Coherent Instruction
    - Designing Student Assessments
  - b. Strengths and challenges the teacher foresees with his/her Instructional Practice (Danielson Domain 3).
  - c. If either or both of the two remaining Danielson Domains (Domain 2: Classroom Environment and Domain 4: Professional Responsibilities) will be evaluated for this evaluation.
3. Using the following rubric, the teacher's practice (Domain 3) will receive a rating of *distinguished*, *proficient*, *basic*, or *unsatisfactory*.

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Quality of Questions</b>	Teacher's questions are virtually all of poor quality, with low cognitive challenge and a single correct response. They are also asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid success. Only some invite a thoughtful response.	Most of teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<b>Discussion Techniques</b>	Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<b>Student Participation</b>	A few students dominate the discussion.	Teacher attempts to engage students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

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4. Following each formal observation the teacher and school director will meet for a debriefing session no more than two days later.
5. Teachers' overall rating will derive from three areas:
  - a. Teacher Practice - Formal observations will be held at least twice a year by the School Director. Evaluations and subsequent informal observations by the School Leadership. (75%)



## Appendix GG – Section 2.5 – Teacher Evaluation Procedures

- b. Student Growth - BOY and EOY NWEA and teacher generated performance tasks (15%)
  - c. Teacher Portfolio - staff generated rubric, based on professional learning goals, evidence of professional growth and commitment to our mission, vision and core values: peace, voice, and action (10%)
6. Regardless of the teacher's rating, all will be required to write a Plan for Improvement to be submitted to the School Director no less than two weeks following the debriefing session. This plan will become a part of that teacher's professional learning portfolio.

### Process for Improving Practice of and/or Removing Ineffective Teachers

1. Following the second formal observation, teachers who receive less than an average *proficient* rating in all of the domains must meet with the school director to collaboratively develop a 90 day plan for improvement. The focus of that plan will be on the domains most in need of improvement, a detailed schedule of coaching by the School Director and mentor teacher(s), and internal/external resources the teacher will utilize to improve his/her practice concerning that domain.
  - a. A scheduled, weekly re-evaluation will occur during that 90 day period
  - b. Each re-evaluation will be followed with a debriefing session between the teacher and school director; again discussing the domain and the School Director's plan for continued coaching.
2. If it is determined by the school director that the teacher has not shown adequate growth a 45 day "Intensive Improvement Plan" will be developed by the school director; coupled with continued weekly observations and debriefings.
  - a. Another re-evaluation will follow the 45 day period
  - b. The school director will again rate the teacher based on his/her growth toward meeting the goals set in the "Intensive Improvement Plan"
3. If it is determined by the school director that the teacher has again failed to improve his/her practice as described in the "Intensive Improvement Plan", the school director will present a written report documenting the findings of both improvement plans to the Governing Board. The teacher will be invited to present his/her case to the Board.
4. With a majority vote and within 10 days, the school board must vote to either remove the teacher or refuse to extend a contract for the following school year.
5. If the teacher does not appeal the decision within 20 days, the discharge takes effect.

## Appendix II – Section 3.1 – Operations Staff Job Descriptions



### Maintenance Supervisor

**Start Date:** Position (pending approval) - July 2014

**Location:** Chicago, IL

### Be the Change Charter School Description

BCCS is a school community of teachers, families and students from diverse backgrounds and experiences who will learn how to work with each other in **peaceful** and equitable ways, discover their **voice** and the voices of others, and embrace their roles as **active** citizens of the world. Through an interdisciplinary learning approach, BCCS will graduate young people who are empathetic, resilient, and curious advocates, who will be empowered to make choices in their future academic and life endeavors.

BCCS is seeking a Maintenance Supervisor to contribute to the creation of this exceptional school.

### Maintenance Supervisor Job Profile

The Maintenance Supervisor will provide hands-on involvement, technical guidance and leadership to ensure a well-managed maintenance operation at BCCS. The Position will ensure that all maintenance tasks are completed according to highest technical training. The Position will oversee and conduct cleaning of facility, repairs and preventive maintenance. The Maintenance Supervisor will also oversee the maintenance supply budget, schedule vendors who come on-site to do specialized work, and evaluate potential new equipment or supplies for the building. The Position will apply and use green cleaning techniques as available. BCCS will require the Maintenance Supervisor to make sure building security issues are addressed on a timely and proactive basis and that the Position addresses and reports any safety issues to Security and the Director of Finance and Operations. The Position will work with the teachers and students to make sure they know their role in recycling, handling equipment to prolong its usefulness and in keeping the building clean, safe and sanitized.

### Qualifications

- A degree from a vocational school or an associate degree.
- Five or more years of experience as a supervisor or primary maintenance person for a building.
- Work well with hands and have the skills necessary to make and oversee general repairs to school equipment and furnishings.
- Able to lift up to 50lbs.
- Honest, dependable and flexible.
- Attention to detail and ability to solve problems quickly.
- Able to demonstrate great concern for others.
- Able to communicate well, cooperate with others and capable of tolerating stress.
- Must be able to manage time and prioritize tasks.
- Must be willing to instruct and guide teachers and students in their role to help maintain a well-functioning maintenance plan at BCCS.

### Responsibilities

- Ensure the maintenance activities at BCCS are properly carried out
- Ensure clean classrooms, hallways, offices, restrooms and common areas
- Maintaining and upholding the quality standards of BCCS
- Maintain records of all cleaning activities and required inspections
- Ensure proper delegation of maintenance and custodial tasks
- Recruit custodial staff as needed
- Intersect with other departments to assure a well-functioning maintenance program
- Comply with all safety norms for a school
- Delegate tasks to the custodian and assure timely completion of the same
- Managing the procurement and inventory of all maintenance and custodial equipment
- File timely purchase orders with the Payroll and GL Specialist
- Serve as additional eyes for security and work with the security team to ensure security of the building occupants.

## Appendix II – Section 3.1 – Operations Staff Job Descriptions

### Custodian

#### Start Date:

(Pending approval) - August 2014

**Location:** Chicago, IL



### Be the Change Charter School Description

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BCCS is seeking a Custodian to contribute to the creation of this exceptional school.

### Custodian Role Description

The Custodian works to keep the facility and grounds clean and safe. The Custodian is a full-time employee who works directly cleaning using soaps, chemicals, waxes and the use of various machines. The Custodian's work is supervised directly by the Maintenance Supervisor. The custodian assists the school function by maintaining a clean facility and by demonstrating for teachers and students the best ways for them to help keep the facility clean, sanitized and encourages their participation in recycling and the other efforts of the BCCS Maintenance Plan.

### Qualifications and Characteristics

- Two years of experience as a custodian or maintenance worker
- Physical ability to perform his/her job duties including lifting up to 50 lbs.
- High school diploma and ability to read and write in English.
- The Custodian must be able to follow directions and perform work duties with limited supervision.
- The Maintenance Supervisor will train the Custodian to use the equipment that they have available and he/she must be able to operate the equipment on their own doing the job function required.
- Must be reliable and honest

### Responsibilities

- Custodian normally has their work assigned by the Maintenance Supervisor.
- Custodian cleans particular areas.
- Custodian does maintenance work on equipment when needed.
- Custodian assignments will include the following tasks: clean floors, windows, fixtures, stairs, restrooms and doors. The cleaning process is normally done with brooms, mops, brushes and cleaning cloths. The Custodian usually will need to use cleaning supplies and some of may have harsh chemical compounds that need the Custodian to take caution.
- The Custodian will need to use various machines such as buffer, vacuum cleaners, carpet machine, etc.
- The Custodian must know the regulations on safety measures when using harsh cleaners on the floors and other areas. Combining chemicals can be harmful as they could explode, breathing some chemicals is dangerous to the lungs and a mask needs to be worn. Other chemicals can be harmful to your hands so you might need to wear safety gloves. The Custodian must be able to recognize cleaning agents and the chemicals that they are made from. The ability to read is very important because all these chemicals give warning plus what to do in case of an emergency.
- The Custodian performs routine maintenance items like replacing light bulbs.
- The Custodian takes out the trash, moves furniture around and does various other jobs.
- The Custodian must take care of all restrooms making sure that they are kept clean during the day.
- The Custodian is expected to clean up messes on the spot that students create.
- The Custodian will buff and wax floors, vacuum the floors, dust desks and other areas including office cleaning.

## **Appendix II – Section 3.1 – Operations Staff Job Descriptions**

- The Custodian will also clean the windows and doors if needed.
- The Custodian may need to do some repair like replace door knobs, spot removal etc.
- The Custodian will clean the hallways and stairways
- The Custodian will keep an eye out for safety or security issues and report these to the Maintenance Supervisor.

## Appendix II – Section 3.1 – Operations Staff Job Descriptions

### BCCS – Registrar

**Start Date:** January 2014

**Location:** Chicago, IL



### Be the Change Charter School Description

BCCS is a K-8 school community of teachers, families and students from diverse backgrounds and experiences who will learn how to work with each other in **peaceful** and equitable ways, discover their **voice** and the voices of others, and embrace their roles as **active** citizens of the world. Through a rigorous interdisciplinary learning approach, BCCS will graduate young people who are empathetic, resilient, and curious advocates, who will be empowered to make choices in their future academic and life endeavors. BCCS's interdisciplinary approach to teaching and learning engages students in study of real-world problems and questions through the lens of multiple disciplines, the integration of which leads to new insights and deeper knowledge. We believe an interdisciplinary approach reflects the true complexity of issues; as Carole Palmer writes, "The real-world research problems that scientists address rarely arise within orderly disciplinary categories, and neither do their solutions."

### Registrar Role Description

The Registrar will be primarily responsible to maintain information on students and for keeping records on students and parents. The Registrar will be involved with recruiting students to BCCS and will maintain accurate information from first contact to enrollment. Once students and families are enrolled, the Registrar will maintain records of student enrollment, attendance, educational and behavioral performance and maintain records on lunch program participation. The Registrar will be responsible for maintaining such information in CPS' Impact Student Information System. The Registrar will be the primary student information specialists at BCCS.

### Qualifications and Characteristics

- Bachelor's degree from an accredited institution
- Attention to detail and detail oriented
- Organized
- Able to work without supervision
- Experience using data bases such as Impact
- Three or more years of experience working in charter schools or similar position with strong relationships with students' families
- A fervent commitment to the mission, vision, philosophy and core values of the school.
- Ability to work weekends during work-up to annual lottery
- Ability to work to deadlines
- Ability to manage stress
- Courteous and responsive

### Responsibilities

- Maintain complete records on all recruits and students
- Maintain a procedure for updating student records and for maintaining student confidentiality
- Interface with teachers, Director and parents

## Appendix II – Section 3.1 – Operations Staff Job Descriptions

**BCCS – Bookkeeper**

**Start Date:** July 2014

**Location:** Chicago, IL



### **Be the Change Charter School Description**

BCCS is a K-8 school community of teachers, families and students from diverse backgrounds and experiences who will learn how to work with each other in **peaceful** and equitable ways, discover their **voice** and the voices of others, and embrace their roles as **active** citizens of the world. Through a rigorous interdisciplinary learning approach, BCCS will graduate young people who are empathetic, resilient, and curious advocates, who will be empowered to make choices in their future academic and life endeavors. BCCS's interdisciplinary approach to teaching and learning engages students in study of real-world problems and questions through the lens of multiple disciplines, the integration of which leads to new insights and deeper knowledge. We believe an interdisciplinary approach reflects the true complexity of issues; as Carole Palmer writes, "The real-world research problems that scientists address rarely arise within orderly disciplinary categories, and neither do their solutions."

### **Role Description**

The Bookkeeper will function as the primary record keeper for BCCS. The position will process payroll and, on approval, journalize entries into the Quickbooks Accounting System. The Position will also journalize approved transactions into Quickbooks and prepare checks according to the BCCS Financial Policies for signature. The Office Assistant will mail all checks. Any revenues received by check or cash will also be journalized by the Bookkeeper with counter signature by the Office Assistant. At the end of every month, the monthly close procedure will be followed and all closing journal entries and bank reconciliations will be approved by the Director of Finance and Operations. This position will report directly to the Director of Finance and Operations.

### **Qualifications and Characteristics**

- Bachelor's degree from an accredited institution
- Three or more years of experience working with Quickbooks or with a comparable accounting software
- Experience processing payroll through ADP
- An understanding of GAAP Accounting principles
- An understanding of urban public schools or social service agencies and their compliance requirements
- Excellent record keeping and ability to backup each journal entry made to Quickbooks
- Honesty
- Ability to work efficiently
- Desire to share knowledge with other staff as required and to train others in following the established BCCS financial policies and procedures
- A commitment to the mission, vision, philosophy and core values of the school.

### **Responsibilities**

- Maintain records of financial transactions using Excel, adding machine and Quickbooks
- Verify, allocate, and post details of business transactions to subsidiary accounts in journals or computer files from documents, such as sales slips, invoices, receipts, check stubs, and computer printouts.
- Maintain an alphabetical by vendor A/P file.
- Maintain contact information for each vendor and bank account.
- Maintain bank reconciliations by date.
- Reconcile and balance accounts
- Compile reports to show statistics, such as cash receipts and expenditures, accounts payable and receivable, profit and loss, and other items pertinent to operation of BCCS.
- Track, collect and deposit student fees.
- Compute, type, and mail statements to parents for any uncollected student fees.

## **Appendix II – Section 3.1 – Operations Staff Job Descriptions**

- Prepare Expenditure Tracking Ledger for CPS on a monthly basis.
- Maintain files for insurance policies, contracts, leases, audits, articles of incorporation and any other documents required by the BCCS CPS Charter Agreement.
- Calculate employee wages from school records or time cards and prepare checks for payment of wages
- Prepare withholding, Social Security, pension payments and other tax reports.
- Process all required finger-print criminal background checks and sex-offender checks before teachers meet with students.
- Review other employee compliance requirements with Director to ensure each teacher and staff have signed their requisite forms and have the requisite training to teach students.
- Collect all certifications and documentation required for personnel files.
- Perform all benefits orientations, manage benefits transactions and participate in recruiting and on-boarding new staff.
- Enroll staff in all their benefits and maintain enrollment roster as staff terminate or hire on
- Follow payroll, A/P, cash receipt, credit card and other procedures as outlined in the BCCS Financial Policies and Procedures manual; suggest changes as needed.

## Appendix II – Section 3.1 – Operations Staff Job Descriptions

BCCS – Office Assistant

Start Date: July 2014

Location: Chicago, IL



### Be the Change Charter School Description

BCCS is a K-8 school community of teachers, families and students from diverse backgrounds and experiences who will learn how to work with each other in **peaceful** and equitable ways, discover their **voice** and the voices of others, and embrace their roles as **active** citizens of the world. Through a rigorous interdisciplinary learning approach, BCCS will graduate young people who are empathetic, resilient, and curious advocates, who will be empowered to make choices in their future academic and life endeavors. BCCS's interdisciplinary approach to teaching and learning engages students in study of real-world problems and questions through the lens of multiple disciplines, the integration of which leads to new insights and deeper knowledge. We believe an interdisciplinary approach reflects the true complexity of issues; as Carole Palmer writes, "The real-world research problems that scientists address rarely arise within orderly disciplinary categories, and neither do their solutions."

### Role Description

The Office Assistant greets students, parents and visitors, answers phones and provides administrative, secretarial and clerical support to others in the office to maintain an efficient office environment. This position reports to the Registrar and is responsible for assisting the Registrar with student files as needed. This Position is usually the first interface many will have with BCCS and as such the person holding this position will need to embody the values and vision of BCCS.

### Qualifications and Characteristics

- High School Diploma or equivalent; business college training an advantage
- Prefer three or more years of experience working in a fast paced office environment, though this can also be entry level position
- Competent computer skills including MS Office or equivalent
- Internet skills including use of e-mails, group messaging and data collection
  - Numeracy and literacy skills
  - Organization and planning skills
  - Verbal and written communication skills
  - Problem solving ability
- Excellent record keeping and organizational skills
- Accuracy and attention to detail
- Honesty and reliability
- Experience organizing several priorities while meeting deadlines
  - Experience communicating with staff from all levels within an organization and with students, parents and visitors.
  - Flexibility, teamwork and willingness to fill in where needed while keeping charge of primary responsibilities
  - An understanding of urban public schools or social service agencies and their compliance requirements
  - Open to training and development opportunities
  - A commitment to the mission, vision, philosophy and core values of the school.

### Responsibilities

- Answer phones and transfer to the appropriate staff member
- Take and distribute accurate messages
- Greet public and clients and direct them to the correct staff member
- Coordinate messenger and courier service
- Receive, sort and distribute incoming mail
- Monitor incoming emails and answer or forward as required



## **Appendix II – Section 3.1 – Operations Staff Job Descriptions**

- Prepare outgoing mail for distribution
- Fax, scan and copy documents
- Maintain office filing and storage systems
- Update and maintain databases such as mailing lists, contact lists and client information
- Retrieve information when requested
- Update and maintain internal staff contact lists
- Co-ordinate and maintain staff administrative records such as staff parking, staff phones, petty cash and company credit cards
- Type documents, reports and correspondence
- Organize travel arrangements for staff
- Co-ordinate and organize appointments and meetings
- Assist with event planning and implementation
- Monitor and maintain office supplies
- Ensure office equipment is properly maintained and serviced
- Perform work related errands as requested such as going to the post office and bank
- Keep office area clean and tidy
- Assist Registrar as requested

## Appendix II – Section 3.1 – Operations Staff Job Descriptions

BCCS – Security Officer

Start Date: July 2014

Location: Chicago, IL



### Be the Change Charter School Description

BCCS is a K-8 school community of teachers, families and students from diverse backgrounds and experiences who will learn how to work with each other in **peaceful** and equitable ways, discover their **voice** and the voices of others, and embrace their roles as **active** citizens of the world. Through a rigorous interdisciplinary learning approach, BCCS will graduate young people who are empathetic, resilient, and curious advocates, who will be empowered to make choices in their future academic and life endeavors. BCCS's interdisciplinary approach to teaching and learning engages students in study of real-world problems and questions through the lens of multiple disciplines, the integration of which leads to new insights and deeper knowledge. We believe an interdisciplinary approach reflects the true complexity of issues; as Carole Palmer writes, "The real-world research problems that scientists address rarely arise within orderly disciplinary categories, and neither do their solutions."

### Role Description

The Security Officer maintains security and safety of the people and property on the BCCS campus by patrolling areas on foot, using monitoring devices, and working with BCCS staff to enforce BCCS rules and regulations. If a serious crime is committed, the Position will generally need to call in a higher authority for an arrest to be made. The Security Officer is also responsible for making sure that laws are being followed, such as smoking regulations and preventing truancy. Basic duties require good communication skills, including assisting others in the workplace; patrol and monitor of assigned areas; maintaining order, safety and security; assuring student compliance with school and district policies and regulations. These duties are done with respect for the student and the principles of BCCS.

### Qualifications and Characteristics

- A high school diploma required; an associate's degree in criminal justice preferred.
- One year experience in police or security field; OR, Any equivalent combination of experience and/or education from which comparable knowledge, skills and abilities have been achieved.
- Knowledge of basic security and fire inspection procedures.
- Skill in both verbal and written communication.
- Skill in observing situations and decision making.
- Skill in dealing courteously with public.

### Responsibilities

- Perform a variety of complex and basic duties requiring good communication skills, including assisting others in the workplace; patrol and monitor of assigned areas; maintaining order, safety and security; assuring student compliance with school and District policies and regulations.
- Unlock doors and school facilities;
- Monitor lunch areas, walkways, restrooms and parking lots;
- Observe students during passing periods between classes, lunch and break periods; and assure timely return of students to class.
- Respond to calls regarding classroom disturbances, behavior problems or related situations; escort students to office for disciplinary action; and prepare incident reports.
- Utilize good communication skills to prevent student conflicts and fights according to established guidelines and intervene as necessary; advise students of consequences if rules are violated.
- Enforce school and District rules, regulations and policies for the safety and security of students, staff and property;
- Report unusual activities or unauthorized persons on campus to appropriate personnel.
- Prevent illegal parking and loitering on school grounds according to established procedures;
- Check vehicles for appropriate parking stickers.
- Assist in the investigation of illegal activities; search backpacks, cars and lockers for alcohol, weapons, drugs, drug paraphernalia and related items according to established procedures and district policies.

## **Appendix II – Section 3.1 – Operations Staff Job Descriptions**

- Maintain positive relationships with students, parents, staff, and community; communicate with students and staff to provide and receive information regarding school activities.
- Operate a two-way radio to communicate with school office and other security personnel and supports.
- Administer first aid as necessary; prepare related reports.
- Patrol assigned areas on foot, checking for fires, vandalism, suspicious activity or persons or safety/fire hazards.
- Investigate and/or reports hazards, unusual or suspicious circumstances to campus police unit for correction or follow-up actions; maintains contact with campus police.
- Check doors and windows of buildings to ensure they are tightly closed and locked; notes in written log any unlocked doors/windows; submits information to supervisor.
- Observe activity and traffic in assigned area to enforce university rules/regulations; alerts visitors of infractions.
- Assist any persons in building or on grounds needing directions or campus information.
- Escort people/property to desired destination when monies, documents or safety of property or persons are a concern.
- Respond to alarms and dispatched calls; decides what actions to take based on situation, facts known and position limitations.
- Decide when incident requires written report; decides which report form to use and submits to supervisor.
- Unlock buildings/doors after checking identification and compliance with university policies.
- May assist law enforcement officers with crowd control and surveillance at large public events.
- Responsible for running the required fire drills during each school year.
- Participate on Safety and Security Committees as required.
- Maintain familiarity and involvement with safety and security policies as they are developed and implemented.
- Maintain a relationship with local law enforcement

## Appendix JJ – Section 3.1 - Student Application



### Student Application

#### Guidelines:

- All applicants must provide proof of Chicago residency
- The BCCS lottery will be held on April 25, 2014
- All students applying for Kindergarten must be 5 years old on or before September 1, 2014
- Please return the completed application to the **BCCS Main Office by March 26, 2014**

<b>Student Information</b>
----------------------------

Student Name \_\_\_\_\_

Street Address \_\_\_\_\_ City/State \_\_\_\_\_ Zip \_\_\_\_\_

Mailing address (if different) \_\_\_\_\_

Home Phone \_\_\_\_\_ Birth Date \_\_\_\_\_ Age on Aug.1, 2014 \_\_\_\_\_

Grade Placement for 2014-15: \_\_\_\_\_ Gender: Male \_\_\_ Female \_\_\_

Please list the name(s) of any siblings also applying

Name:
-------

Grade Level:
--------------

Name:
-------

Grade Level:
--------------

Name:
-------

Grade Level:
--------------

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

## Appendix KK – Section 3.1 – Registration Form

### BE THE CHANGE CHARTER SCHOOL 2014-2015 REGISTRATION FORM



#### Student Information

Student Name \_\_\_\_\_ Social Security # \_\_\_\_\_

Street Address \_\_\_\_\_ City/State \_\_\_\_\_ Zip \_\_\_\_\_

Mailing address (if different) \_\_\_\_\_

Home Phone \_\_\_\_\_ Birth Date \_\_\_\_\_ Age on Aug.1, 2014 \_\_\_\_\_

Grade Placement for 2014-15: \_\_\_\_\_ Gender: Male \_\_\_ Female \_\_\_

Ethnicity (Circle One): Hispanic or Latino American Indian/Alaska Native Asian Black/African American  
Native Hawaiian/Other Pacific Islander White

Has your child been determined eligible for: (X any that apply) Special Education services \_\_\_\_\_ Speech services \_\_\_\_\_ 504 Plan \_\_\_\_\_  
ELL services \_\_\_\_\_?

#### New Student Information

Previous School \_\_\_\_\_ Previous Grade \_\_\_\_\_

Address \_\_\_\_\_ City/State \_\_\_\_\_ Zip \_\_\_\_\_

#### Health Information

List all medications your child takes: \_\_\_\_\_

List any disabilities your child has: \_\_\_\_\_

Does your child wear glasses? \_\_\_\_\_

List any illnesses or medical conditions that we should be aware of: \_\_\_\_\_

Student's Doctor: \_\_\_\_\_ Phone Number \_\_\_\_\_

#### Parents/Guardian Information

Parent/Guardian	Parent/Guardian
Name _____	Name _____
Employer _____	Employer _____
Work Phone _____	Work Phone _____
Cell Phone _____	Cell Phone _____
Email _____	Email _____

Student currently lives with \_\_\_\_\_

## Appendix KK – Section 3.1 – Registration Form

### Home Language Survey

Student's Birthplace \_\_\_\_\_  
Country City State

Student's Primary Language: \_\_\_\_\_ Another Language (please specify) \_\_\_\_\_

English Language Learners (ELL) services assessment (please check one):

- € 1. Only English spoken/understood
- € 2. Mostly only English spoken/understood
- € 3. English and another language spoken/understood
- € 4. Some English spoken/understood
- € 5. No English spoken/understood

*If you checked 2-5, please fill in the following information:*

What language(s) does the student speak most often at home? \_\_\_\_\_

What language(s) does the student read? \_\_\_\_\_

What language(s) does the student write? \_\_\_\_\_

### Additional Information

In case of emergency, if parents cannot be reached, who should be called?

Name \_\_\_\_\_ Relationship \_\_\_\_\_ Phone Number \_\_\_\_\_

Name \_\_\_\_\_ Relationship \_\_\_\_\_ Phone Number \_\_\_\_\_

Name \_\_\_\_\_ Relationship \_\_\_\_\_ Phone Number \_\_\_\_\_

Please list names and ages of children in your home.

\_\_\_\_\_  
\_\_\_\_\_

### Travel Information

Is your child a: (Circle One)

Walker

Car Pickup

CTA Bus Rider

Please list the names of the **ADULTS** that you authorize permission to pick up your child. **ANYONE NOT LISTED ON THIS FORM WILL NOT BE ALLOWED TO PICK UP YOUR CHILD.**

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_ 6. \_\_\_\_\_

I give permission for my child's photo to appear in publications for our school: Yes or No

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

## **Appendix LL – Section 3.1 – Transportation Plan**

### **BCCS TRANSPORTATION PLAN**

Be the Change Charter School is proposed as a neighborhood school. As such, we anticipate drawing the vast majority of our students from the diverse neighborhoods of McKinley Park, Bridgeport, Pilsen, Armour Square, and Bronzeville.

Students attending this neighborhood school are expected to self-transport, which includes walking to school, or, if their families choose, taking public transportation or getting dropped off. We are working to ensure that the school is centrally located for families residing in this community, and with access to public transportation. The sites under consideration are each located on low traffic or residential streets and safe turnaround areas for drop-off points.

In addition, BCCS will facilitate making arrival to and departure from school safe and convenient for students: for example, we will open the doors of the school 30 minutes before school begins so students can eat breakfast and wait inside rather than outside in inclement weather. To ensure the safety of our students, we will have staff members, parent monitors, and parent volunteers on post to receive students safely into the school and at dismissal. As a school committed to being a Community Center, the school will also be open after school hours in Year 3 for after-school programming, workshops for parents and community, and so on.

The Illinois Parent/Guardian Pupil Transportation Program (as established in 105 ILCS 5/29-5.2), which reimburses parents or guardians of eligible students for qualified transportation expenses, will be presented as another opportunity for our parents as appropriate. This program is available for families who live more than 1.5 miles from the school or who have a verified safety hazard. It is our desire that transportation not be a burden or barrier for any BCCS parent or guardian.

#### **Students with Disabilities**

When a student's disability impacts his/her ability to self-transport, eligibility for transportation should be considered and indicated in Section 15 of the IEP. Examples of impact may include but are not limited to: sensory issues such as hearing loss and vision loss, physical issues that include use of a wheelchair, limited endurance including seizures, significantly reduced intellectual development, and social/emotional issues such as an inability to distinguish safe and unsafe situations.

CPS will provide bus service for all students ages 3 to 21 with an IEP that requires transportation as a necessary service and will abide by the following regulations:

1. Arrival and departure times that ensure a full instructional day comparable to that of the regular education students. Any deviation must be based upon the individual needs of the child and reflected in the child's IEP.
2. Every effort should be made to limit the child's total travel time to not more than one hour each way.
3. The special transportation shall be scheduled in such a way that the child's health and ability to relate to the educational experience are not adversely affected.
4. Vehicles utilized for special transportation shall be adapted to the specific needs of the children.

## **Appendix LL – Section 3.1 – Transportation Plan**

5. Personnel responsible for special transportation shall be given training experiences which will enable them to understand and appropriately relate to children with disabilities.

**Homeless Students.** We will work closely with families of homeless students to ensure they are able to remain in our school as they are allowed to do under the law. The Social Worker will work with these students and families on a case-by-case basis to arrive at the best transportation method for their circumstances, including the use of CTA cards for students and for parents of students aged 12 and under.

In order to ensure that the Social Worker/Counselor is aware of any changing developments with students' living situations, s/he will meet weekly with grade level chairs, where changes in student needs will be a standing agenda item.



INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: DEC 05 2011

BE THE CHANGE CHARTER SCHOOL



Employer Identification Number:

45-2716919

DLN:

17053252370011

Contact Person:

ERIC KAYE

ID# 31612

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(ii)

Form 990 Required:

Yes

Effective Date of Exemption:

August 9, 2011

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

BE THE CHANGE CHARTER SCHOOL

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in dark ink, appearing to read "Lois G. Lerner". The signature is fluid and cursive, with the first name "Lois" being more prominent.

Lois G. Lerner  
Director, Exempt Organizations

Enclosure: Publication 4221-PC

FORM **NFP 102.10**  
**ARTICLES OF INCORPORATION**  
General Not For Profit Corporation Act  
File # **68051649**  
Filing Fee: \$50  
Approved By: CLD  
**FILED**  
**AUG 09 2011**  
Jesse White  
Secretary of State

**APPENDIX NN - Section 3.2 - ARTICLES OF INCORPORATION**

**Article 1.**

Corporate Name: BE THE CHANGE CHARTER SCHOOL

**Article 2.**

Registered Agent: [REDACTED]

Registered Office: [REDACTED]

[REDACTED] [REDACTED] COOK COUNTY

**Article 3.**

The first Board of Directors shall be 3 in number, their Names and Addresses being as follows

[REDACTED]

[REDACTED]

[REDACTED]

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

Charitable.

Educational.

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

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

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

**Article 5. Name & Address of Incorporator**

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

[REDACTED]  
Name  
Dated AUGUST 09, 2011  
Month & Day Year

[REDACTED]  
Street  
CHICAGO, IL 60607  
City, State, ZIP

**ARTICLES OF AMENDMENT**

General Not For Profit Corporation Act

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

Remit payment in the form of a  
check or money order payable  
to Secretary of State.

File # \_\_\_\_\_ Filing Fee: \$25 Approved: \_\_\_\_\_

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

1. Corporate Name **(See Note 1 on back.)**: Be the Change Charter School

2. Manner of Adoption of Amendment:

The following amendment to the Articles of Incorporation was adopted on August 12 2011 in the man-  
ner indicated below (check one only): Month, Day & Year

☐ By affirmative vote of a majority of the directors in office, at a meeting of the board of directors, in accordance with Section 110.15. **(See Note 2 on back.)**

☒ By written consent, signed by all the directors in office, in compliance with Sections 110.15 and 108.45. **(See Note 3 on back.)**

☐ By members at a meeting of members entitled to vote by the affirmative vote of the members having not less than the minimum number of votes necessary to adopt such amendment, as provided by this Act, the Articles of Incorporation or the bylaws, in accordance with Section 110.20. **(See Note 4 on back.)**

☐ By written consent signed by members entitled to vote having not less than the minimum number of votes necessary to adopt such amendment, as provided by this Act, the Articles of Incorporation, or the bylaws, in compliance with Sections 107.10 and 110.20. **(See Note 5 on back.)**

3. Text of Amendment:

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

\_\_\_\_\_  
New Name

(b.) All amendments other than name change.

If the amendment affects the corporate purpose, the amended purpose is required to be set forth in its entirety. If there is not sufficient space to add the full text of the amendment, attach additional sheets of this size.

(See attached)

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

**All signatures must be in BLACK INK.**

Dated \_\_\_\_\_, \_\_\_\_\_  
Month & Day Year Exact Name of Corporation




\_\_\_\_\_  
Any Authorized Officer's Signature

\_\_\_\_\_  
Name and Title (type or print)

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

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

Dated August 15, 2011  
Month & Day Year

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

#### NOTES

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

Member approval may be:

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

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

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

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



## **Attachment to Articles of Amendment for Be the Change Charter School**

### **ARTICLE 4: Purpose**

This Corporation is organized and shall at all times be operated exclusively for charitable, literary, scientific or educational purposes, within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding future provision of any future United States internal revenue law) (the "Code"), including, without limitation, to fund and operate a Charter School pursuant to the Illinois Charter Schools Law, 105 ILCS 5/27A-I et seq.

### **ARTICLE 5 : Limitations of Corporate Authority**

A. The Corporation is organized and operated exclusively for charitable and educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future federal tax code, and not in any way for the benefit of private management companies or service providers.

B. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 4 above.

C. The Board of Directors shall not delegate its responsibility and ultimate accountability for the Corporation's operations to any external management companies should the services of such companies become required.

D. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements concerning), any political campaign on behalf of any candidate for public office.

E. Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future United States Internal Revenue law.

F. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any assets not so disposed of shall be disposed of by the Court of general jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

## Appendix OO – Section 3.2 - Governing Board Calendar

~ January 2014 ~						
◀ Dec 2013						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 Education Committee Meeting	3	4
5	6	7	8 Governing Board Meeting	9	10	11
12	13	14	15	16 External Relations & Development Committee (ERD) Meeting	17	18 BCCS Annual Governance Retreat
19	20 Finance Committee Meeting	21	22	23	24	25
26	27	28	29	30	31	

~ February 2014 ~						
◀ Jan 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6 Education Committee Meeting	7	8
9	10	11	12 Governing Board Meeting	13	14	15
16	17	18	19	20 ERD Committee Meeting	21	22
23	24 Finance Committee Meeting	25	26	27	28	

◀ Feb 2014 ~ March 2014 ~ Apr 2014 ▶						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6 Education Committee Meeting	7	8
9	10	11	12 Governing Board Meeting	13	14	15
16	17	18	19	20 ERD Committee Meeting	21	22
23	24 Finance Committee Meeting	25	26	27	28	29
30	31					

◀ Mar 2014 ~ April 2014 ~ May 2014 ▶						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3 Education Committee Meeting	4	5
6	7	8	9 Governing Board Meeting (Annual Meeting)	10	11	12 Board Orientation Training
13	14	15	16	17 ERD Committee Meeting	18	19
20	21 Finance Committee Meeting	22	23	24	25	26
27	28	29	30			



~ May 2014 ~						
◀ Apr 2014						Jun 2014 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Education Committee Meeting	2	3
4	5	6	7	8	9	10
11	12	13	14 Governing Board Meeting	15	16	17
18	19	20	21	22 ERD Committee Meeting	23	24
25	26 Finance Committee Meeting	27	28	29	30	31

~ June 2014 ~						
◀ May 2014						Jul 2014 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5 Education Committee Meeting	6	7
8	9	10	11 Governing Board Meeting	12	13	14 Annual Beer Fundraiser Joint w/ PV
15	16	17	18	19 ERD Committee Meeting	20	21
22	23 Finance Committee Meeting	24	25	26	27	28
29	30					

~ July 2014 ~						
◀ Jun 2014						Aug 2014 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3 Education Committee Meeting	4	5
6	7	8	9 Governing Board Meeting	10	11	12
13	14	15	16	17 ERD Committee Meeting	18	19
20	21 Finance Committee Meeting	22	23	24	25	26
27	28	29	30	31		

~ August 2014 ~						
◀ Jul 2014						Sep 2014 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7 Education Committee Meeting	8	9
10	11	12	13 Governing Board Meeting	14	15	16
17	18	19	20	21 ERD Committee Meeting	22	23
24	25 Finance Committee Meeting	26	27	28	29	30
31						

~ September 2014 ~						
◀ Aug 2014						Oct 2014 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4 Education Committee Meeting	5	6
7	8	9	10 Governing Board Meeting	11	12	13
14	15	16	17	18 ERD Committee Meeting	19	20
21	22 Finance Committee Meeting	23	24	25	26	27
28	29	30				

~ October 2014 ~						
◀ Sep 2014						Nov 2014 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 Education Committee Meeting	3	4
5	6	7	8 Governing Board Meeting	9	10	11
12	13	14	15	16 ERD Committee Meeting	17	18
19	20 Finance Committee Meeting	21	22	23	24	25
26	27	28	29	30	31	

~ November 2014 ~						
◀ Oct 2014						Dec 2014 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6 Education Committee Meeting	7	8 Annual Silent Auction Gala
9	10	11	12 Governing Board Meeting	13	14	15
16	17	18	19	20 ERD Committee Meeting	21	22
23	24 Finance Committee Meeting	25	26	27	28	29
30						

More Calendars from WinCalendar: [2013 Calendar](#), [2014 Calendar](#), [Reference Calendar](#)

~ December 2014 ~						
◀ Nov 2014						Jan 2015 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4 Education Committee Meeting	5	6
7	<b>Week of Dec 8</b> Conduct Mid-Year Evaluation of School Director	9	10 Governing Board Meeting	11	12	13
14	15	16	17	18 ERD Committee Meeting	19	20
21	22 Finance Committee Meeting	23	24	25	26	27
28	29	30	31			

## Appendix PP – Section 3.2 – Board Bylaws/Conflict of Interest Policy

### BYLAWS OF BE THE CHANGE CHARTER SCHOOL

#### ARTICLE I. NAME

The name of this corporation shall be Be the Change Charter School (the “Corporation”).

#### ARTICLE II. PURPOSES

**Section 1. Not for Profit.** The Corporation is organized under and shall operate as an Illinois Not For Profit Corporation, and shall have such powers as are now or as may hereafter be granted by the Illinois General Not For Profit Corporation Act of 1986.

**Section 2. Purposes.** The purposes of the Corporation are educational and charitable within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including but not limited to the establishment of a Charter School pursuant to the Illinois Charter Schools Law, 105 ILCS 5/27A-1 et seq. Consistent with the foregoing purposes and subject to all other limitations, restrictions, and prohibitions set forth in its Articles of Incorporation, the Corporation shall have the powers in furtherance of its corporate purpose specified in the Illinois Charter Schools Law, to do all and every thing necessary, suitable and proper for the accomplishment of the purposes of attainment of the objects hereinabove set forth either alone or in association with other individuals, corporations or partnerships, including federal, state county and municipal bodies and authorities, and, in general, to do and perform such acts and transact such business in connection with the foregoing objects not inconsistent with the law.

**Section 3. Rules.** The following rules shall conclusively bind the Corporation and all persons acting for or on behalf of it:

a. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

b. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any assets not so disposed of shall be disposed of by the Circuit Court of Cook County, Illinois exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

c. The Corporation shall not adopt any practice, policy or procedure or take any action which would result in discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or need for special educational services.

d. The Corporation shall not delegate its responsibility and ultimate accountability for the Corporation's operations to any external management companies should the services of such companies become required.

#### ARTICLE III. REGISTERED OFFICE AND AGENT

The Corporation shall have and continuously maintain in the State of Illinois a registered office and a registered agent whose office shall be identical with such registered office, and may have such other offices within or without the State of Illinois and such other registered agents as the Board of Directors may from time to time determine. The Registered Agent for the Corporation is [REDACTED].

#### ARTICLE IV. PRINCIPAL OFFICE

The principal office of the Corporation shall be fixed and located at 3450 South Halsted Street, Suite 302, Chicago, IL 60608. The Board is granted full power and authority to change the principal office as necessary.

#### ARTICLE V. MEMBERS

The Corporation shall have no members.

#### ARTICLE VI. BOARD OF DIRECTORS

**Section 1. General Powers.** The affairs of the Corporation shall be managed by or under the direction of its Board of Directors.

**Section 2. Number, Tenure and Qualifications.** The number of directors shall be an odd number of no less than seven (7) and no more than fifteen (15). Each individual who becomes a director after the adoption of these Bylaws shall serve a term of three years. Each director shall hold office until the end of his or her respective term, resignation, removal, or until his or her successor shall have been elected and qualified. No director may serve for more than two consecutive, full three-year terms, excluding any ex-officio tenure. The Board of Directors may also elect ex-officio directors from time to time, such directors being allowed to attend and participate in all open sessions of board meetings but not being allowed to vote. Directors shall be selected on the basis of their expertise, experience and willingness and ability to contribute to the success of the Corporation, and a majority of the directors shall be composed of parents, community leaders, or other such persons dedicated to the well-being of the students.

**Section 3. Selection.** Directors shall be nominated by the Officers and approved by the Board of Directors. In accordance with any relevant restrictions contained in Section 2, any vacancy occurring in a directorship, shall be filled by a Director nominated by the Governance Committee and approved by the Board of Directors of the Corporation. A Director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

**Section 4. Regular Meetings.** Regular meetings of the Board of Directors shall be held quarterly on dates to be determined by the Board, for no less than four (4) regular meetings each year. Additional meetings can be called at the discretion of the Board. The meeting agenda will be posted at least 48 hours in advance according to the Illinois Open Meetings Act. The Annual Meeting of the Board of Directors shall be held on the date corresponding to the date that the regular meeting scheduled for April would otherwise be held.

**Section 5. Special Meetings.** Special meetings of the Board of Directors may be called by or at the request of the Chairperson or a majority. The person or persons authorized to call

special meetings of the Board of Directors may fix any place as the place for holding any special meeting of the Board of Directors called by them, subject to the Illinois open meetings law.

**Section 6. Notice.** Notice of any special meeting of the Board of Directors shall be given at least 48 hours in advance according to the Illinois Open Meetings Act 5 ILCS 120/1.01 et seq. specifying the purpose of the meeting to each director at his or her address or by email as shown by the records of the Corporation. The meeting agenda will be posted at least 48 hours in advance according to the Illinois Open Meetings Act. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. No special meeting may remove a director unless written notice of the proposed removal is delivered to all directors at least twenty days prior to such meeting.

**Section 7. Quorum.** A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors provided that, if less than a majority of the directors is present at said meeting, a majority of the directors present may adjourn the meeting to another time without further notice.

**Section 8. Manner of Acting.** The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by statute, these bylaws, or the Articles of Incorporation.

**Section 9. Participation by Electronic Or Other Means.** To the extent permitted by law, members of the Board of Directors may participate in and act at any meeting of the Board of Directors through the use of a conference telephone, computer or other communications equipment by means of which all persons participating in the meeting can communicate with each other. Participation in such a meeting shall constitute attendance and presence in person at the meeting of the person or persons so participating.

**Section 10. Informal Action.** Any action required to be taken at a meeting of the Board of Directors or any action which may be taken at a meeting of the Board of Directors may be taken without a meeting if a consent in writing, setting forth the action so taken, is signed by all of the members entitled to vote with respect to the subject matter thereof.

**Section 11. Compensation.** Board of Directors members as such shall not receive any salaries for their services; provided, that nothing herein contained shall be construed to preclude any director serving the Corporation in any other capacity and receiving compensation therefore.

**Section 12. Conflicts of Interest.** The Board of Directors shall adhere to and enforce the policies contained in the Corporation's Conflict of Interest Policy.

**Section 13. Resignation & Removal.** Except as otherwise required by law, a director may resign at any time by giving written notice to the Board. Upon notice of resignation, a director will become a non-voting member of the Board until the earlier of the expiration of their current term as director or replacement by an incoming director to fill their position. Additionally, a director may be removed with or without cause by a majority vote of the Board of Directors, at any regularly scheduled or special meeting of the Board of Directors where a quorum is present, whenever, in the judgment of the Board of the Directors, the best interests of the Corporation will be served thereby.

**Section 14. Open Meetings** All regular and special meetings of the Board of Directors shall be open to the public in conformity with the requirements of the Illinois Open Meetings Act, 5

ILCS 120/1 et seq. Exceptions to this requirement shall be limited to those matters set out in the Illinois Open Meetings Act.

**Section 15. Work of the Board.** Without limiting the generality of the powers granted to the Board herein, the work of the Board shall be organized to accomplish the following objectives:

- To oversee financial management of Be the Change Charter School, including adoption and review of the annual budget
- To financially support Be the Change Charter School, through fundraising and grant-writing efforts, in a manner commensurate with one's ability
- To understand and oversee the implementation of and adherence to policies and procedures of Be the Change Charter School
- To approve the hiring of School Director and conduct personnel evaluation of the School Director as well as participate in staff development to ensure that the school is effectively achieving its mission/vision and educational metrics
- To ensure effective organizational planning for Be the Change Charter School, reviewing organizational and programmatic reports
- To ensure adherence to all district, state and federal requirements as well as those requirements set forth specifically by Be the Change Charter School and its Articles of Incorporation.

**Section 16.** The Board of Directors shall, to the best of its ability, ensure the fiscal health of the Corporation.

## ARTICLE VII. OFFICERS

**Section 1. Officers.** The officers of the Corporation shall be a Chairperson of the Board, a Vice Chairperson, a Treasurer, a Secretary, and such other officers as may be elected in accordance with the provisions of this article. The Board of Directors may elect or appoint such other officers, including one or more Vice Presidents, one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board of Directors.

**Section 2. Election and Term of Office.** The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as is practicable.

**Section 3. Removal.** Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

**Section 4. Vacancies.** A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

**Section 5. Chairman.** The Chairperson shall preside at all meetings of the Board of Directors. He or she may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors have authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these By-Laws or by statute to some other officer or agent of the Corporation. In general, the Chairperson shall perform all duties incident to the office of Chairperson and such other duties as may be prescribed by the Board of Directors from time to time.

**Section 6. Vice Chairman.** In the absence of the Chairman or in the event of his or her inability or refusal to act, the Vice Chairman shall perform the duties of the Chairman, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chairman. The Vice Chairman shall perform such other duties as from time to time may be assigned to him or her by the Chairperson, or by the Board of Directors.

**Section 7. Treasurer.** If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine. He or she shall have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article VIII of these By-Laws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Chairperson or by the Board of Directors.

**Section 8. Secretary.** The Secretary shall be custodian of the corporate records and all documents, the execution of which is duly authorized in accordance with the provisions of these By-Laws; and shall in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Chairperson, or by the Board of Directors.

**Section 9. Assistant Treasurers and Assistant Secretaries.** If required by the Board of Directors, the assistant treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine. The assistant treasurers and assistant secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the Chairperson or by the Board of Directors.

## **ARTICLE VIII. COMMITTEES**

**Section 1. Committees of the Board of Directors.** The Board of Directors, by resolution adopted by a majority of the members in office, may designate one or more other committees, each of which shall consist of two or more members of the Board of Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in management of the Corporation; but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual member of the Board of Directors, of any responsibility imposed upon them by law.

**Section 2. Term of Office.** Each member of a committee shall continue as such until the next annual meeting of the Board of Directors of the Corporation and until his successor is appointed, unless the Committee shall be sooner terminated, or unless such member shall cease to qualify as a member thereof.

**Section 3. Chairman and members of committees.** One member of the Board of Directors shall serve on each committee and shall be appointed chairperson by the Chairperson of the Corporation. Other committee members may be members of the Board of Directors or such other persons as the Board of Directors may determine provide the expertise necessary for the committee.

**Section 4. Vacancies.** Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

**Section 5. Quorum.** Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

**Section 6. Rules.** Each committee may adopt rules for its own government not inconsistent with these by-laws or with rules adopted by the Board of Directors.

**Section 7. Open Meetings** All meetings of the Standing Committees and other committees authorized to exercise the authority of the Board of Directors in management of the Corporation shall be open to the public in conformity with the requirements of the Illinois Open Meetings Act, 5 ILCS 120/1 et seq. Exceptions to this requirement shall be limited to those matters set out in the Illinois Open Meetings Act.

## **ARTICLE IX. CONTRACTS, CHECKS, DEPOSITS, AND FUNDS**

**Section 1. Contracts.** The Board of Directors may authorize any agent or agents of the Corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances.

**Section 2. Checks, Drafts, Notes, etc.** Designated officers approved by the Board as well as up to two staff members of the Corporation as authorized by vote of the Board shall be authorized to sign all checks, drafts, notes, bills, receipts, acceptances, and endorsements of the Corporation in an amount up to, and including, \$10,000.00. An officer approved by the Board shall cosign all bills, notes, receipts, acceptances, endorsements and checks of the Corporation in an amount over \$10,000.00.

**Section 3. Deposits.** All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

**Section 4. Gifts.** The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purpose or for any special purpose of the Corporation.

## **ARTICLE X. BOOKS AND RECORDS**

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors, and committees having any of the authority of the Board of Directors.

## **ARTICLE XI. FISCAL YEAR**

The fiscal year of the Corporation shall be fixed by resolution of the Board of Directors.run from July 1 to June 30.

## **ARTICLE XII. WAIVER OF NOTICE**

Whenever any notice whatsoever is required to be given under the provisions of the Illinois General Not For Profit Corporation Act of 1986 or under the provisions of the Articles of Incorporation or the bylaws of the Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time started therein, shall be deemed equivalent to the giving of such notice.

## **ARTICLE XIII. INDEMNIFICATION**

**Section 1. Indemnification of Directors, Officers, etc.** Unless otherwise prohibited by law, the Corporation shall indemnify any director or officer, any former director or officer, and may, by resolution of the Board of Directors, indemnify any employee, against any and all expenses and liabilities actually and necessarily incurred by him/her or imposed on him/her in connection with any claim, action, suit, or proceeding (whether actual or threatened, civil, criminal, administrative, or investigative, including appeals), other than an action by or in the right of the Corporation, to which he/she may be or is made a party by reason of being or having been such director, officer, or employee; subject to the limitation, however, that there

shall be no indemnification in relation to matters which he/she shall be adjudged in such claim, action, suit, or proceeding to be liable to the Corporation for damages arising out of his/her own gross negligence or criminal misconduct in the performance of a duty to the Corporation. Amounts paid in indemnification of expenses and liabilities may include, but shall not be limited to, expenses (including attorneys' fees) judgments, fines and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit or proceeding if such person acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit or proceeding by judgment or settlement, conviction or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he or she reasonably believed to be in or not opposed to the best interest of the Corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe that his or her conduct was unlawful.

**Section 2. Indemnification in the Case of Derivative Actions.** Unless otherwise prohibited by law, the Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that such person is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against expenses (including attorneys' fees) actually and reasonably incurred by such person in connection with the defense or settlement of such action or suit if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation and except that no indemnification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his or her duty to the Corporation unless and only to the extent that the court in which such action or suit was brought shall determine upon application that despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnify for such expenses which the court shall deem proper.

**Section 3. Indemnification Against Expenses.** To the extent that a Director, officer, employee or agent of the Corporation has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Sections 1 and 2, or in defense of any claim, issue or matter therein, such person shall be indemnified against expenses (including attorneys' fees) actually and reasonably incurred by him or her in connection therewith.

**Section 4. Determination by Board of Directors.** Any determination of indemnification of an employee under Sections 1 and 2 (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification of the employee or agent is proper in the circumstances because he or she has met the applicable standard of conduct set forth in Sections 1 and 2. Such determination shall be made (a) by the Board of Directors by a majority vote of a quorum consisting of directors who were not parties to such action, suit or proceeding, or (b) if such a quorum is not obtainable, or, even if obtainable, a quorum of disinterested Directors so directs, by independent legal counsel in a written opinion, or (c) by the Voting Members.

**Section 5. No Waiver of Other Rights.** The indemnification provided by this article shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any statute, bylaw, contract, agreement, vote of disinterested Directors or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

**Section 6. Insurance.** The Corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against such person and incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this article.

#### **ARTICLE XIV. AMENDMENTS**

The power to alter, amend, or repeal the bylaws or adopt new bylaws shall be vested in the Board of Directors unless otherwise provided in the Articles of Incorporation or the bylaws. Such action must be adopted by no less than two-thirds of the members of the Board of Directors at a regular meeting for which written notice of the purpose shall be given; provided that at least two days' notice is given of the intention to alter, amend or repeal or to adopt new By-Laws at such meeting. The bylaws may contain any provisions for the regulations and management of the affairs of the Corporation not inconsistent with the law or the Articles of Incorporation.

## **CONFLICT OF INTEREST POLICY OF BE THE CHANGE CHARTER SCHOOL**

#### **ARTICLE I. PURPOSE**

The purpose of the conflict of interest policy is to protect the interests of Be the Change Charter School, a tax-exempt organization, (the "Corporation") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

#### **ARTICLE II. DEFINITIONS**

**Section 1. Interested Person.** Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

**Section 2. Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a.** An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,
- b.** A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- c.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.



### **ARTICLE III. PROCEDURES**

**Section 1. Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

**Section 2. Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

#### **Section 3. Procedures for Addressing the Conflict of Interest.**

**a.** An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

**b.** The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

**c.** After exercising due diligence, the governing board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

**d.** If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

### **ARTICLE IV. VIOLATIONS OF THE CONFLICTS OF INTEREST POLICY**

**a.** If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

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

### **ARTICLE V. RECORDS OF PROCEEDINGS**

The minutes of the governing board and all committees with delegated powers shall contain:

**a.** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

**b.** The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

### **ARTICLE VI. COMPENSATION**

**a.** A voting member of the governing board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

**b.** A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

**c.** No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

### **ARTICLE VII. ANNUAL STATEMENTS**

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

**a.** Has received a copy of the conflicts of interest policy,

**b.** Has read and understands the policy,

**c.** Has agreed to comply with the policy, and

**d.** Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

### **ARTICLE VIII. PERIODIC REVIEWS**

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

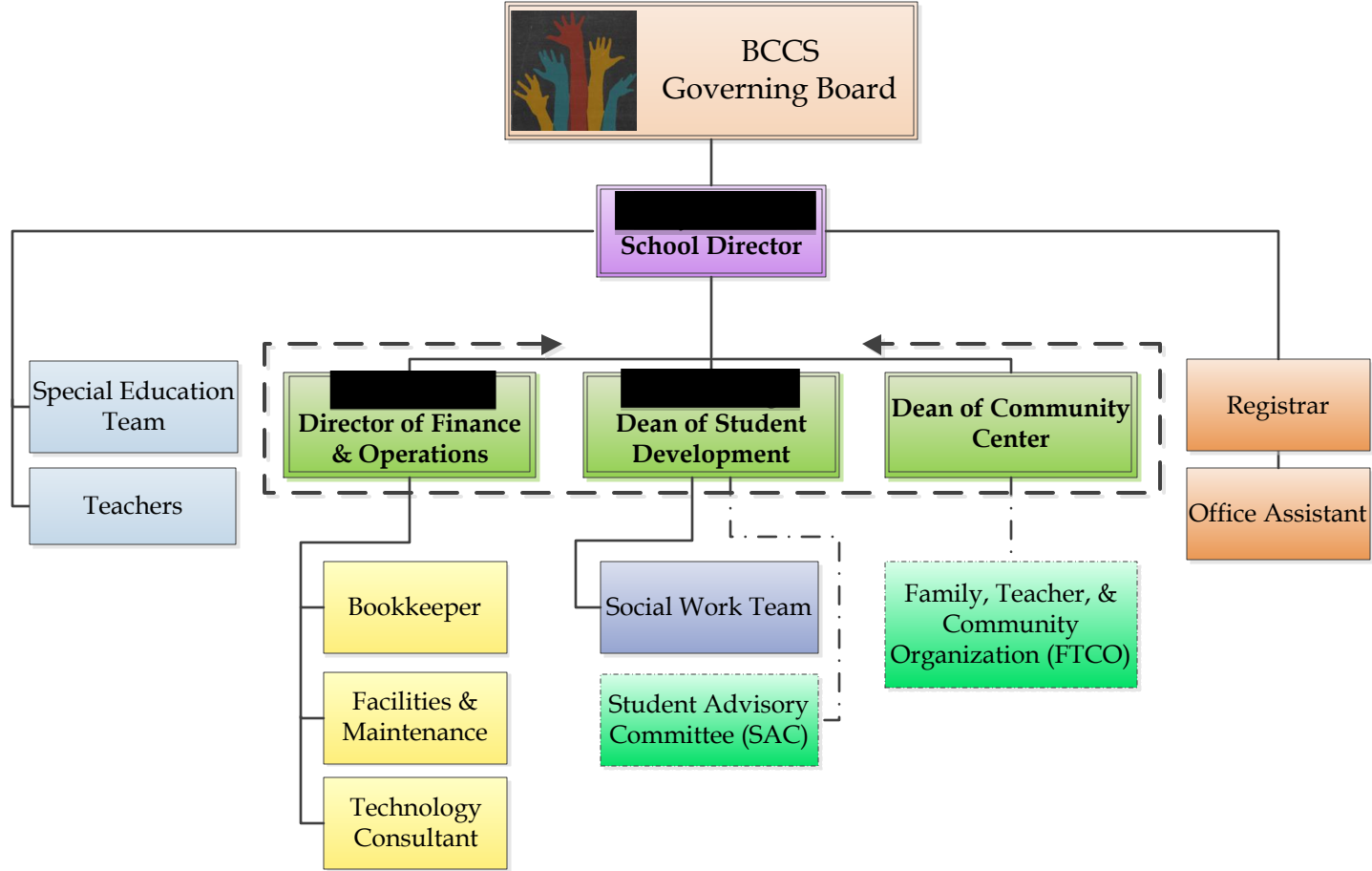
**a.** Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

**b.** Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

### **ARTICLE IX. USE OF OUTSIDE EXPERTS**

When conducting the periodic reviews as provided for in Article VIII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Appendix QQ - Section 3.2 - Organizational Chart



## Appendix RR – Resumes of BCCS Governing Board Members

## **██████████ – Brief Biography**

### **Development Broker, Prudential Rubloff**

██████████ is active in residential and development brokerage throughout Chicago, with particular emphasis on Bronzeville, The Gap, South Loop, Hyde Park, South Shore, and other communities south; along with the West Loop, Edgewater and Rogers Park.

A graduate of Loyola University Chicago, ██████████ began her professional career in investment real estate in 1987. In 1991 ██████████ was excited about her then transition to Development Brokerage. Working in development real estate gave ██████████ the full spectrum of real estate: investment analysis, financial planning, price/finish analysis, price/value analysis, marketing, presentation, design, sale, proven negotiation strategies and the satisfaction of seeing more people realize home ownership.

Since 2006 ██████████ focus became residential real estate. She brings the experience of the business, marketing, and personal dimensions of real estate to every transaction for her clients.

With many lessons learned in residential brokerage ██████████ is now working both in development and residential brokerage looking to bring a stamp of excellence, quality housing and exemplary service to the south side through new construction and newly renovated housing.

Native Chicagoans, ██████████ and her husband raised their family within the city and northern suburbs. After living nearly 13 years in Bronzeville, now empty nesters, Michelle and her husband moved to the South Loop still enjoying city's cultural events, festivals, beautiful lakefront, many great neighborhoods and *the city's* amazing energy.

██████████ has always been involved in community from early board positions on The Uptown Chicago Commission and Rogers Park Builders Group to the Bronzeville Area Community Council Board and now a founding Board Member of the Bronzeville Neighborhood Collaborative and the Be The Change Charter School.

Consistently a top producer, ██████████ is value added in this complex and challenging market. ██████████ experience gives her a single mindedness: always bring superior service, value, accountability, and the latest technology to the client. And care!

## Governing Board Member

Chicago, IL 60608

### Selected Solo Exhibitions

- 2013** "No Shoes, No Shirt, No Service" FIGGE Art Museum, Davenport Iowa
- 2012** "GONE", Linda Warren Projects, Chicago, Ill  
"SCRAPING THE BOWL", New Harmony Indiana, Gallery of Contemporary Art, New Harmony, Indiana
- 2011** "SIDEWAYS CAN" ART CHICAGO/NEXT  
"Dragging the leash", Linda Warren Gallery, Chicago, Ill
- 2008** "Speaker Project" Mass Art, Boston
- 2007** "Spanish Castle," Bucket Rider Gallery, Chicago  
"Spider Project," Education entrance Museum of Contemporary Art, Chicago.  
"Speaker Project," Hyde Park Art Center, Chicago. Catalogue  
"Hilo," 32 and Urban Gallery Chicago
- 2004** "[REDACTED]," Chicago Department of Cultural Affairs, Open studio Program, Chicago
- 2003** "[REDACTED]," 12X12, Museum of Contemporary Art, Chicago

### Selected Group Exhibition

- 2012** "ART FOR WATER", Matthew Marks Gallery NY, NY  
"You are breathing in it! Alternative Art Practices, Riverside Art Museum, Riverside CA
- 2011** "The North Wind South" Diverse Works, Houston TX  
"Open studio" Krannert Art Museum, Champaign Urbana, Ill
- 2010** "Free Size" Sinudom Silk Screen Factory, Bangkok, Thailand  
"Well Put Together II", Thomas McCormick Gallery, Chicago, Illinois  
"Contemporary Collage", Northeastern Illinois University Fine Arts Center Gallery  
"BETTER TO DIE ON MY FEET", Self Help Graphics & Art, Los Angeles CA
- 2009** "3 X 3" Herron of School of Art and Design, Indianapolis, IN  
"CLOSE ENCOUNTERS" Hyde Park Art Center, Chicago, Ill
- 2008** "THE INVISIBLE HAND", Durant Art Institute, Lake Forest, Illinois  
"Sign Language", Unit B Gallery & UTSA gallery, San Antonio TX
- 2006** "It's a Long Walk Home," SPACE 1026, Philadelphia  
"The African Presence In Mexico: From Yanga To The Present," National Museum of Mexican Art, Chicago. Traveled. Catalogue  
"The Love Station," Pursuit Gallery, Burlington, Vermont
- 2005** "Junta," Scion Installation, Los Angeles, California. Catalogue  
"Tragic Beauty," Open End Space, Chicago
- 2002** "Xicago," National Museum of Mexican Art, Chicago  
"Prestar=Borrow+Lend," Hyde Park Art Center, Chicago
- 2000** "Site-Works," Group exhibit, 312 Gallery

### Private Commissions

- 2012-13** Eaton Corporation, Cleveland Ohio

## **Teaching Experience**

**2004-present** School of the Art Institute of Chicago, Sculpture Department  
School of the Art Institute of Chicago, First Year Program Faculty

## **Panels and Lectures**

**2006-07** Chicago Department of Cultural Affairs, Chicago Public Art Committee, Arts Representative  
**2005** Artist Connects, lecture series, The Art Institute of Chicago  
**2000** Artist Creating Places: Artist, Communities, and Public Art, at University of Illinois at Chicago.

## **Bibliography**

**2008** Cate McQuaid, "Sound and vision", Home / A&E /Theater/Arts, The Boston Globe (October 24, 2008)  
**2007** Gastman, Roger; Neelon, Caleb; and Smyrski, Anthony. Street World: Urban Art and Culture from Five Continents. New York: Harry N. Abrams, and London: Thames & Hudson.  
Hawkins, Margaret. "Chavez Brings on the Noise with the Speaker Project,"Chicago Sun-Times (June 8).  
"Profile: Juan Angel Chávez," Juxtapoz Art & Culture Magazine 14, no. 74 ( San Francisco, March).  
**2005** Huebner, Jeff. "One Man's Ceiling Is Another Man's Artwork."Chicago Reader (April 29)  
**2000** "Watching: An Artist's View,"Chicago Sun-Times (January 1)  
**1999** Koslowski, Carl. "Art Sponsors View Shape of Things To Come,"Chicago Tribune (December 15).  
"Random Walk: Picturing the Future, One Little Tile at a Time,"(September 27).

## **Awards and Funding**

**2008** Artadia, Individual Artist Award, NY,NY  
3ARTS, Individual Artist Award, Chicago  
**2007** Louis Comfort Tiffany Award, NY, NY  
Special Projects Grant, Richard Driehaus Foundation, Chicago  
Special Assistance Grant, Illinois Arts Council, Chicago  
**2005** CAAP Grant, The Department of Cultural Affairs of the City of Chicago  
**2001** The Richard H. Driehaus Individual Artist Award, The Richard H. Driehaus foundation, Chicago  
**1998** Neighborhood Arts Program (NAP), From the Department Of Cultural Affairs of the City of Chicago.

Governing Board Member

[REDACTED] [REDACTED]  
[REDACTED] [REDACTED]  
[REDACTED] [REDACTED]

[REDACTED]

Professional  
experience

[REDACTED], 1992-2011  
[REDACTED], 1977-1992  
Associate, [REDACTED], 1976-1977

U.S. Naval Reserve, Judge Advocate General Corps, Defense Attorney,  
1973-1976

Commercial Litigation Attorney. Tried and litigated a wide variety of complex commercial matters in federal and state trial and appellate courts. The subjects have included land use, zoning, eminent domain, equitable mortgage, employment discrimination, wage and hour, landlord-tenant, partnership dissolution and construction-mechanics liens. Served as guardian ad litem for minor beneficiaries of Searle family trusts in proceedings in the Circuit Court of Cook County involving hundreds of millions of dollars in trust investments and charitable donations. Founded and managed a litigation law firm.

Education

J.D., University of Chicago, 1972  
Member, University of Chicago Law Review, 1970-1971  
  
B.A., Miami University, 1969 (Phi Beta Kappa)

Community  
activities

Chairman, Oak Park Plan Commission, 1995-1997  
  
Chairman, Park West Community Association Planning Committee, 1999-2005  
  
Worked with aldermen, developers, professional planning staff, chaired public hearings, appeared before Chicago City Council, and successfully defended, pro bono, PWCA in First Amendment litigation  
  
Volunteer reading tutor at Muchin College Prep, a Noble Street Charter School, summer 2012  
  
Participant in adult education courses at Osher Lifelong Learning Institute, Northwestern University

## Governing Board Member

[REDACTED]

[REDACTED] Chicago, IL 60640 • [REDACTED]

## Education

City College of New York  
**Master of Science in Education**

New York, NY  
June 2002

College of the Holy Cross,  
**Bachelor of Arts, History**

Worcester, MA  
May 1994

## Work Experience

[REDACTED]

Chicago, IL

### **Instructor**

July 2008 –present

Plan and co-teach year long *Professional Teaching Seminar*, with an emphasis on four domains of effective teaching practice. Plan and co-teach summer course, *Teaching As A Profession*. Coordinate and supervise clinical internships for teacher interns. Observe and formally evaluate teaching interns. Plan and co-teach professional development series for teacher mentors

[REDACTED]

Design and lead professional development for UTEP Alumni teaching in Chicago. Provide in-classroom mentoring for UTEP graduates in their first, second and third year of teaching.

[REDACTED]

Chicago, IL

### **Lead Induction Coach**

July 2007 – June 2008

Provided training and supervision to a team of induction coaches supporting and mentoring beginning teachers in Areas 13 and 15. Facilitated weekly staff meetings and mentor forums to address day to day and long term issues. Created opportunities for coaches to evaluate their work and design professional goals. Designed curriculum and structure for monthly professional development meetings for beginning teachers led by coaching staff. Collected and analyzed data to evaluate and improve the quality of services. Acted as the liaison between CNTC and Area Instructional Officers and staff. Collaborated with area staff on school walkthroughs to evaluate school progress, identify areas for growth, and generate strategies for improvement. Led professional development planning sessions for principals at Area 15 Principal Institute. Provided ongoing and targeted support to principals in implementing school wide professional development plans. Designed Principal Inquiry Group curriculum for Area 15. Participated in monthly area principal meetings to deliver induction data. Coached a cohort of beginning teachers.

[REDACTED]

Chicago, IL

### **Induction Coach**

July 2006 – July 2007

[REDACTED]


Chicago, IL

### **Induction Coach**

July 2005 – July 2006

Mentored first and second year teachers in Chicago Public Schools. Demonstrated, co-taught and co-planned lessons. Conducted classroom observations and provided feedback to support reflection and professional growth. Facilitated the analysis of student work and assessment data to inform and improve instruction. Collaborated with principals and teachers to assess professional development needs and create action plans. Designed and led trainings for Area 15 principals, schools, and teachers. Designed and led professional development workshops around instruction, assessment, and classroom management. Delivered induction data at monthly principal meetings for Area 15.



 New York, NY  
September 2003 – June 2005  
**Assistant Director/Dean of Students**  
In collaboration with school principal, oversaw all aspects of school administration. Designed and facilitated all staff meetings. Founded and coordinated a personnel committee responsible for recruiting and hiring teachers. Conducted faculty observations and evaluations to identify goals and build capacity. Authored faculty and parent handbooks. Facilitated new teacher orientation program. Determined scheduling for all teachers and students. Coordinated administration of school-wide assessments. Co-managed budget using Galaxy budgeting software. As Dean of Students, collaborated with school personnel, students and families to mediate conflicts, determine appropriate consequences, and support struggling students.

City College of New York New York, NY  
**Adjunct Professor** Spring 2003  
Designed curriculum and taught graduate level education course in teaching reading across the curriculum to graduate and undergraduate students

Crossroads School New York, NY  
**Teacher/Administrator** September 1997 – June 2003  
Wrote and taught child centered, inquiry based curriculum for interaged (grades 6-8) classes in all major subject areas: Math, Science, Humanities, Literacy. Created modifications and support systems to meet the needs of all students including those with identified learning disabilities. Developed and utilized a variety of assessment strategies to measure student growth and inform instruction. Acted as advisor to 15 students each year, overseeing academic and social development. In collaboration with staff, determined school policy in a number of areas including discipline, assessment, and curriculum. Participated in school administration committee. Created and co-chaired facilitation committee. Mentored teaching fellows and student teachers each year.

IS 306: The Arts Studio Bronx, NY  
**Teacher** September 1995 – June 1997  
Taught sixth and seventh grade classes in a self-contained classroom. Designed and implemented hands-on, interdisciplinary curriculum in all subject areas. Redesigned schedule for upper school to make arts electives and block scheduling available to all students. Served as founding member of the School Leadership Team.

Crossroads School New York, NY  
**Teaching Fellow** September 1994 – June  
Awarded a one year fellowship with Teachers for Tomorrow. Taught full time in an urban public middle school in collaboration with mentor teachers. Planned and implemented curriculum for Humanities, Science, Health Education, and Advisory.

## **[REDACTED] – Brief Biography**

### **Co-Director, [REDACTED]**

[REDACTED] is a cultural entrepreneur based in Chicago. He is also a working artist that moonlights as curator and facilitator for a diverse number of art practices and endeavors.

[REDACTED] is the Co-Director of the non-profit arts organization, the [REDACTED]. [REDACTED] publishes several internationally distributed arts publications including Proximity Magazine, Materiél, and [REDACTED] Magazine. [REDACTED] also programs and curates the annual arts convergence, Version Festival, now in its eleventh year. The couple lives above the [REDACTED], an acclaimed and independent arts center in Chicago located in the neighborhood of Bridgeport. The space has presented the works of over a thousand emerging and established working artists over the past six years. The [REDACTED] [REDACTED] also facilitates an artist run school, monthly (sometimes bi-weekly) art exhibitions and a diverse performance and music program. Additionally, [REDACTED] programs a residency program and trains art administrators, curators and cultural workers of all stripes. [REDACTED] often curates exhibitions and projects to promote the Chicago artist network in art fairs and galleries around the world.

[REDACTED] recently co-founded Chicago's alternative art fair to Art Chicago, called the [REDACTED]. He also programs public art and pop up galleries throughout the city. Last year he opened and designed [REDACTED], which has become one of the city's most celebrated night spots. [REDACTED] is currently working on organizing a local small manufacturers trade group, an annual street fair as well as planning to attract more businesses to Bridgeport, the community of the future.

## Governing Board Member - Chairperson

Chicago, IL 60637

### Education

#### University of Chicago, M.A., Ph.D.

September 2001 – December 2007

Department of Sociology/Division of Social Sciences

Special Fields: Sociology of Education & Survey Analysis (HLM)

Master's Thesis: Considering the Role of Dispositions in Effective Urban School Teaching (2005)

Dissertation: The Social Organization of Urban Schools, New Teacher Retention, and the Effects of Induction (2007)

Committee: Steve Raudenbush, Tony Bryk, Susan Stodolsky

Research Interests: New Teacher Preparation & Induction, Urban Education, Schools as Organizations

#### Northwestern University, M.S. Ed.

March 1995 - August 1997

Graduate of School of Education and Social Policy

Emphasis in Multicultural Education

Master's Thesis: Preparing Educators to Address Multiculturalism in the Classroom

Completed Illinois Administrative Certification Requirements (Type 75)

#### University of Illinois at Champaign-Urbana, B.S. in Elementary Education

August 1989 - May 1993

Honors Graduate from College of Education

Emphasis in Psychology

Completed Illinois Elementary School Teaching Certificate Requirements (Type 03)

Earned teaching endorsements in Language Arts and Social Sciences

### Experience

#### Assistant Clinical Professor, Committee on Education

February 2008 – Present

This position, the first of its kind through the Social Sciences Division at the University of Chicago, was recently created to honor knowledge creation in the realm of teacher preparation. Responsibilities include directing the university's teacher preparation initiative (see below), engaging in research related to teacher development, and membership on the University's Committee on Education. Courses include Observation in Urban Schools; Schools and Communities, and Education Reform

#### Founding Director, Urban Teacher Education Program

January 2002 – Present

Co-developed and implemented a new MAT degree and certification program in at University of Chicago.

Responsibilities include: program design and evaluation, student recruitment, admissions, advising, securing field placements and supervision of interns; evaluating performance of candidates, graduates, and staff members; identifying and training mentor teachers for the program; hiring instructors; maintaining communications within the university, local and national teacher educators in the research community; co-teaching teaching various courses to undergraduate and graduate students including Schools and Communities, Observing in Urban Schools, Professional Teaching Seminar, Language and Literacy Methods Class, Teaching as a Profession, and Fundamental Aspects of Teaching

#### Research Assistant/Consultant

##### Consortium on Chicago School Research, University of Chicago

January 2003 – 2008

Developed new measures for analyzing the effects on induction efforts in Chicago Public Schools; participated in the modification of induction related items on the *Elementary School Teacher Survey* and *Reading Specialist Survey* for Chicago Public Schools; reviewed principal and teacher interview protocols for various projects

#### Survey Lab, University of Chicago

August 2002 – August 2003

Developed a survey for home-child care providers in Illinois, collected and analyzed data for the year-long project; conducted a focus group to verify results of analysis, co-authored report to sponsoring organization

**Co-founder, New Teachers Network****Center for Urban School Improvement, University of Chicago****January 1999 – January 2003**

Co-developed a university-based new teacher induction program for elementary school teachers.

Responsibilities included recruiting and supporting beginning teachers in mid south-side Chicago Public Schools; designing and implementing a summer training & bi-monthly meetings for novice teachers; providing in-classroom coaching to novices and online support; assisting with the development of data collection tool to document coaching strategies and new teacher growth

**Professional Developer****Center for Urban School Improvement, University of Chicago****January 1999 – June 2002**

Provided professional development to intermediate/upper grade teachers in CPS.

Developed and implemented workshops for teachers on a variety of topics from writer's workshop, authentic assessment, poetry, reading conferences, and reading workshop; served as a classroom demonstration sight for North Kenwood Oakland Charter School; piloted North Kenwood Oakland Charter School's professional development residency program for experienced teachers in CPS teachers by hosting them for 2 week classroom "residencies"

**Adjunct Instructor****Graduate School of Education and Social Policy, Northwestern University****August 1998 - June 2001**

Developed and taught Social Studies Methods and a new General Methods course, now required in MAT program;

led weekly seminars for student teachers; co-chaired Elementary Curriculum Committee and prepared for ISBE review; supervised and mentored student teachers in field placements

**Adjunct Instructor****School of Education, National Louis University****August 1998 - June 2000**

Taught Social Studies Methods to undergraduate and graduate students; served as guest lecturer for various cohorts/classes in M.A. program; supervised student field experiences

**Language Arts Teacher, Grades 5,6,7****North Kenwood/Oakland Charter School, Chicago Public Schools, IL****June 2000 - June 2001**

Served as demonstration classroom for Center for School Improvement professional development activities and video work; prepared instructional materials for use throughout CSI network schools

**Elementary School Teacher, Multiage Classroom Grades 4 & 5****Sawyer School, Chicago Public Schools, IL****June 1998 - June 2000**

Implemented first multiage classroom and cross-grade Reading Buddies Program in the school; conducted instruction through the use of thematic, cross-disciplinary instructional units; assisted with the creation of school based study groups for Reading and Writing Workshop; member of leadership team and interviewing committee; hosted student interns and supported first year teachers in the school from National Louis and Northwestern Universities

**Elementary School Teacher, Multiage Classroom Grades 4 & 5****Olive School, District #25, Arlington Heights, IL****August 1993- June 1998**

Conducted instruction through the use of self-created, thematic, cross-disciplinary instructional units; incorporated Problem-Based Learning and technology into regular instruction; helped children develop electronic portfolios for first school wide Parent Portfolio Night; piloted University of Chicago's Everyday Mathematics Program; acted as Instructional Leader for intermediate grades; member of district-wide math, science, and drama committees; served as demonstration classroom for visitors; hosted student interns from Illinois State University and University of Illinois; completed internship requirements for administrative certification

### **Selected Presentations**

"Innovative Paths to Teacher Preparation"	Associated Colleges of Illinois, Jan, 2013
"Higher Ed. & Induction: Expanding Role of Teacher Preparation"	Illinois New Teacher Collaborative, February & Oct. 2012
"Making the Case for Context in New Teacher Induction"	AERA, New Orleans, Louisiana, April, 2011
"What's Urban About Urban Teacher Preparation?" ( <i>symposium</i> )	AERA, Denver, Colorado, May 2010
"Chicago UTEP: A Residency Model"	Great Teachers for Urban Schools, Denver, April 2010
"Expanding our Vision of Teacher Preparation: Overview of UTEP"	Brandeis University, Faculty Workshop, July 2008
"Urban Schools, New Teacher Retention, and the Effects of Induction"	Stanford University, Quantitative Methods Wkshp, May, 2008
"The Urban Teacher Education Program: A Case Study"	University of Michigan Faculty Seminar, April, 2008
"Examining the Role of the Schoolhouse on Induction Effects"	AERA, New York, New York, March 2008
"Considering the Role of School Organization on Induction"	New Teacher Center National Symposium, January 2008
"A First Look at Induction in Chicago: Research Implications"	Illinois Education Research Council, June 2007
"Welcome to the Profession: A Panel on Induction"	AERA, Chicago, Illinois. April 2007
"Keeping New Teachers: A First Look at Induction in Chicago"	New Teacher Center National Symposium, January 2007
"Evaluating the Validity of Haberman's Star Teacher Protocol"	AERA Spencer Fellows Session, April 2004
"Enhancing Social Studies Instruction with Literature"	Rochelle Lee Fund, Spring and Summer, 2003, 2004
"Using Poetry as a Vehicle to Support Writing Instruction"	CSI Network Schools, March 2003
"The Benefits of Using Multicultural Literature"	Teach for America Annual Conference, February 2003
"Reading Strategies for Intermediate Grade Tutors"	Neighborhood Schools Tutoring Program, December 2002
"Evaluating Multicultural Children's Literature"	Rochelle Lee Fund, July 2002, December 2001, June 2001
"Preparing to Teach in Chicago Public Schools: A Personal Journey"	National Louis University, November 1999, 2000
"The Importance of Mentoring New Teachers"	LAUNCH Principal Preparation Program, July 1999
"Approaches to Multicultural Education"	Northwestern University, July 1998
"Transitioning to a Multiage Instructional Program"	Schaumburg School District 54, May 1998
"Engaging Students through the Use of Integrated Curriculum"	Independent Schools, March 1998
"Alternative Grouping to Promote Student Achievement"	Illinois Chapter, ASCD, February 1998
"Symposium on Race and Culture in the Classroom" (panelist)	Northwestern Urban/Suburban Consortium, February 1997

████████████████████, Ph.D.

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## EDUCATION AND TRAINING

Northwestern University, Evanston, Illinois

School of Education and Social Policy

- Ph.D., Human Development and Social Policy 2005
  - Dissertation: *The Effect of Parental Employment on Children's Academic Achievement in the Context of Welfare Reform*
  - Dissertation Committee: Dan A. Lewis, Ph.D. (chair), Spyros Konstantopoulos, Ph.D., James E. Rosenbaum, Ph.D. and James P. Spillane, Ph.D.
- M.A., Human Development and Social Policy 2003

California Literature Project, Compton, California

- Workshop in Whole-Language Teaching Methodology 1995

Teach For America Summer Institute, Houston, Texas

- Training in Teaching Methods and Techniques 1994

Wesleyan University, Middletown, Connecticut

- B.A., Sociology 1994

## PROFESSIONAL EXPERIENCE

████████████████████████████████████████████████████████████████████████████████, Chicago, Illinois

2013-present

- *Project Director* – Direct and manage all aspects of the qualitative component of the study. Lead the development of teacher and administrator interview protocols. Oversee the recruitment of schools, principals, assistant principals, leadership team members, and teachers to study. Supervise and conduct collection of interview data. Manage the qualitative data, including transcriptions and data coding. Direct and conduct analysis, writing, and dissemination of the qualitative portion of the study. Hire, train, and supervise research assistants. Manage project budget.
- Principal Investigators: Elaine Allensworth, Ph.D. and James Sebastian, Ph.D.

Early Childhood Attendance Study

2012-2013

- *Lead Qualitative Researcher* – Directed development of parent interview protocols. Supervised and conducted collection of interview data. Directed and completed qualitative analyses of study data. Presented project findings to diverse audiences.
- Principal Investigator: Elaine Allensworth, Ph.D.

Back on Track Project

2011-2013

- *Project Director* – Oversaw the recruitment of schools, teachers, and students to study. Managed the assignment of students to summer school classes. Hired, trained, and supervised data collectors. Directed collection of classroom observation and school-level data. Managed relationships with high schools participating in study, the University of Chicago Social & Behavioral Sciences Institutional Review Board, and the Chicago Public Schools. Managed project budget. Directed and conducted

- qualitative and mixed-method analyses of study data. Presented project findings to diverse audiences.
- Principal Investigators: Elaine Allensworth, Ph.D. and Jessica Heppen, Ph.D.

#### Focus on Freshmen Project 2008-2010

- *Project Director* – Directed development of student, teacher, and administrator interview protocols. Supervised and conducted collection of interview and classroom observation data. Managed relationships with high schools participating in study, the University of Chicago Social & Behavioral Sciences Institutional Review Board, and the Chicago Public Schools. Directed and conducted qualitative and mixed-method analyses of classroom observation data. Presented project findings to diverse audiences.
- Principal Investigators: Elaine Allensworth, Ph.D. and W. David Stevens, Ph.D.

#### Northwestern University, Evanston, Illinois

##### National Institute for School Leadership Project 2006-2008

- *Postdoctoral Fellow* – Collaborated on manuscripts and prepared them for submission to journals. Planned and implemented high-level analyses of quantitative and qualitative data. Conducted observations and interviews of school principals. Developed coding scheme for and coded scenarios given to principals. Supervised undergraduate research assistants carrying out coding and analyses of qualitative and quantitative data.
- Principal Investigators: James P. Spillane, Ph.D. (advisor), Carol A. Barnes, Ph.D., Eric Camburn, Ph.D., Ellen B. Goldring, Ph.D., and Jon Supovitz, Ed.D.

##### Illinois Families Study 2000-2005

- *Graduate Research Assistant* – Cleaned and coded survey data for a large portion of dataset for the four-year longitudinal study. Analyzed quantitative data and collaborated on manuscripts. Drafted successful grant proposal for academic outcomes supplement funded by U.S. Department of Education. Organized and directed collection of school-level data linked to survey data. Interviewed several respondents as part of qualitative supplement. Supervised an undergraduate completing a research project.
- Principal Investigators: Dan A. Lewis, Ph.D. (advisor), Paul Kleppner, Ph.D., James H. Lewis, Ph.D., and Stephanie Riger, Ph.D.

##### School of Education and Social Policy, *Methods of Observing Human Behavior* 2002

- *Graduate Teaching Assistant* – Prepared class material and led small-group discussions. Provided feedback on students' field notes and graded students' class assignments. Helped develop grading rubric.
- Instructor: Marjorie Faulstich Orellana, Ph.D.

#### SuccessLab, Chicago, Illinois

##### Richard Wright Elementary 1998-1999

- *Director* – Directed reading lab in Chicago public school. Assessed students' strengths and weaknesses in reading using a variety of diagnostic tools. Created individualized plans and set improvement goals for students. Supervised and provided feedback to three reading instructors.

## Governing Board Member - Treasurer

• Chicago, IL 60613

### Bar Admissions

Illinois State Bar  
District Court for the N.D. of Illinois  
Patent Bar Eligible

### Employment

[REDACTED], Chicago, IL

September 2012 – Present

#### *Associate Intellectual Property Attorney*

- Practicing focused on patent and trademark litigation, as well as patent prosecution in the Electrical and Computing arts
- Drafting and prosecuting patent applications for Fortune Five Hundred companies, including Yahoo, Blackberry, and Huawei
- Filing and Defending against Inter Partes and Covered Business Method Review Petitions filed under recently added provisions of the America Invents Act
- Drafting opinion work, including patent clearance, freedom to operate opinions, and acquisition analysis
- Negotiating and drafting licensing and service agreements

#### Representative Cases

- *Phoenix Licensing v. Progressive Casualty Ins. Co.*, Case No. 2:12-CV-00209: Defended Progressive Insurance in patent infringement suit filed in Eastern District of Texas, including successfully negotiating settlement and dismissal of case with no payment to plaintiff
- *CBM2012-00011, CBM2013-00001*: Successfully Defended Progressive Insurance in Covered Business Method Reviews filed by Liberty Mutual Insurance
- *CBM2012-00010, CBM2013-00002*: Defending Progressive Insurance in Trial Phase of Covered Business Method Reviews filed by Liberty Mutual Insurance
- Represented Illinois Department of Corrections in negotiation of licensing and service agreement

[REDACTED], Chicago, IL

January 2011 – October 2011

#### *Patent Law Clerk*

- Drafted patent claims for computer science, mechanical, and electrical hardware-based inventions
- Drafted claim amendments and arguments to traverse USPTO Office actions
- Provided clients with patent application status updates and procurement strategies
- Drafted and revised motions and pleadings for a defense to false patent marking suit

[REDACTED], Chicago, IL

May 2010 – August 2010

#### *Summer Associate*

- Researched and analyzed case law on complex commercial litigation and intellectual property issues
- Drafted memoranda for patent and copyright infringement, trade dress, and breach of contract issues
- Worked extensively on dispositive summary judgment motion in \$500M insurance coverage dispute
- Worked on defense to patent infringement suit involving claim construction, doctrine of equivalents, and prosecution history estoppel arguments
- Participated in attorney-client conference discussing strategy and details of construction malpractice suit

**Saper Law Offices**, Chicago, IL

November 2009 – April 2010

#### *Law Clerk*

- Researched and analyzed case law to draft memoranda for business law and intellectual property cases
- Drafted complaints, answers, dispositive motions, contacts, waivers, and licensing agreements
- Registered copyrights and trademarks and responded to USPTO Office actions and rejections



## **Education**

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### **DePaul University College of Law, Chicago, IL**

*Juris Doctor, cum laude*, Patent Law Certificate, conferred May 2012

GPA 3.623/4.000 (Top 15 Percent)

#### **Positions & Leadership:**

- Editor, Notes & Comments, Journal of Art, Technology & Intellectual Property, Spring 2011 – Spring 2012
- Teaching Assistant, Patent Drafting, 2011 – 12 Academic Year
- Teaching Assistant, Legal Writing I & II (IP Section), 2009 – 10 Academic Year
- President, Intellectual Property Law Society, 2010 – 11 Academic Year

#### **Awards & Achievements:**

- Inductee, Order of Barristers
- National Runner-Up & Regional First Place, 2012 Giles Rich Patent Moot Court Competition
- Best Appellant & Appellee Briefs, Midwest Region, 2012 Giles Rich Patent Moot Court Competition
- Recipient, CALI Excellence for the Future Awards (highest grade in class): Legal Writing I (IP Section), Fall 2008; Constitutional Process, Fall 2008
- Recipient, Dean's Merit Scholarship, Fall 2008 – Spring 2012
- Recipient, 2012 Allen J. Hoover Memorial Award to the Graduating Student Expected to Make the Greatest Contribution to the Field of IP

### **DePaul University College of Computing & Digital Media, Chicago, IL**

*Master of Science* in Computer Science, conferred May 2012

GPA 3.540/4.000

- Focus on Software Engineering and Artificial Intelligence
- Representative coursework includes Distributed Systems, Object-Oriented Software Development, Database Technologies, Mobile Application Development, and Computer Security

### **Western Michigan University, Kalamazoo, MI**

*Bachelor of Science* in Mathematics and Political Science (Double Major), conferred May 2008

- Dean's List, Four Semesters

## **Publications**

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- [REDACTED], Case Summary, *i4i Ltd. P'ship v. Microsoft Corp.*, 20 DePaul J. Art, Tech. & Intell. Prop. L. 563 (2010).

## **Professional Affiliations & Personal Interests**

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- Member, Intellectual Property Law Association of Chicago; Chicago Bar Association
- Ice and Roller Hockey, Competed in over twenty seasons

**██████████ – Brief Biography**  
**Residential and Investment Sales**

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**About ██████**

██████ is active in residential and commercial sales throughout Chicago, with particular emphasis on Hyde Park, Kenwood, the Jackson Park Highlands, and other Chicago South communities, where he now lives, and the Near North Side, the Gold Coast, and Streeterville, where he formerly lived.

██████ focus is creative solutions, consistent communication, and simplifying the complex real estate process for his clients to insure a successful outcome.

With his colleague ██████████ leads Prudential Rubloff's Chicago South Real Estate Team. He has deep knowledge of mid-South Side neighborhoods, where he has also been a principal in residential development projects.

██████ was educated at Stanford, Michigan, and William and Mary. He was a business owner and manager and a news editor in his earlier career. ██████ also served in the U.S. Air Force, on active duty and in the Reserve, with assignments at the Pentagon, U.S. Air Force and joint service commands, and overseas, including duty with NATO, retiring as a lieutenant colonel. He is now completing the Executive MBA program at The University of Chicago's Booth School of Business.

██████ and his wife moved from Chicago's Streeterville neighborhood on the Near North Side to the neighborhood near The University of Chicago campus on the mid-South Side of the city, where they operate a B&B that receives four-star guest reviews. They are actively involved with animal rescue and other volunteer work, and have a special interest in English Mastiffs. Though his favorite sport is sculling, along with yoga and bike riding, ██████ is currently one of the leaders of a non-profit initiative to restore horseback riding to Chicago's South Side parks to benefit underserved youth and provide horse stabling facilities for riders.

██████ clients quickly come to know that he makes the many extra efforts to deliver a “happy ending” for every client whom he is privileged to serve.

## Governing Board Member - Secretary

[REDACTED]  
[REDACTED]  
[REDACTED]  
Chicago, IL 60605  
[REDACTED]

### Education

University of Illinois at Chicago, Chicago, IL  
Jane Addams College of Social Work  
Master of Social Work  
GPA: 4.0/4.0

May 2007

Taylor University, Upland, IN  
Bachelor of Science in Social Work  
Cum Laude  
GPA: 3.6/4.0

August 2005

### Experience

[REDACTED], Chicago, IL  
Housing Services Specialist

May 2013 - Present

- Responsible for Rapid Re-Housing Bridge and Disability Neutral programs' overall policies, procedures, scopes and subcontracts as a part time employee
- Responsible for overall development and implementation of programs including identification of program training needs of partners
- Monitor overall program budgets
- Lead and engage with community systems and making recommendations on behalf of the Center for Housing and Health's partners

[REDACTED], Chicago, IL  
Associate Director of Special Populations

September 2010 - April 2013

- Oversaw the daily operations and reporting for the Early Intervention Prevention, HIV Prevention, and TB Control programs
- Supervised a team of four medical case managers
- Facilitated weekly program meetings within a multi-disciplinary team; including medical case managers, medical providers, and nursing staff
- Chaired the Community AIDS Shelter Program Work Group

AIDS Foundation of Chicago, Chicago, IL  
Samaritan Housing Program Coordinator

May 2010 - September 2010

- Coordinated all activities related to the Samaritan Housing and Chronic Homeless Initiative-Chicago Low Income Housing Trust Fund programs including reviewing and processing rent requests
- Provided new case manager orientations and ClientTrack trainings
- Facilitated weekly Samaritan Systems Integration Team meetings with 12 intensive case managers; referred new clients into the system and followed up with current clients who are either housed or in the process of being housed

- Continued to coordinate and prepare materials for the AIDS Foundation of Chicago AIDS Shelter Program work group
- Continued to attend and contribute to several community services constituency groups

AIDS Foundation of Chicago, Chicago, IL

May 2009 - April 2010

Homeless Services Coordinator

- Coordinated all activities related to the Transitional to Permanent Program and Chronic Homeless Initiative-Chicago Low Income Housing Trust Fund Program
- Reviewed and processed rent requests and assisted in completing Illinois Department of Human Services, Illinois Department of Public Health and Housing and Urban Development funding reports
- Facilitated quarterly IDHS funded partner agency meetings
- Coordinated the AIDS Foundation of Chicago AIDS Shelter Program work group
- Received community phone calls from people who were either homeless or at-risk of homelessness, assessed and provided referrals to appropriate housing and financial services
- Attended several community services constituency groups

Evangelical Child and Family Agency, Wheaton, IL

January 2008 - May 2009

Adoption Social Worker

- Conducted quality family bio-psycho-social-spiritual home studies and post placement studies in compliance with agency, state, national and international licensing regulations
- Provided informational meetings and trainings for families interested in special needs, domestic-healthy infant, and international adoptions
- Presented information on international adoption at conferences
- Updated and designed the Adoption program website, launched in March 2009

AIDS Foundation of Chicago, Chicago, IL

August 2006 - August 2007

Social Work Intern & AmeriCorp Program, Grantmaking, and Housing Consultant

- Organized and analyzed various data for two major housing and health initiatives (Chicago Housing and Health Partnerships & Health and Housing Program)
- Interviewed and authored participant stories of the Housing and Health Study
- Coordinated the Chicago Housing and Health Partnership Data Management Project
- Developed and managed homeless/housing historical trajectories for the Chicago Housing and Health Partnership participants
- Assisted in interviewing and co-supervised 2007-2008 National AIDS Fund AmeriCorp program volunteers

Evangelical Child and Family Agency, Wheaton, IL

October 2005 - August 2006

Foster Care Case Manager

- Linked biological parents, foster parents, relatives as well as children with a wide variety of necessary social services
- Provided bi-weekly home visits to biological family and foster parent homes to address and assess service plan goals and objectives
- Attended court appointments and testified on behalf of the State of Illinois Department of Children and Family Services (DCFS) purchase of services agency
- Worked closely with service providers, court officials, private agencies, and the DCFS

Maryville Academy Scott Nolan Center, Des Plaines, IL

June 2005 - October 2005

#### Psychiatric Technician

- Provided intensive daily care to clients on the residential treatment girls unit (ages 12-18)
- Facilitated therapy groups on a weekly basis
- Assisted in coordinating daily client activities; including therapy groups and therapeutic day school

Child Protective Services, Marion, IN

January 2005 - May 2005

#### Social Work Intern

- Answered child abuse hotline phone calls and assisted in completing intakes
- Made investigatory home visits based on child abuse hotline calls
- Attended court appointments and testified on behalf of Grant County, Indiana Child Protective Services

#### Licenses/Activities

- Licensed Social Worker (150.011259)
- Licensed Direct Child Welfare Services Employee (514655)
- National Association of Social Workers Member
- Be the Change Charter School Governing Board Member
- Team to End AIDS participant - Chicago Triathlon 2011, 2012
- Team World Vision participant - Chicago Marathons 2008, 2009

## Appendix SS – Section 3.2 – Board Development Plan

### BOARD DEVELOPMENT PLAN (DRAFT)

#### Job Description and Responsibilities:

##### **Overview & Purpose:**

Founding Governing Board members must share a commitment to Be the Change Charter School's mission and the vision of a public charter school rooted in the core values of peace, voice, and action, serving a diverse population of students in Chicago. They must be dedicated, passionate, and creative individuals willing to volunteer their expertise, connections, and time to the creation and development of the school. The Governing Board will consist of 7-15 members who will serve a staggered term of three years that will begin when the full charter application is approved by the Chicago Board of Education.

Ultimately, the Governing Board will inform and oversee policy and direction of BCCS to ensure that the school is fulfilling its mission, vision, and core values of Peace, Voice, and Action. In addition, the Governing Board will assist with the general promotion of BCCS so as to support the school's vision and needs.

##### **Major Responsibilities and Expectations of Board Members\*:**

Members will come from an array of personal and professional backgrounds. The Board will:

1. Set strategic direction for the school.
2. Ensure strong fiscal health.
3. Cultivate community support and galvanize a network of strategic partnerships.
4. Recruit members for the school's Governing Board.

Members are expected to:

- Attend monthly meetings and special events
- Evaluate the school's progress in achieving its mission/vision and educational metrics
- Understand and support the mission statement
- Help communicate and promote BCCS mission and programs to the community and other networks
- Be alert to community concerns that can be addressed by BCCS's mission, objectives, and programs
- Ensure effective organizational planning
- Develop organizational leadership and advisement procedures and norms for Board
- Review organizational and programmatic reports
- Manage resources effectively by reviewing and approving the annual budget, monitoring budget implementation through periodic financial reports, ensuring proper training of all board members to be effective stewards of public funding
- Ensure adequate resources for BCCS, through fundraising and grant-writing efforts, in a manner commensurate with one's ability
- Understand and develop the policies and procedures of BCCS
- Conduct personnel evaluation of the School Director, using such evaluation processes from New Leaders and High Bar
- Ensure legal and ethical integrity and maintain accountability
- Recruit and orient new board members and assess board performance
- Evaluate the school's progress in achieving its mission/vision and educational metrics

*\*Members of the board share these responsibilities while acting in the interest of BCCS. Each member is expected to make recommendations based on his or her experience and vantage point in the community.*

##### **Meetings and Time Commitment:**

- The governing board meets quarterly at BCCS. Meeting dates and times for the year will be scheduled by the time of the annual meeting. Meetings typically last 120 minutes.

- Board members may be part of a committee that requires additional hours/work outside of the four annual Board meetings, such as reviewing the budget, organizing a fundraiser, etc.
- Board members are asked to attend at least two special events or meetings per year, as they are determined. In addition, all board members are expected to attend the annual fall silent auction gala.

### **Board Recruitment Process:**

Board members who are nominated and interested in pursuing membership on the Governing Board have followed and will follow the process below:

1. Nominations for the Governing Board, including members of the Family Teacher Community Organization, are informed to the Executive Governance Committee.
2. Candidates complete an initial interview with a member of the Executive Governance Committee. This initial meeting allows the current board member and candidate to mutually gauge whether the candidate is a right-fit for BCCS.
3. Candidates may choose or be recommended to speak with another Governing Board member and/or attend a meeting to gather more information about the BCCS Governing Board.
4. When the Executive Governance Committee decides the candidate will be a good fit for the Board, they will present the candidate to the full Governing Board, with the candidate's CV made available and their reasoning for nomination.
5. All Board members are required to vote on each candidate utilizing the Consensus Decision Making Process.
6. Once the candidate is voted in as a Governing Board Member, they will receive an orientation packet as well as an invitation to a formal orientation. See Section f for more information on orientations.

### **Board Commitment:**

*By accepting a position as a Founding Governing Board member of Be the Change Charter School, I acknowledge that I have read through the Orientation Packet and agree with the Commitments of serving as a Board member and endorse the philosophy that BCCS's mission and vision are rooted. I pledge to make every effort to meet or exceed these expectations.*

### **Board Officer Job Descriptions<sup>1</sup>:**

#### **JOB DESCRIPTION FOR CHAIRPERSON OF THE BOARD**

##### **General Responsibilities:**

The chair is the senior volunteer leader of the Charter School who presides at all meetings of the Board of Trustees and other meetings as required. The Chair is an ex officio member of all committees of the organization. The Board Chair oversees implementation of board and school policies and ensures that appropriate administrative practices are established and maintained.

##### **Specific Responsibilities include:**

- Works with the Executive Director, other board officers, and committee chairs to develop the agendas for Board of Trustees meetings, and presides at these meetings.
- In consultation with other board officers, appoints volunteers to key leadership positions, including positions as chair of board committees and task forces, and cultivates leadership succession.

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<sup>1</sup> Officer Job Descriptions are from The High Bar, [www.thehighbar.com](http://www.thehighbar.com)

- Works with the Governing Board and paid and volunteer leadership, in accordance with the charter school's bylaws and mission, to establish and maintain systems for:
  - Planning the organization's human and financial resources and setting priorities for future development.
  - Reviewing operational effectiveness and setting priorities for future development.
  - Ensuring the legal and ethical standard.
  - Hiring and evaluating the School Director
  - Developing and maintaining an effective board culture
  - Developing an effective pipeline of future leaders of the board.
  - Works with the School Director and other board officers to develop both immediate and long-term goals and expectations for the board that support organizational priorities and governance concerns.
  - Communicates effectively with and supports the School Director in his/her job as manager of the school. In this capacity, focuses on ensuring that the board governs rather than manages.
  - Works with the Committee Chairs and the School Director to keep apprised of committee work and to ensure that committees have the resources needed to do their job. Also, works to ensure effective and efficient communications between the committees and the Board.
  - Creates a safe environment for decision-making by inviting participation, encouraging varying points of view and stimulating a frank exchange of ideas in an effort to provide shared decision-making.
  - Communicates with the Board effectively so the board information system focuses on decision-making, stimulates participation and supports an appropriate balance of responsibility between board and staff.
  - Links with major stakeholders when it is agreed that the Chair is the most appropriate person to represent the organization at a key meeting, write an editorial for a newspaper or thank a major donor.

#### **JOB DESCRIPTION FOR VICE-CHAIR OF THE BOARD.**

##### **General Responsibilities:**

The Vice Chair is the secondary volunteer leader of the charter school and as such, discharges the duties of the Chair as required in the Chair's absence. The Vice Chair supports the activities of the Chair including sharing responsibilities as appropriate.

#### **JOB DESCRIPTION FOR SECRETARY OF THE BOARD**

##### **General Responsibilities:**

Provides direction for the keeping of legal documents including minutes of all meetings of the board of the school.

##### **Specific Responsibilities:**

- Certify and keep at the principal office of the corporation the original, or a copy of the by-Laws as amended or otherwise altered to date.
- Keep at the principal office of the corporation or at such a place as the Board may determine a book of minutes of all meetings of the Trustees and meetings of committees. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting and the proceedings thereof.
- Present for approval by the Board copies of all minutes of meetings of the board.
- Ensure that all notices are duly given in accordance with the provisions of the by-Laws or as required by law.
- In general, serves as the protocol officer of the board, ensuring that the keeping and posting of meeting minutes, meeting notifications, adherence to open meeting laws, and other procedural requirements are followed legally and ethically.



- In general, perform all duties incident to the office of the Clerk and such other duties as may be required by law, by the Articles of Incorporation or by-laws, or which may be assigned to him or her from time to time by the Board of Trustees.
- Recognizes his or her responsibility to set the example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.

#### **JOB DESCRIPTION FOR TREASURER OF THE BOARD**

##### **General Responsibilities:**

Provides direction for the financial management of the school and facilitates the board in meeting its financial oversight responsibilities.

##### **Specific Responsibilities:**

- Chair of the Finance Committee.
- Provides direction for the oversight of the school's record keeping and accounting policies.
- Ensures the presentation of timely and meaningful financial reports to the board.
- Ensures the development of annual budget and its submission to the Board for its approval. Leads the monitoring of budget implementation.
- Oversees development and board review of financial policies and procedures. With the Finance Committee, monitors the adherence to financial policies and procedures adopted by the Board.
- Develops and monitors any investment policies adopted by the Board.
- Ensures that assets are protected and invested according to board policy.
- Leads the board in assuring compliance with federal, state and other financial reporting requirements.
- Presents the recommendation of the auditor to the Board for their approval. With the Finance Committee reviews the results of the audit including the management letter, develops a plan for remediation, if necessary, and presents the results to the Board.
- Recognizes his or her responsibility to set the example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
- Takes responsibility for designing an annual board education program so that all board members can effectively conduct oversight of the financial health of the organization.

#### **Committee Chair Job Description:**

##### **RESPONSIBILITIES:**

- Ensure the committee drives towards its agreed-upon outcomes and goals in a timely manner.
- Leverage the talents and skills of committee members; delegate responsibilities to other committee members and encourage their full participation.
- Lead all committee meetings; set the agenda for committee meetings in conjunction with the School Director and Board Chair as appropriate.
- Call and preside over meetings of the committee; maintain clear communication with the Board Chair and School Director of scheduled committee meetings and as needed.
- Orient non-board members to work of the committee and BCCS.
- Coordinate committee work with the other committees of the Board; record decisions and recommendations made by the committee and report the committee's activities and recommendations to the Board Officers or the full Governing Board.
- Evaluate the work of the committee with other committee leadership, the Board Chair, and the School Director in concert with the organization's strategic plan.

### **Committee Descriptions:**

While committees have not yet been formally assembled, these descriptions provide an overview of the purpose and responsibilities that will be involved for the committees planned to be established once the Governing Board transitions into a working Board.

#### **Education Committee Description**

##### **General Purpose**

The Education Committee is commissioned by and responsible to the Governing Board to assume the primary responsibility for ensuring the school is on track to meet its ambitious instructional goals and is academically fulfilling both the terms of the charter and the promises made to families with regards to providing a holistic education to all BCCS students. The Education Committee will be assisted by the School Director.

##### **Responsibilities**

1. Review the school's data on a monthly basis.
2. Probe any areas of concern in data or trends and work with the School Director to ensure they are addressing any problems.
3. Make suggestions or volunteer ideas to work on any areas of concern.
4. Share best practices and replicate strong ideas based on areas of success and corresponding education research that is available.
5. As necessary, marshal resources to help ensure the academic success of the school and its students.
6. Ensure that all Board members are well-versed in the charter promises made to the community and ISBE regarding student achievements and devise clear and consistent measures to monitor these goals.
7. Report to the Governing Board at regular meetings of the Board in a manner determined by the Board.

#### **Finance Committee Description**

##### **General Purpose**

The Finance Committee is commissioned by and responsible to the Governing Board. It has the responsibility for working with the School Director to:

- create the upcoming fiscal year budget
- present budget recommendations to the Board
- monitor implementation of the approved budget on a regular basis
- recommend proposed budget revisions
- recommend appropriate policies to the Board for the management of the school's assets.

The Finance Committee will be assisted by the School Director and the Director of Finance and Operations (DFO).

##### **Responsibilities**

1. Review, and recommend to the board for approval, an annual budget for the organization in collaboration with the School Director and DFO.
1. Review, recommend to the Board for approval and annually revise a three-year financial forecast and long-range financial plans based on the forecast, also in collaboration with the School Director.
3. Review grant proposals when required by funders, and when necessary, recommend action by the Board.
4. Review all non-budgeted expenditures over a set dollar amount to be determined by the Governing Board and recommend action to the Board.
5. Annually submit objectives as part of the planning and budgeting process.
6. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Governing Board.

7. Arrange for an annual audit with submission of same to the Board.
8. Report to the Governing Board at regular meetings of the Board in a manner determined by the Board.

### **Governance Committee Description**

#### **General Purpose**

The purpose of the Governance Committee is to build and maintain an effective Board for the school. The Committee will establish and drive a continuous improvement process in order to help the Board and individual Board members become more valuable as strategic assets of the organization, contributing to BCCS's long-term success.

#### **Responsibilities**

1. Review the structure and size of the Board and the Board committees. Periodically, review with the Board the appropriate skills and characteristics required on the Board in keeping with the strategic direction of the organization.
2. Identify and consider candidates for Board membership. On behalf of the Board, assess the skills and experience of prospective Board members. Present candidates to the full Board for consideration. Revisit board recruitment process and revise as appropriate.
3. Review the institutional and other affiliations of directors and director candidates for possible conflicts of interest. Investigate any potential conflict of interest involving a director and make a recommendation to the Board for resolution.
4. Keep up to date on developments in the non-profit governance field. Annually review and assess the non-profit governance practices of the Board and recommend any proposed changes to the Board for approval.
5. Plan Board education including new member orientation, education of Board members and Board retreats.
6. Plan training and education of the Board related to governance roles and responsibilities and with respect to bridging Board knowledge gaps.
7. Conduct assessment/evaluation of the Governing Board, the Chair, individual Board members, including each member's self-assessment, and Board meetings/sessions.
8. Evaluate and monitor governance structures and processes, including policy development and processes for Board monitoring/oversight of operations.
9. Identify leadership development opportunities for existing and potential Board members to maximize member's contributions.

### **External Relations and Development Committee Description**

#### **General Purpose**

The External Relations and Development Committee is commissioned by and responsible to the Governing Board to assume the primary responsibility for raising funds to meet the budget of the organization. The Governing Board, in consultation with the External Relations and Development Committee, Finance Committee, and School Director, will determine the fundraising goal for this Committee. Additionally, the External Relations and Development Committee will address issues germane to internal communication and corporate branding and issues germane to corporation public relations.

#### **Responsibilities**

1. Develop an annual fundraising plan that will generate the funds needed to meet the fundraising goal.
2. Develop the necessary sub-committee systems to successfully carry out the fundraising events and activities that are part of the annual fundraising plan; supervise the functions of the sub-committees.
3. Develop a plan for involving Board members in the fundraising activities of the organization.
4. Investigate new resource development projects and activities for possible future use.

5. Oversee issues germane to internal communication and corporate branding
6. Ensure proactive and smooth corporation public relations work.
7. Annually submit objectives as part of the planning and budgeting process.
8. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Governing Board.
9. Report to the Governing Board at regular meetings of the Board in a manner determined by the Board.

### **APPENDIX WW - SECTION 4.3 - FACILITIES TIMELINE**

This timeline details the tasks ahead of us as we work to secure an independent facility for Phase 1 and Phase 2. In Phase 1, BCCS will be located in a 20,000 square foot space for the first three years. In Phase 2, BCCS would expand and lease more space within the same building (Bridgeport Art Center) or move to a larger facility that would be able to hold the school at full capacity.

<b>Timeframe</b>	<b>Project Description</b>	<b>Manager of Project</b>
September 2013	Sign letter of intent with first option (Bridgeport Art Center) and back-up facilities	School Director DFO Design Team/Real Estate Development Team
October 2013	Meet with community leaders and stakeholders - develop facility plans in partnership with them. Search and work to obtain funding for facility	School Director DFO
November 2013	Meet with community leaders and stakeholders - develop facility plans in partnership with them. Search and work to obtain funding for facility	School Director DFO
December 2013	Meet with community leaders and stakeholders - develop facility plans in partnership with them. Search and work to obtain funding for facility	School Director DFO
January 2014	Authorization decisions announced by the Board of Education.	n/a
February 2014	Sign lease with facility owner Conclude discussions on construction plan and timeline Put out RFP for renovations team	DFO
March 2014	Permit drawings issued Begin executing student recruitment plan in Bridgeport/McKinley Park and surrounding neighborhoods	DFO School Director
April 2014	Confirm zoning Permits issued Obtain property insurance Hire Contractors Finalize renovations plan and ADA compliance Select/order furniture and technology	DFO
May 2014	Begin renovations/ADA compliance in building	DFO

June 2014	Continue renovations/ADA compliance	
July 2014	Renovations/ADA Compliancy Hire head custodian Order student, classroom and office supplies Develop arrival/dismissal plan, traffic flow plan	DFO
August 2014	Receive furniture and begin set up of classrooms Prepare building for opening, paint rooms/halls, order cleaning supplies Inventory and tag all computers, monitors, IT Ensure that network and technology is functional Ensure signage for inside and outside building School begins	DFO

**2013 RFP**  
**INSPECTING ARCHITECT'S REPORT**

Please note, where ADA issues are noted herein, be sure they are included in the additional ADA Compliance Report (Appendix G).

**Site Address:** 1200 W 35<sup>th</sup> St.

**Number of Buildings:** 1  
**(Please complete a separate report for each building on site that students will access)**

**School Name:** Be the Change

**Inspector's Name:**  
**(include firm if appropriate)**

**Telephone:**

**Date:** 9.20.2013

# **2013 RFP INSPECTING ARCHITECT'S REPORT**

## **General Building Info**

Construction Type (if multiple types, list all) Type IV- Heavy Timber

Approximate Age of each construction type, building addition, wing, etc. Built in 1912

Approximate Size of Building (sq. ft.) 500,000 sf Useable Space (sq. ft.) Approx 425,000 sf net

Approximate Amount of Space School Needs (sq. ft.) 15,000 – 17,000sf Tenant build-out.

Number of Floors 5 Approximate sq. ft. per Floor 100,000 sf

5 Occupied 0 Unoccupied

Current and Previous Uses All floors are partially occupied.  
Previous: Warehouse  
Current: Events, Retail, Art Gallery, Offices, Storage

Appearance \_\_\_ Poor x Good \_\_\_ Excellent

Maintenance \_\_\_ Poor x Good \_\_\_ Excellent

Describe Area \_\_\_ Depressed x Stable \_\_\_ Prosperous

Current Zoning C2-3 Is school use permitted? x YES Special Use \_\_\_ NO



## 2013 RFP INSPECTING ARCHITECT'S REPORT

Please indicate in the Comments whether estimates are for the entire building and/or just the portion(s) occupied by the school.

		Condition					Code Issues			
		Good (no work needed)	Minor Repairs Needed	Major Repairs needed	Replacement	Nonexistent (must be constructed /added)	Not Applicable	ADA Issue (refer to the ADA report)	Building Code Violation	Rough Cost Estimate
EXTERIOR Site										
	Street-Alley-Drives	x								-
	Parking	x								-
	Fences						x			-
	Landscaping	x								-
	Drainage	x								-
	Playground					x				-
<b>Comments</b>		Wilson park is one block to the east and will be utilized as the playground and outdoor teaching area.								
Structural	Roofs-Flashing	x								-
	Parapet Walls-Capping	x								-
	Gutters-Downspouts	x								-
	Masonry	x								-
	Lintels	x								-
	Entrance Stairs and Landings		x					x		Covered by building Owner

**2013 RFP  
INSPECTING ARCHITECT'S REPORT**

Windows	x								-
Doors	x								-
Foundation	x								-
<b>Comments</b>	Minor repairs to entry stair and landings. Costs to be covered by building Owner.								

**INTERIOR**

General

Foundation-Piers-Beams	x								-
Classrooms					x				\$240,000
Offices					x				\$9000
Hallways-Stairways		x					x		Covered by building Owner
Doors-Windows-trim	x								-
Elevators	x								-
Bathrooms	x				x				\$24,000
Basement						x			-
<b>Comments</b>	School specific bathrooms will be built out in the shell space to meet all requirements. Classroom s will be built out in tenant space to meet all requirements. Office space will be built out in tenant space to meet all requirements.								

MEP Systems

HVAC	x				x				
Plumbing System	x				x				

**2013 RFP  
INSPECTING ARCHITECT'S REPORT**

Plumbing Fixtures	x				x				
Water Heaters	x				x				
Electrical System	x								
<b>Comments</b>	Existing building systems good, no work needed. Tenant build out will have dedicated HVAC and plumbing (additional bathrooms) added.								

**Fire & Life  
Safety**

Sprinkler System	x								-
Fire Alarms	x								-
Emergency Exits		x							Covered by building Owner
Signage-Lighting-Smoke Detectors	x								-
Carbon Monoxide detectors	x								-
Asbestos	x								-
Lead Based Paint	x								-
UST/Hazardous Substances	x								-
Security System	x								-

**2013 RFP  
INSPECTING ARCHITECT'S REPORT**

<b>Comments</b>	Emergency exits need minor repair to meet code.
-----------------	-------------------------------------------------

School-specific	Auditorium						X			-
	Gymnasium					X				\$90,000
	Kitchen & kitchen equipment						X			-
	Lunchroom					X				\$30,000
	Science Labs						X			-
	<b>Comments</b>	Lunch to take place in the classrooms , to be included in tenant build-out.	Indoor play area to be included in tenant build-out.							

<b>Total Renovation Costs (sum of above costs)</b>	\$489,000
<b>ADA Renovation Costs (additional work from ADA Report <u>not included above</u>)</b>	Covered by building Owner
<b>Contingency - 8%</b>	\$39,120
<b>General Contractor's Overhead and Profit - 8%</b>	\$39,120
<b>GRAND TOTAL</b>	\$567,240

## **ADA REPORT**

**This report is to be completed by a building professional and signed below by a representative of your school with the authority to commit to any necessary building and policy remediation.**

I have read the below report and commit to the remediation plan described in Section VII.

**Signature:**

[REDACTED]

**Date:** 9.20.2013

**Name (printed):**

[REDACTED]

**School/Organization:** Be the Change

**Title:** Be the Change, School Director

## Instructions:

1. Please fill out a separate ADA Report for each of the following:
  - Your proposed facility;
  - Your back-up facility; and
  - Any temporary facility you contemplate using if your facility is not ready in time for your school's opening.
2. Answer the questions in Sections I-VII with regard to the current state of the facility, regardless of any plans you may have to renovate it; detail any planned renovations in Section VIII. Note in that section the details of any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom).
3. Survey each building for compliance with the 2010 ADA Standards for Accessible Design, 28 C.F.R. Pt. 36, Subpart D (2010) & 36 CFR pt. 1191, App. B & D. (2009) (available at [www.ada.gov](http://www.ada.gov)) which are strictly required in new construction and alterations and are used as a guide in pre-existing, unaltered buildings/spaces.
4. You or your building professional should survey each building feature listed below for each standard listed parenthetically after. Small deviations from ADA standards can amount to total exclusion from a facility for some persons with disabilities, and visual surveys alone, without careful measurements, will not be sufficient to detect these often critical deviations. Please note that the below-cited standards are not necessarily all of the standards applicable to the particular feature or to your building.
5. City permits or Certificates of Occupancy do not demonstrate or ensure ADA compliance.
6. CPS will provide assistance in completing this Report upon request. Please contact CPS to submit a request or if you have any questions about this Report.



**Name of School or Proposed School:**  
 \_\_\_\_\_  
 Be the Change  
 \_\_\_\_\_  
**Address of Facility:**  
 \_\_\_\_\_  
 1200 W. 35<sup>th</sup> St., Chicago, IL 60609  
 \_\_\_\_\_

**Year Constructed:** 1912 \_\_\_\_\_

**Dates of Any Known Alterations:**  
 2000-2001 Complete Roof Replacement  
 2002-2003 Sprinkler System  
 Ongoing build-out for tenant spaces

(check one) proposed location ☒ back-up location \_\_\_\_\_ temporary location \_\_\_\_\_

<p><b>Person Completing Report (name &amp; title):</b>          _____          Principal, _____          _____</p> <p><b>Date of Report:</b> 9.20.2013</p>	<p><b>School Organization/Design Team Member Attesting to Information &amp; Remediation Plan (name &amp; title):</b>          _____, Be the Change, Facilities          _____</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**I. Site:**

- A. Do the parking lot and the routes from the parking lot, bus drop-off, and sidewalks comply with all ADA Standards? (E.g., §206 & §402 [accessible routes-general]; §403 [walking surfaces]; §404 [doors, doorways & gates]; §405 [ramps-note: for areas primarily serving children 12 & under, some guidance recommends slopes ≤1:16 & ramp runs ≤ 20']; §406 [curb ramps]; §208 & §502 [parking spaces]; §209 & §503 [drop-off zones])
- NO**
- B. Is there a playground area? (y/n) **NO** If so, does it comply with all ADA play area guidelines? (E.g., §240 & §1008 [play areas])

### **Entrance:**

- C. Does the main building entrance comply with all ADA Standards? (E.g., §206.4 [entrances - general]; §206.5 [doors, doorways & gates]; §405 [ramps - note: for areas primarily serving children 12 & under, some guidance recommends slopes  $\leq 1:16$  & ramp runs  $\leq 20'$ ]; §216.2, §216.3, §216.6 & §703.7 [signs]; §205, §308, §309, §309.4 [intercoms: scoping, reach ranges, operability])

**NO**

- D. If there are other, inaccessible entrances, do they have signage directing to the accessible entrance? (E.g., §216.3, §216.5, §703.5)

**NO**

### **II. Interior Routes:**

- A. Are all floor levels (including basements, half-levels & mezzanines that have functional rooms) served by an ADA-compliant elevator or other allowable means of vertical access (specify)? (E.g., §206.2.3, §206.6, §206.7 [accessible routes in multi-story buildings & facilities-scoping]; §407 [elevators]; §408 [Limited-Use-Limited-Application "LULA" elevators]; §410 [platform lifts])

**YES**

- B. Are all rooms & spaces on each floor on accessible routes (i.e., no rooms up a step or curb from the regular floor level; no rooms set off from the regular floor by a narrow corridor)? (E.g., §206.2.3)

**YES**

- C. If the school includes student lockers, does the appropriate number meet ADA Standards for reach and operability? (E.g., §225.2.1 & §811)

**NA**

- D. Are there objects that protrude more than 4" into circulation paths, which may pose a danger to people who are blind or visually impaired? (E.g., §204.1, §307)

**NO**

### **III. Classrooms**

- A. Do all classrooms & instructional spaces comply with ADA Standards? (E.g.: §404 [doors & doorways]; §216.2 & §703 [signs]; §225 & §811 [shelves/storage]; §606 [sinks]; §204.1 & §307 [protruding objects]; §308 [whiteboards]; §205, §309 [controls]; §226 & §902 [lab stations/work surfaces], §902.4 [work surfaces for children 12 & under])

**Classrooms will be built out in shell space to comply with all standards. No current classrooms in existing building.**

- B. List any classrooms that are on an inaccessible floor level, noting any that are specially equipped classrooms (e.g., rooms with built-in lab tables, kitchen equipment, computer labs)?



**All floor levels are accessible.**

**IV. Unique Purpose Rooms** (e.g., gym, locker rooms, auditorium, multipurpose room, cafeteria, library, administrative offices)

- A. List any unique purpose rooms or spaces that are on a floor level for which there is no wheelchair access.

**All levels have accessible access.**

- B. Other than access to their floor level, do all unique purpose rooms & spaces comply with ADA Standards? (E.g.: §404 [doors & doorways]; §216.2 & §703 [signs]; §225 & §811 [shelves/storage]; §221 & §802 [gym & auditorium seating]; §219 & §706 [assistive listening systems]; cafeterias: §227 & §904.5 [food service lines]; §226 & §902 [dining surfaces-note §902.4 for children 12 & under]; locker rooms: §222 & §803 [dressing areas]; §213 & §§601-610 [toilet & bathing rooms - note §604.5 advisory for children 12 & under]; libraries & administrative offices: §227 & §904.3 [counters & check-out aisles]; §226 & §902 [work surfaces-note §902.4 for children 12 & under])

- |                                                                                                  |                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• <b>Gym</b><br/>To be built out in shell space.</li></ul> | <ul style="list-style-type: none"><li>• <b>Cafeteria</b><br/>NA</li></ul>                                                                                                |
| <ul style="list-style-type: none"><li>• <b>Locker Rooms</b><br/>NA</li></ul>                     | <ul style="list-style-type: none"><li>• <b>Library</b><br/>NA</li></ul>                                                                                                  |
| <ul style="list-style-type: none"><li>• <b>Pool/Natatorium</b><br/>NA</li></ul>                  | <ul style="list-style-type: none"><li>• <b>Principal's/Administrative Office</b><br/>Offices will be built out in shell space to comply with all requirements.</li></ul> |
| <ul style="list-style-type: none"><li>• <b>Auditorium</b><br/>NA</li></ul>                       | <ul style="list-style-type: none"><li>• <b>Courtyard</b><br/>NA</li></ul>                                                                                                |
| <ul style="list-style-type: none"><li>• <b>Multipurpose Room</b><br/>NA</li></ul>                | <ul style="list-style-type: none"><li>• <b>Greenhouse/Public-Use Green Roof/Garden</b><br/>NA</li></ul>                                                                  |
|                                                                                                  | <ul style="list-style-type: none"><li>• <b>Other Unique Space</b> (specify): NA</li></ul>                                                                                |

**V. Restrooms & Water Fountains:**

A. Are all restrooms accessible? (*E.g., §213 & §§603-606 [note standards for children 12 & under]*)

**No, school specific restrooms will be built out in shell space.**

B. If there are other, inaccessible restrooms, do they have signage directing to the accessible entrance? (*E.g., §216.8*)

**No.**

C. If drinking fountains exist, are there accessible fountains in close proximity? (*E.g. §211 & §602-note §602.2 standard for clear floor space & spout height of fountains primarily serving children 12 & under*)

**No, drinking fountains will be built out in shell space.**

**VI. Fire Alarms:** Does the building have ADA-compliant visual (strobe) alarms? (*E.g. §215 & §702*)

**No, to be updated by building Owner.**

**VII. Remediation Plans:** If any of the above currently does not comply with ADA standards, please describe in detail your remediation plan, including:

- 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: 30 days prior to opening**
- Any interim alternate access measures planned; and/or: **NA**
- Any legal justifications for non-compliance. **Will be in compliance.**
- Make sure to describe the details of any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom).

This will be a tenant build out of leased space in the existing building.

**SITE:**

Drop off signage and accessible route signage to be installed. Detectable warnings to be installed at walkways and ramp.

**ENTRANCE:**

Entry ramp to be renovated to meet all requirements, including slope, landings, guardrails, and handrails.

**INTERIOR ROUTES:**

Existing corridors on route to tenant space to be re-surfaced to provide accessible walking surface.

**CLASSROOMS:**

All classrooms to be built out in tenant space to meet all requirements.

**UNIQUE PURPOSE ROOMS:**

Offices and gym space to be built out in tenant space to meet all requirements.

**RESTROOM & WATER FOUNTAINS:**

Adult and child restrooms to be built out in tenant space to meet all requirements.

Accessible water fountains to be built out in tenant space.

**FIRE ALARMS:**

ADA compliant visual strobe alarms to be built out in tenant space.

**PLAYGROUND:**

Wilson Park is one block east and will be utilized as the playground and outdoor teaching area.

## **Appendix ZZ - Section 4.3 - Renovation Plans – Art Center**

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.**

The Bridgeport Art Center building Owner will address all issues in public spaces prior to the start of the lease. The scope of this work includes Site work, Entrance, Interior Routes, and Fire Alarm work as specified in the ADA Report and Architect's Report.

#### **Site:**

Drop off signage and accessible route signage to be installed. Detectable warnings to be installed at walkways and ramp.

#### **Entrance:**

Entry ramp to be renovated to meet all requirements, including slope, landings, guardrails, and handrails.

#### **Interior Routes:**

Existing corridors on route to tenant space to be re-surfaced to provide accessible walking surface.

#### **Fire Alarms:**

ADA compliant visual strobe alarms to be built out in tenant space.

Be the Change will then build out the school within the shell space to meet all code requirements, CPS standards, and to support the school's educational program. BCCS is working closely with Bailey Edward to finalize these plans. The scope of this initial work will include 8-10 classrooms, office area for three administrative offices, community room, indoor play area (gym), entry area, staff bathrooms, student bathrooms, janitor closet, and storage.

The BCCS school build out will include dedicated HVAC to meet requirements for schools, new plumbing and fixtures for bathrooms, drinking fountains, janitor's closet, and new lighting, power, and data to meet the school's educational program and all current codes.

The school will have the appropriate fire separation from other uses in the multi-occupancy building. The school will also have the appropriate internal fire separation to create the allowable maximum floor area in the multi-story heavy timber building.

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

██████████ Bridgeport Art Center General Manager, will oversee the work done by the Owner.

██████████ Be the Change Director, will manage the school's role in the renovation. ██████████ and ██████████ at Bailey Edward will provide architecture + engineering services, and guide the process through permit, bidding, and construction. A general contractor will be hired to manage subcontractors through the interior build out work.

**c. A project timeline for any necessary renovations.**

- January 22, 2014..... Successful charter notification
- Feb 1, 2014..... Lease signed, finalize construction drawings
- March 15, 2014..... Permit Drawings Issued / Bidding period for general contractors
- April 15, 2014..... Permit comments addressed
- April 30, 2014..... Permit Issued – Construction Begins
- July 30, 2014..... Substantial Completion – Move In
- Aug 18, 2014..... First day of school

**d. A completed Sources and Uses of Funds Report for Facility Development and the planned funding mechanism to cover projected costs can be found in a separate attachment.**



**PRAIRIE MANAGEMENT & DEVELOPMENT, INC.**

333 NORTH MICHIGAN AVENUE, SUITE 1700

CHICAGO, ILLINOIS 60601

312-644-1055 fax 312-644-0686

**NON BINDING LETTER OF INTENT TO LEASE**

**Property:** *Bridgeport Art Center/East Bank Storage*  
*1200 W. 35<sup>th</sup> Street*  
*Chicago, IL 60609*

**Lease Term:** Primary term to be three (3) years effective upon completion of the Premises or Tenants occupancy the later of which shall be the determining date. Tenant to retain renewal options for a period of ten (10) years.

**Property Access:** Tenant to have full and complete access to the Property sixty (60) days prior to Lease Commencement date in order for Tenant to initiate and complete Tenant improvements necessary for the intended use of the premises.

**Lease Rate:** \$ 12/sq.ft. per month for the first year of the primary term. Rent for 2<sup>nd</sup> and 3<sup>rd</sup> year of the primary term shall be \$12.50/sq.ft. per month.

**Deposit:** A deposit check in the amount equal to the first months rent shall accompany the executed Lease agreement.

**Expenses:** The following details the party responsible for the respective expenses.

	(Tenant/Landlord)
1. Electricity (Demised Premises):	Landlord
2. Electricity (Exterior security lighting):	Landlord
3. Water / Sewer:	Landlord
4. Gas:	Landlord
5. Janitorial:	Tenant
6. Trash Removal (Exterior grounds/dumpster):	Landlord

7. Driveways/Yard/Grass etc.:	Landlord
8. Roof / Structural Maintenance:	Landlord
9. Interior/Exterior Maintenance:	Landlord
10. Window Washing:	Landlord
11. Liability Insurance:	Tenant
12. Property/Fire & Extended Coverage Insurance:	Landlord
13. Ad Valorem Taxes:	Landlord
14. Property Taxes:	Landlord
15. Plate Glass:	Landlord
16. Locks/Keys:	Tenant

**H/VAC:** Landlord to insure that all H/VAC systems are in good working condition prior to occupancy and shall, for a period of thirty days (30) days from date of occupancy, be responsible for any repair and/or replacement necessary.

**Electrical / Plumbing:** Landlord to insure that all existing electrical system(s) and plumbing system(s) are in good operating condition prior to occupancy. Thereafter Tenant shall be solely responsible for all Electrical & Plumbing systems (Tenant responsible only for plumbing above the slab. Landlord to warrant all plumbing for 60 days from lease commencement)

**Permits:** Lease Agreement is contingent upon Tenant obtaining all necessary permits to include occupancy, zoning etc. necessary for operating the intended business.

**Signage:** Tenant to be responsible for any new signage in front of the leased Property, however Landlord shall be responsible for the removal of any unwanted existing signage.

**Environmental:**

Tenant cannot be responsible for any existing contamination at the site. Although Tenant does not anticipate environmental problems, Tenant will require copies of whatever environmental information that the Landlord may have to assist in the environmental evaluation of the Property prior to Lease execution.

**ADA Compliance:**

As required by Illinois law, Landlord shall be responsible for the property to comply with ADA regulations for restrooms and property access. Leasing contract between Landlord and Tenant may include costs for renovations to bring the leased space up to compliance.

**Tenant:**

3450 S. Halsted Ste. 302  
Chicago, IL 60608  
bethechange@bethechangeschool.org  
630-965-6378

**Intended Use:**

Grade school

**Lease Agreement:**

The first draft of the Lease Agreement shall be provided by the Landlord.

**Non-Binding:**

This Letter of Intent is completely nonbinding and has no effect on either party whatsoever until a Lease Agreement has been fully executed by both Tenant and Landlord.

**Agency:**

Landlord and Tenant acknowledge and accept that the undersigned, \_\_\_\_\_ (Agent), as the Designated Listing Agent for the Landlord.

If the above terms and conditions are acceptable, please indicate in the appropriate space provided and provide a formal lease agreement for the Tenants review within sixty (60) days of the acceptance date of this Letter of Intent.

Sincerely,  
Agreed to and Accepted:

TENANT

[Redacted Signature]

[Redacted Signature]

by:

Date

9/27/13

[Redacted Signature]

by:

Date

9/27/13



## **ADA REPORT**

**This report is to be completed by a building professional and signed below by a representative of your school with the authority to commit to any necessary building and policy remediation.**

I have read the below report and commit to the remediation plan described in Section VII.

Signature: \_\_\_\_\_

Date: 9/28/2013\_\_\_\_\_

Name (printed): \_\_\_\_\_

School/Organization: Be the Change\_\_\_\_\_

Title: Director\_\_\_\_\_

\_\_\_\_\_

## Instructions:

1. Please fill out a separate ADA Report for each of the following:
  - Your proposed facility;
  - Your back-up facility; and
  - Any temporary facility you contemplate using if your facility is not ready in time for your school's opening.
2. Answer the questions in Sections I-VII with regard to the *current state of the facility*, regardless of any plans you may have to renovate it; detail any planned renovations in Section VIII. Note in that section the details of any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom).
3. Survey each building for compliance with the 2010 ADA Standards for Accessible Design, 28 C.F.R. Pt. 36, Subpart D (2010) & 36 CFR pt. 1191, App. B & D. (2009) (available at [www.ada.gov](http://www.ada.gov)) which are strictly required in new construction and alterations and are used as a guide in pre-existing, unaltered buildings/spaces.
4. You or your building professional should survey each building feature listed below for each standard listed parenthetically after. Small deviations from ADA standards can amount to total exclusion from a facility for some persons with disabilities, and visual surveys alone, without careful measurements, will not be sufficient to detect these often critical deviations. Please note that the below-cited standards are not necessarily all of the standards applicable to the particular feature or to your building.
5. City permits or Certificates of Occupancy do not demonstrate or ensure ADA compliance.
6. CPS will provide assistance in completing this Report upon request. Please contact CPS to submit a request or if you have any questions about this Report.

**Name of School or Proposed School:**

**Be the Change**\_\_\_\_\_

**Address of Facility:**

**St. Pauls Our Lady OF Vilna St. 2127 W. 22nd  
Place, Chicago, IL 60608**\_\_\_\_\_

**Year Constructed**

\_\_\_\_\_1900\_\_\_\_\_

**Dates of Any Known Alterations**

\_\_\_\_\_unknown\_\_\_\_\_

(check one)    proposed location\_\_\_\_\_    back-up location\_\_x\_\_\_\_    temporary location \_\_\_\_\_

**Person Completing Report (name & title)**

**Zachary Clark, Architect, Bailey Edward**

**Date of Report : 9/28/2013**\_\_\_\_\_

**School Organization/Design Team Member Attesting to Information  
& Remediation Plan (name & title)**

**Mary Rawlins, Director**\_\_\_\_\_

**I. Site:**

- A. Do the parking lot and the routes from the parking lot, bus drop-off, and sidewalks comply with all ADA Standards? (E.g., §206 & §402 [accessible routes-general]; §403 [walking surfaces]; §404 [doors, doorways & gates]; §405 [ramps-note: for areas primarily serving children 12 & under, some guidance recommends slopes  $\leq 1:16$  & ramp runs  $\leq 20'$ ]; §406 [curb ramps]; §208 & §502 [parking spaces]; §209 & §503 [drop-off zones])

A Lift is provided from street level to basement where lift is provided to first floor classrooms only.

- B. Is there a playground area? (y/n) \_\_\_\_\_ If so, does it comply with all ADA play area guidelines? (E.g., §240 & §1008 [play areas])  
Yes, there are playground equipment. Surface is regular in paved areas.

## **Entrance:**

- C. Does the main building entrance comply with all ADA Standards? (E.g., §206.4 [entrances - general]; §206.5 [doors, doorways & gates]; §405 [ramps - note: for areas primarily serving children 12 & under, some guidance recommends slopes  $\leq 1:16$  & ramp runs  $\leq 20'$ ]; §216.2, §216.3, §216.6 & §703.7 [signs]; §205, §308, §309, §309.4 [intercoms: scoping, reach ranges, operability])

No

- D. If there are other, inaccessible entrances, do they have signage directing to the accessible entrance? (E.g., §216.3, §216.5, §703.5)

No

## **II. Interior Routes:**

- A. Are all floor levels (including basements, half-levels & mezzanines that have functional rooms) served by an ADA-compliant elevator or other allowable means of vertical access (specify)? (E.g., §206.2.3, §206.6, §206.7 [accessible routes in multi-story buildings & facilities-scoping]; §407 [elevators]; §408 [Limited-Use-Limited-Application "LULA" elevators]; §410 [platform lifts])

NO, LULA lift only provide from basement to main level. Entrance doors to basement are accessible.

- B. Are all rooms & spaces on each floor on accessible routes (i.e., no rooms up a step or curb from the regular floor level; no rooms set off from the regular floor by a narrow corridor)? (E.g., §206.2.3)

No rooms step up, but 2nd and 3rd floor levels are not accessible.

- C. If the school includes student lockers, does the appropriate number meet ADA Standards for reach and operability? (E.g., §225.2.1 & §811)

No lockers.

Are there objects that protrude more than 4" into circulation paths, which may pose a danger to people who are blind or visually impaired? (E.g., §204.1, §307)

Yes, radiant heaters and piping.

## **III. Classrooms**

- A. Do all classrooms & instructional spaces comply with ADA Standards? (E.g.: §404 [doors & doorways]; §216.2 & §703 [signs]; §225 & §811 [shelves/storage]; §606 [sinks]; §204.1 & §307 [protruding objects]; §308 [whiteboards]; §205, §309 [controls]; §226 & §902 [lab stations/work surfaces], §902.4 [work surfaces for children 12 & under])

No.

- B. List any classrooms that are on an inaccessible floor level, noting any that are specially equipped classrooms (e.g., rooms with built-in lab tables, kitchen equipment, computer labs)?

No specially equipped rooms on inaccessible levels.

**IV. Unique Purpose Rooms** (e.g., gym, locker rooms, auditorium, multipurpose room, cafeteria, library, administrative offices)

- A. List any unique purpose rooms or spaces that are on a floor level for which there is no wheelchair access.

Admin office.

- B. Other than access to their floor level, do all unique purpose rooms & spaces comply with ADA Standards? (E.g.: §404 [doors & doorways]; §216.2 & §703 [signs]; §225 & §811 [shelves/storage]; §221 & §802 [gym & auditorium seating], §219 & §706 [assistive listening systems]; cafeterias: §227 & §904.5 [food service lines], §226 & §902 [dining surfaces-note §902.4 for children 12 & under]; locker rooms: §222 & §803 [dressing areas], §213 & §§601-610 [toilet & bathing rooms - note §604.5 advisory for children 12 & under]; libraries & administrative offices: §227 & §904.3 [counters & check-out aisles], §226 & §902 [work surfaces-note §902.4 for children 12 & under])

- **Gym**

N/A

- **Locker Rooms**

N/A

- **Pool/Natatorium**

N/A

- **Auditorium**

N/A

- **Multipurpose Room**

No

- **Cafeteria**

Yes, although some floor surface areas will need to be refinished to comply.

- **Library** N/A

- **Principal's/Administrative Office**

No

- **Courtyard**

N/A

- **Greenhouse/Public-Use Green Roof/Garden**

N/A

no

- **Other Unique Space** (specify)\_\_\_\_\_

**V. Restrooms & Water Fountains:**

A. Are all restrooms accessible? (*E.g., §213 & §§603-606 [note standards for children 12 & under]*)

Yes, from the basement level.

B. If there are other, inaccessible restrooms, do they have signage directing to the accessible entrance? (*E.g., §216.8*)

No.

C. If drinking fountains exist, are there accessible fountains in close proximity? (*E.g. §211 & §602-note §602.2 standard for clear floor space & spout height of fountains primarily serving children 12 & under*)

No drinking fountains.

**VI. Fire Alarms:** Does the building have ADA-compliant visual (strobe) alarms? (*E.g. §215 & §702*)

No.

**VII. Remediation Plans:** If any of the above currently does not comply with ADA standards, please describe in detail your remediation plan, including:

- 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:** Renovation to be complete prior to start of school year.
- 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 (e.g., converting a storage area into a lunchroom).

#### **Entrance:**

Existing lift will continue to provide access from street level to basement level.  
Add signage directing to accessible entrance.

#### **Interior Routes:**

A passenger elevator will be installed to provide access to all levels. Existing LULA provides access to first floor only.

#### **Classrooms:**

A passenger elevator will be installed to provide access to all levels.

#### **Unique Purpose Rooms:**

Refinish floor in cafeteria.

#### **Restrooms & Water Fountains:**

Add accessible water fountains.

#### **Fire Alarm:**

Add ADA compliant visual strobes.

## **ADA REPORT**

**This report is to be completed by a building professional and signed below by a representative of your school with the authority to commit to any necessary building and policy remediation.**

I have read the below report and commit to the remediation plan described in Section VII.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_9/28\_\_\_\_\_

Name (printed): \_\_\_\_\_\_\_\_\_\_

School/Organization: Be the Change Charter

Title: \_\_\_\_\_School Director\_\_\_\_\_

\_\_\_\_\_



## Instructions:

1. Please fill out a separate ADA Report for each of the following:
  - Your proposed facility;
  - Your back-up facility; and
  - Any temporary facility you contemplate using if your facility is not ready in time for your school's opening.
2. Answer the questions in Sections I-VII with regard to the current state of the facility, regardless of any plans you may have to renovate it; detail any planned renovations in Section VIII. Note in that section the details of any spaces for which you intend to change the use (e.g., converting a storage area into a lunchroom).
3. Survey each building for compliance with the 2010 ADA Standards for Accessible Design, 28 C.F.R. Pt. 36, Subpart D (2010) & 36 CFR pt. 1191, App. B & D. (2009) (available at [www.ada.gov](http://www.ada.gov)) which are strictly required in new construction and alterations and are used as a guide in pre-existing, unaltered buildings/spaces.
4. You or your building professional should survey each building feature listed below for each standard listed parenthetically after. Small deviations from ADA standards can amount to total exclusion from a facility for some persons with disabilities, and visual surveys alone, without careful measurements, will not be sufficient to detect these often critical deviations. Please note that the below-cited standards are not necessarily all of the standards applicable to the particular feature or to your building.
5. City permits or Certificates of Occupancy do not demonstrate or ensure ADA compliance.
6. CPS will provide assistance in completing this Report upon request. Please contact CPS to submit a request or if you have any questions about this Report.

Name of School or Proposed School:  
Be the Change Charter School

Address of Facility  
St. Pauls Our Lady OF Vilna St. Michael's Campus  
2315 W. 24th Place, Chicago, IL  
606008

Year Constructed  
\_\_\_\_\_1950\_\_\_\_\_

Dates of Any Known Alterations

\_\_\_\_\_unknown\_\_\_\_\_

(check one)    proposed location \_\_\_\_\_    back-up location   X      temporary location \_\_\_\_\_

Person Completing Report (name & title)

\_\_\_\_\_

School Organization/Design Team Member Attesting to Information  
& Remediation Plan (name & title)

\_\_\_\_\_

Date of Report \_\_\_\_\_9/28/2013\_\_\_\_\_

**I. Site:**

A. Do the parking lot and the routes from the parking lot, bus drop-off, and sidewalks comply with all ADA Standards? (E.g., §206 & §402 [accessible routes-general]; §403 [walking surfaces]; §404 [doors, doorways & gates]; §405 [ramps-note: for areas primarily serving children 12 & under, some guidance recommends slopes  $\leq 1:16$  & ramp runs  $\leq 20'$ ]; §406 [curb ramps]; §208 & §502 [parking spaces]; §209 & §503 [drop-off zones])

No

B. Is there a playground area? (y/n) \_\_\_\_\_ If so, does it comply with all ADA play area guidelines? (E.g., §240 & §1008 [play areas])

No

## **Entrance:**

- C. Does the main building entrance comply with all ADA Standards? (E.g., §206.4 [entrances - general]; §206.5 [doors, doorways & gates]; §405 [ramps - note: for areas primarily serving children 12 & under, some guidance recommends slopes  $\leq 1:16$  & ramp runs  $\leq 20'$ ]; §216.2, §216.3, §216.6 & §703.7 [signs]; §205, §308, §309, §309.4 [intercoms: scoping, reach ranges, operability])

No

- D. If there are other, inaccessible entrances, do they have signage directing to the accessible entrance? (E.g., §216.3, §216.5, §703.5)

No

## **II. Interior Routes:**

- A. Are all floor levels (including basements, half-levels & mezzanines that have functional rooms) served by an ADA-compliant elevator or other allowable means of vertical access (specify)? (E.g., §206.2.3, §206.6, §206.7 [accessible routes in multi-story buildings & facilities-scoping]; §407 [elevators]; §408 [Limited-Use-Limited-Application "LULA" elevators]; §410 [platform lifts])

NO

- B. Are all rooms & spaces on each floor on accessible routes (i.e., no rooms up a step or curb from the regular floor level; no rooms set off from the regular floor by a narrow corridor)? (E.g., §206.2.3)

NO

- C. If the school includes student lockers, does the appropriate number meet ADA Standards for reach and operability? (E.g., §225.2.1 & §811)

NO, not on accessible route.

- D. Are there objects that protrude more than 4" into circulation paths, which may pose a danger to people who are blind or visually impaired? (E.g., §204.1, §307)

NO

## **III. Classrooms**

- A. Do all classrooms & instructional spaces comply with ADA Standards? (E.g.: §404 [doors & doorways]; §216.2 & §703 [signs]; §225 & §811 [shelves/storage]; §606 [sinks]; §204.1 & §307 [protruding objects]; §308 [whiteboards]; §205, §309 [controls]; §226 & §902 [lab stations/work surfaces], §902.4 [work surfaces for children 12 & under])

NO

- B. List any classrooms that are on an inaccessible floor level, noting any that are specially equipped classrooms (e.g., rooms with built-in lab tables, kitchen equipment, computer labs)?

All rooms are currently in accessible

**IV. Unique Purpose Rooms** (e.g., gym, locker rooms, auditorium, multipurpose room, cafeteria, library, administrative offices)

A. List any unique purpose rooms or spaces that are on a floor level for which there is no wheelchair access.

Cafeteria/Multipurpose room, bathrooms

B. Other than access to their floor level, do all unique purpose rooms & spaces comply with ADA Standards? (E.g.: §404 [doors & doorways]; §216.2 & §703 [signs]; §225 & §811 [shelves/storage]; §221 & §802 [gym & auditorium seating], §219 & §706 [assistive listening systems]; cafeterias: §227 & §904.5 [food service lines], §226 & §902 [dining surfaces-note §902.4 for children 12 & under]; locker rooms: §222 & §803 [dressing areas], §213 & §§601-610 [toilet & bathing rooms - note §604.5 advisory for children 12 & under]; libraries & administrative offices: §227 & §904.3 [counters & check-out aisles], §226 & §902 [work surfaces-note §902.4 for children 12 & under])

- **Gym**

- **Cafeteria**  
**NO**
- **Library N/A**

N/A

- **Locker Rooms**

N/A

- **Principal's/Administrative Office**

**No**

- **Pool/Natatorium**

N/A

- **Courtyard**

**NO**

- **Auditorium**

N/A

- **Greenhouse/Public-Use Green Roof/Garden**

**NO**

- **Multipurpose Room**

No

- **Other Unique Space (specify)\_\_\_\_\_**

no

**V. Restrooms & Water Fountains:**

A. Are all restrooms accessible? (*E.g., §213 & §§603-606 [note standards for children 12 & under]*)

NO

B. If there are other, inaccessible restrooms, do they have signage directing to the accessible entrance? (*E.g., §216.8*)

NO

C. If drinking fountains exist, are there accessible fountains in close proximity? (*E.g. §211 & §602-note §602.2 standard for clear floor space & spout height of fountains primarily serving children 12 & under*)

NO

**VI. Fire Alarms:** Does the building have ADA-compliant visual (strobe) alarms? (*E.g. §215 & §702*) NO

**VII. Remediation Plans:** If any of the above currently does not comply with ADA standards, please describe in detail your remediation plan, including:

- 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 (e.g., converting a storage area into a lunchroom).

## Appendix EEE\_ Full Citation List

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