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**Part 1: Updates to Following Sections of the Tier 1 RFP**

**Section 1.1. Parent and Community Engagement/Need in Targeted Community (p. 24)**

*1.1.a. Parent and Community Engagement (Preparation of Proposal)*

Since submitting our charter proposal in September, BCCS has continued outreach to organizations in McKinley Park and in its surrounding neighborhoods. BCCS will continuously build support for its school and work to better understand the desires, concerns and needs of the community.

BCCS has met directly with parents/community members and/or held information sessions at:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Organization/****Event** | **Contact Person** | **Event Date** | **Contact Info** | **Neighborhood** | **Outcome** |
| Co-Prosperity Sphere*Let’s Play*3219 South Morgan | Ed Marszewski | 10/20/2013 | edmarlumpen@gmail.com | Bridgeport  | 3 parent petition signatures Pilsen Montessori connectionFuture Hits Songs for Learning connection |
| Hoyne Park Advisory Council *Halloween Party*3417 South Hamilton Ave | Julie Terrazas | 10/26/2013 | hoyneparkadvisorycouncil@gmail.com | McKinley Park | 17 parent petition signaturesTechnology educator connection |
| Little Tykes I1711 West 35th | Katrina Petrich | 10/30/2013 | fss.littletykes2@yahoo.com | McKinley Park | 3 parent petition signatures |
| Little Tykes II1723 West 35th | Katrina Petrich | 11/20/2013 | fss.littletykes2@yahoo.com | McKinley Park | 7 parent petition signatures18th Street Development Corporation connection |
| LDE Soccer League2600 West 35th | Diego Monroy | 11/23/2013 | dmonroy@ldesoccer.com | McKinley Park | 47 parent petition signatures |
| McKinley Park Advisory CouncilMcKinley Park Library1915 West 35th | Heather Breems | 12/3/2013 | heatherbreems@gmail.com | McKinley Park | TBD |

Over the past two months, BCCS has continued developing contact and relationships with local organizations through email, walk-ins and phone calls in an effort to both gain support and receive input about how the school could best serve the neighborhood. BCCS intends to continue outreach over the next several weeks. Below is a list of organizations BCCS has contacted thus far:

|  |  |  |  |
| --- | --- | --- | --- |
| **Organization** | **Contact Person** | **Contact Info** | **Neighborhood** |
| Alderman George Cardenas’ office12th Ward | Anibel Abarca | 312-744-3040 | McKinley Park |
| Archer Avenue Learning Station3575 South Archer Ave.60609 | Beata Skorusa | bskorusa@aol.com773-254-KIDS | McKinley Park |
| Children’s World3356 South Ashland Ave.60609 | Paula Mendez | childrensworld@yahoo.com773-523-0100 | McKinley Park |
| Little Tykes I and II1711/1723 West 35th St.60609 | Katrina Petrich | fss.littletykes2@yahoo.com773-254-7710 | McKinley Park |
| McKinley Park Library1915 West 35th St.60609 | Sheryll AdamsSarah Holkamp | 312-747-6082 | McKinley Park |
| Richard J. Daley Library3400 South Halsted60608 | Jeremy Kitchen | jkitchen@chipublib.org312-747-8990 | Bridgeport |
| El Valor- Guadalupe Reyes Children & Family Center60608 | Clara Lopez | clara.lopez@elvalor.net312-997-2021 | Pilsen |
| El Hogar del Nino1710 South Loomis60608 |  | elhogardelnino.org@gmail.com | Pilsen |
| Summa Cum Laude Early Learning Center1929 South Archer60616 |  | info@summaelc.com312-808-1929 | South Loop |
| Chicago Commons- Pilsen Guadalupano Family Center1814 South Paulina60608 | Esmeralda ArroyoShannon Kimmel | arroyoe@chicagocommons.orgkimmels@chicagocommons.org  | Pilsen |
| Pilsen Montessori 2003 West 21st St.60608 |  | info@pilsenmontessori.com773-847-7993 | Pilsen |
| Gads Hill Center | Jackie Palma | jpalma@gadshillcenter.org | Pilsen |
| 18th Street Development Corporation | Adrian Soto | asoto@eighteenthstreet.org312-733-2287 | Pilsen |
| Casa Juan Diego | Jennifer O’Neil | joneil@casajuandiego.org  | Pilsen |
| Changing Worlds |  | (312) 421-8040  | Pilsen |
| Rauner Family YMCA | Anndrea L. Miller | anmiller@ymcachicago.org312-506-0134 | Pilsen |
| Old Neighborhood Italian American Club | D. "Captain D" DiFazio  | captaind@oniac.com | Armour Square |

On November 25th, BCCS engaged in a Neighborhood Advisory Council (NAC) Capacity Interview with the McKinley Park NAC. Below is a list of the questions from NAC members and either BCCS’ response to their question or how we intend to incorporate their feedback into the development of BCCS.

**Interview Questions**

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Criterion | Assigned NAC Member | Responses |
| Have you received a letter of support from the archdiocese regarding back-up school location? | 4.3 | Amy | The Archdiocese has received all requested documents. The Archdiocese requested a series of documents to support their decision to write a letter of intent. These documents were submitted to the Archdiocese on 10/29/2013, with follow up by BCCS on 11/3 and 11/21. We are waiting for the documents to be considered.  |
| Other facility options? | 4.3 | Amy | The Bridgeport Art Center remains the primary site for BCCS. St. Michael and St. Paul would serve as alternate sites for the first years of BCCS operations. With the help of a commercial real-estate broker, BCCS continues to canvas the McKinley Park neighborhood for other appropriate spaces. Once found, BCCS vets these through the BCCS architect. A handful of additional sites have been identified and may serve as alternative sites. |
| Are there plans for expanding your budget for security equipment? Or additional security staff?  | 4.0 | Amy | Yes. For its first year of operation, BCCS is eligible for additional grants from Walton and the US Department of Education. These are not stated in the application budget because their submission deadlines are early 2014, or after BCCS’s CPS application deadline; CPS only wanted secured funds entered in its application budget template. However, BCCS qualifies for hundreds of thousands more dollars for its start-up year. These funds will help BCCS acquire any needed security cameras, communications equipment and the like. Trained parent monitors and maintenance staff will function as deputy security officers to augment the work of the security officer and any security technology. |
| How are you going to address the gang problem of kids who have gangs in their families? | 4.0 | Amy | The BCCS Leadership Team has extensive experience {Mary (5), Phillip (10)} years of experience working in the target area with families with gang involvement. In addition, Sonia (7) has experience working in schools where gang involvement and conflict is prevalent. In addition to tapping into their prior experiences as school leaders and educators, BCCS will need strong leadership and partnerships to forge agreements, establish rules and protocol and hold all families accountable. The School Director, Mary Rawlins, has extensive experience working with students both involved in the gang culture and those at risk of gang recruitment. She has implemented both proactive (such as Peer Jury and Safe School Ambassadors) and reactive programs (such as Think First) designed to help students develop their conflict resolution and problem solving skills and empower them with the skills needed to make more healthy, positive decisions. She experienced great success with these programs by tailoring them to the needs of the students.BCCS will employ a strategic approach to addressing issues of gang violence in and around the school. We will establish school as a peaceful place. BCCS will conduct regular parent meetings to discuss topics such as strategies for keeping children away from gangs as well as communicating to families early on about the zero tolerance stance BCCS takes regarding gang violence. The display of gang affiliated clothing or symbols will be immediately addressed, including alerting the student’s parents. Once open, the BCCS Community Center will host a variety of after school programs for students designed to provide both academic enrichment and extracurricular options for after school hours. The BCCS school wide discipline program will promote peaceful problem solving and non-violent conflict resolution practices. This school-wide program will work in conjunction with restorative justice, affording BCCS students with opportunities to make amends for misconducts and help restore a sense of peace in the school. Weekly school-side assemblies will be held acknowledging and honoring individual students for their peaceful practices. Finally, one goal of BCCS’s Security Plan is to have the Security Officer, along with the Security Committee, teachers and parents, work to design protocols and structures that allow them to respectfully monitor and respond to gang activity in and around the school.  |
| Is your approach to restorative justice realistic with the elementary students? |   | Amy | Restorative justice is used with students of all ages. Mary has facilitated restorative justice programs in elementary and high schools and experienced great success including a significant decrease in the numbers of misconducts within both settings, particularly misconducts involving violence. Young children are especially receptive to programs requiring them to accept responsibility and make amends to those they have harmed. A school in West Oakland, CA has reduced the rate of suspensions by more than 75% after implementing a restorative justice program while the Denver Public Schools saw a 50% drop in school absences and 60% less tardies. In 2009, the International Institute for Restorative Practices (IIRP) published findings from Schools Implementing Restorative Practices,which highlighted outcomes from six schools located in communities in Pennsylvania that range from urban to rural and impoverished to middle class. All six schools in this study witnessed significant drops in suspensions, expulsions, disruptive behavior, repeated offenses, violence and discipline referrals in general. Elementary, middle, and high schools in the nation are experiencing the positive results of the restorative justice program. The principles of restorative justice align with the BCCS core principles of Peace, Voice and Action. Restorative justice affords us the opportunity to administer necessary consequences for misconduct while reestablishing peace and equity in the school culture. |
| How do parents get involved in the restorative process?   | 1 | Jennie | Partnerships with parents are a vital component of our school’s operation. Not only do we feel it necessary to contact parents immediately when their child is being considered for any type of disciplinary action, we also believe that involving parents in the restorative justice process creates continuity between the school and home. Parents will be informed of our commitment to restorative justice practices upon registration, as well as individually should their child be involved in a situation at school. Additionally, BCCS will offer workshops focused on educating parent and community members about strategies and/or protocols they can implement at home and in the neighborhood that align with restorative justice practices.  |
| It seems like there’s too much of the financial decision making on the school director in its early phase. Can you please | 4 | Martin | There are clear roles and responsibilities regarding the school’s financial decisions between the School Director, Director of Finance and Operations, and the school’s bookkeeper. The School Director will meet with the DFO at designated times each week to review the budget and to authorize required transactions. The DFO will supervise all financial and operational processes, provide coaching for the bookkeeper as needed and ensure that all operational and financial compliance requirements are met. A full-time bookkeeper will be on staff and will be supervised by the Director of Finance and Operations (DFO). In addition, the Governing Board will oversee financial decisions made by school leadership and provide guidance and oversight as needed. The Finance Committee will meet with the DFO and School Leader on a monthly basis.  |
| Please explain the $10,000 for staff recruitment. | 4 | Martin | In alignment with our mission, BCCS will recruit a diverse administrative and teaching staff. It will advertise open staff positions in niche publications as well as in general circulation papers like the Tribune and Sun Times. One classified listing in the Tribune for the Sunday paper with mention in Hoy three days that week and on Career Builder for a month costs $995; running ads for three positions using this package would require up to $3,000. BCCS also plans to pay to attend and market its positions at local, regional, and national teacher recruitment fairs. The recruitment process will continue until the appropriate staff is hired. With these recruitment efforts and limited budget, BCCS will have to think strategically about how it spends its $10,000 recruiting budget. |
| Please clarify why we don’t see student transportation reflected in your budget. | 4 | Martin | Most BCCS families will travel to the school by either walking, private transportation or through the use of public transportation. The school will make special considerations for students under severe financial hardship and homeless students to ensure no student faces obstacles when arriving to school everyday. In the case where a student has an Individualized Education Plan that requires special transportation, BCCS will contact CPS, which will provide bus transportation for the student. Students in temporary living situations will be provided supports for transportation through CPS.  |
| Will parent monitors be paid or volunteers? | 4 | Martin | Parent monitors are paid staff and are budgeted under “Enrichment staff.” One half of the enrichment staff budget each year is allocated for Parent Monitors. |
| Fundraising: how is it that you’re going to fundraise? What are the steps you’re going to take? | 4 | Martin | BCCS has already researched a host of available grants and has identified several it will apply for in the first two years of the school. BCCS is in the process of completing applications for Walton and the US DOE grants due early next year. For the time being, the DFO and a Board Member are taking the lead on this project with the remaining Design Team members serving as editors. BCCS plans to utilize the services of development professionals, such as grant-writers, and hopes to acquire a development director to assist with fundraising in the future.  |
| You want to have a diverse student body, but what specifically does that look like to you? What are those benchmarks? | 2 | Jackson | As a public charter school, BCCS is open to any student in the city of Chicago, and there are no criteria for enrollment on the basis of race, ethnicity, religion, gender, or socio-economic status. BCCS plans to have a strategic student recruitment plan that will help ensure a diverse student body by drawing upon the neighborhoods of McKinley Park, Bridgeport, Pilsen, Armour Square, and Bronzeville. Ideally, we’d have a student body that reflects the racial/ethnic and socio-economic characteristics of the school’s surrounding neighborhoods. In accordance with Illinois Charter Law, BCCS will hold a lottery should we have more applicants than students spots. Our commitment to diversity extends beyond racial and cultural diversity, such as diversity of ideas, languages and experiences.  |
| What specifically will address racial conflict? | 2 | Jackson | One of the advantages of an interdisciplinary approach to student learning is that curriculum can and will be shaped by who our students are and the experiences they bring with them. Using a planning process known as backwards mapping, teachers will be able to address social issues, such as racial conflict, within strands of the interdisciplinary approach. An example of this might fall under the BCCS Strand, *Turning Points and Changemakers*, and could include an interdisciplinary unit focused on how communities in Chicago have developed along racial lines and how the city can address issues of segregation. Additionally, we have scheduled intentional meeting times during the school day for teachers to meet with their classes to address social and emotional needs. During Morning Meetings and Advisory, issues around racial conflict or other concerns can be raised in honest conversation.  |
| What is the checks and balances process for parents to be a part of the governance of the school? | 2 | Jackson | Parents and community members who are involved with the Family Teacher Community Organization (FTCO) will have the opportunity to be nominated to the Governing Board by the FTCO. FTCO board nominees will then move through the same Board recruitment process as any other nominee. There will be two positions designated on the Governing Board to community and family members nominated by the FTCO so that we intentionally include their voices in the school’s governance.  |
| Is there a set plan or vision to visit the neighborhood changes in the community through time? | 3 | Abel | The Dean of Community Center (DCC) is the designated school leader who will be in constant communication with community leaders and organizations. In this role, she/he will take the lead in gathering insight from community leaders regarding shifts or changes in the community, as it relates to needs and concerns. While this will be an ongoing part of the DCC’s role, she/he will be intentional about gathering this information through needs assessment surveys halfway through the school year to provide concrete data for the Governing Board for their annual retreat (see below) as well as analyze data from the 5 Essential Surveys at the end of every year. Every January, members will attend an annual governance retreat where they will review critical school information, including but not limited to academic data metrics, financial statements, and community news. At this retreat, the Board will begin its strategic planning process for BCCS, which will entail reviewing all the data in order to develop a plan for the school in the next year. This plan will be anchored in how the school’s goals align with the mission and vision; therefore, any changes in the community will play a critical role. This strategic plan will be developed over the course of a few months in order to be formally voted on at the Annual Meeting, which takes in April.  |
| Please define the 5 Essentials survey. The NAC is under the impression that this is only applicable to students in 6th grade or above. | 3 | Amy | The 5 Essentials Survey is completed by parents, teachers, and students, and measures those components believed to be indicators of highly successful schools- School Leadership, Parent and Community Ties, Professional Capacity, Student-centered Learning Environment, and Ambitious Instruction. The 5 Essentials Survey is typically administered within elementary schools. Parents and teachers working with students younger than 6th grade are asked to complete the survey. There is even evidence of programs beginning to apply this survey within early childhood education, and the survey can generally be adapted for students in the primary and intermediate grades. |
| How do students play a role in the student advisory committee? | 3 | Jackson | The student advisory committee (SAC) will be facilitated by the Dean of Student Development to discuss issues and raise opinions on items that impact the school community. Students, from grades K through 8, will have the opportunity to participate in the Student Advisory Committee and engage with the consensus decision-making process. Students will raise issues or opinions that are important to them, propose solutions or an action plan, and then decide as a committee which steps to take. The DSD or representatives from SAC will then bring these steps to the school leadership meetings.  |
| Any Last minute questions or comments? | NA | Carla |   |
| *Final question to be asked in the last 5 minutes:* We have one minute left, if there is one thing that you need to make sure we know at the end of the interview, what is it? |   |   |  |

*1.1.b. Description of Need in Targeted Community*

BCCS continues to meet with parents and community members in the McKinley Park and surrounding neighborhood to further understand their desires, concerns and needs with respect to a new school. As in the past, we continue to focus our efforts on relationship- building, which begins with listening and sharing our own stories and backgrounds. In our proposal, we described the following needs and interests in a new school, identified by residents of McKinley Park and Bridgeport:

* More quality options for schools in the area
* Rigorous academic curricula and instruction
* Opportunities for decision-making within the school
* Availability of language and ESL services
* Addressing the issues of racism and discrimination

In the past two months of community outreach in the McKinley Park neighborhood, an issue that has come up consistently is families’ difficulty in obtaining a seat for their children in the area’s high-quality schools. Many parents have commented that they had hoped to enroll their children in charter schools but have been on a waitlist for years. They want other options, particularly for children whose test scores make them ineligible for selective enrollment schools. We share this concern and have shared with community members that we are committed to providing a community school through recruitment efforts targeted in McKinley Park and its surrounding neighborhoods.

**Section 1.2. Evidence of Parent and Community Support in Targeted Community (pp. 24-25)**

*1.2.a. Evidence of Parent Support in Targeted Community(ies)*

From the events and information sessions listed above in Section 1.1a, BCCS has gathered signatures from 81 parents in the McKinley Park/Bridgeport neighborhood who support the mission of BCCS. (Please see Appendix A: Petitions of Support.)

*1.2.b. Evidence of Community Stakeholder Support in Targeted Community(ies)*

As outlined in Section 1.1a, BCCS has reached out to numerous community organizations to gain their support, learn more about their work, and collaborate with them on future events. BCCS has been in close communication with Little Tykes, LDE Soccer, Hoyne Park Advisory Council, McKinley Park Advisory Council, and the McKinley Park Library.

**Section 1.3. Future Plans for Parent and Community Engagement and Partnerships (p. 25)**

*1.3.a. Key Community Partnerships*

BCCS currently has two key community partnerships as outlined in the proposal with University of Chicago Urban Teacher Education Program and Project:VISION. These two partnerships will be important in providing BCCS with professional development resources as well as after-school tutoring and community service opportunities for our students. Since the submission of BCCS’s Tier I proposal, the Design Team has been investigating several other partnerships with community organizations in McKinley Park that would round out the services the school would be able to provide students, particularly around social work, counseling, and extra-curricular activities.

We have reached out to Gads Hill Center, a community organization that serves Brighton Park and Pilsen neighborhoods through a myriad of programming for children from birth to their teenage years, including early childhood development, social and emotional learning, mentoring, and after-school support. In addition, BCCS has met with leaders for the McKinley Park Advisory Council and the Hoyne Park Advisory Council and hope to continue a relationship that would allow students at BCCS to engage in recreational and sports activities and events at the parks.

The BCCS Design Team will continue to research, meet, and engage with community organizations through the design, incubation, and start-up years. BCCS views identifying and formalizing a partnership as a long-term, thoughtful process because we want the partnership to be meaningful and realistic for both parties. Once BCCS opens its doors and can assess the needs of its student body and families, the Dean of Community Center will work to establish other key partnerships with organizations.

*1.3.b. School Involvement in Community*

Upon approval of charter, BCCS will continue to engage in community outreach through information sessions, events, and workshops that provide opportunities for families and community members to learn more about the mission of the school as well as provide feedback on the development of the school. We firmly believe that building authentic relationships takes time, and our outreach strategy for meeting with organizations, leaders, and small groups of parents will build a base for our recruitment and Community Engagement Plan as well as help to address potential resistance to the school.

The BCCS Design Team has been building the foundations for implementing its Community Engagement Plan once the school opens its doors including consistent, two-way communication, strong decision-making structures, classes and services for adults and families, volunteer opportunities, curricula and instructional strategies workshops for parents, and partnerships with organizations.

**Section 2.2.a. Roles and Demonstrated Experience (p. 26)**

The BCCS Design Team continues to build its expertise in curriculum and instruction by tapping into local and national resources that will support best learning opportunities for students.

Mary Rawlins has successfully defended her dissertation, thus completing all of the work required for her PhD. Her degree will be officially conferred in May 2014. In addition to this work, Mary has been seeking out opportunities to improve her skills as an instructional leader, including developing her understanding of the Common Core State Standards, collaborating with the leaders of successful charter schools, and seeking out opportunities to improve upon and develop her Spanish speaking ability.

Sonia Wang continues to sharpen her instructional knowledge by deepening her understanding of best practices with the shift to Common Core State Standards. She has been working closely with Achievement Network and leading her network’s literacy collaborative in understanding this shift along the kindergarten through 12th grade continuum to best support teachers in the classroom as well as students in their learning.

Eliza Bryant continues to work with teachers to improve their instructional practice around mathematics in pre-kindergarten through sixth grade. With the introduction of the Common Core State Standards, Eliza has pushed teachers to be more thoughtful about the level of rigor they bring to their classrooms everyday, and guides them towards classroom environments in which students can express their mathematical thinking more readily. She has been invited to give a presentation about effective differentiated professional development models at the national conference for National Council of Supervisors of Mathematics.

These experiences will contribute to establishing a solid academic and instructional foundation in the start-up years of BCCS.

**Section 2.2.c. School Leadership (p. 28)**

BCCS believes in a shared leadership model. Through our reflections upon our work within the community, as well as our meeting with the NAC, it has become apparent that this model needed to be more clearly delineated for the different roles involved in our school’s leadership.

Below is a chart describing the primary responsibilities of the BCCS School Leadership:

|  |  |  |  |
| --- | --- | --- | --- |
| **Mary Rawlins*****School Director*** | **Phillip Hall*****Director of Finance & Operation*** | **Sonia Wang*****Dean of Student Development*** | ***TBD******Dean of Community Center*** |
| Monitor all School FunctionsManage day-to-day staffDevelop and maintain professional culture, learning, and developmentCoach and support teachers Engage in teacher evaluationsManage staff disciplinary issuesAnalyze and engage teachers in analyzing data and setting student, teacher, and school-wide goalsOversee Registrar and Office AssistantReport to Governing Board  | Ensure alignment between the budget and BCCS’s core values and missionManage bookkeeper and office staff Research and manage external funding sources with the Governing Board’s External Relations and Development CommitteeManaging external vendors Oversee facilities and maintenanceOversee technology  | Oversee Student Discipline ConcernsImplement Restorative justice proceduresMaintain School-wide Behavior PlanCoordinate social and emotional learning programsImplement Student Celebrations and AssembliesFacilitate Student Advisory Committee | Establish and oversee community programming and partnershipsManage community outreach effortsCoordinate workshops and services for family and community membersRecruit, train, and oversee volunteersAfter school programmingExtra- curricular programsCommunications with family and community |

**Section 3.2.c. Board Experience (p. 34)**

We are currently in the process of voting in a new member of the Governing Board, Toyce Mizelle. Toyce will bring to the board an acute sense of fiscal responsibility balanced with a deep passion for the education landscape of Chicago Public Schools. As a Vice President at J.P.Morgan, he has experience working with monitoring and facilitating more cash management for clients; his membership fulfills the final area of expertise that we have identified as desired for our board composition. Additionally, as a graduate of the Chicago Public Schools system, he brings his passion to contribute to the development of a school that provides innovative experiences and opportunities for the students on the southside of Chicago. Presently, Toyce has completed his board membership process. His membership will be formally voted on at the next Governing Board meeting on Wednesday, December 4, 2013. (Please see Appendix B: Board Member Resume.)

**Section 4.1.c. Development Plan (p. 36)**

Annual Gala

On November 8th, we held our 2nd annual gala, *Planting Seeds of Change Silent Auction* at the Co-Prosperity Sphere Art Gallery. The event hosted over 100 guests, including both returning and new guests, and ultimately raised almost $10,000 through event and raffle ticket sales, and silent auction bids. We intend for this annual gala to be our primary event fundraiser each year, and we believe that it will garner even more personal and financial support once the school is authorized.

Grant Opportunities

BCCS’s Director of Finance and Operation, Phillip Hall, and design team member, Eliza Bryant, have established a strategic plan for researching and applying for external grants. Based on grantor timelines, Phillip and Eliza identified three grant opportunities to purse at this time: Department of Education, Walton Family Foundation, and the Crown Family Philanthropies.

Currently, Phillip has established a contact with the Department of Education and begun collecting pertinent information to initiate the grant application process. Eliza reached out to the Crown Family Philanthropies to ensure eligibility based on BCCS’s pre-authorization status.

Finally, BCCS is working with the Illinois Network of Charter Schools (INCS) to confirm our participation in the next grant application process for post-authorization funding with the Walton Family Foundation.

**Section 4.3. Facilities (pp. 36-37)**

*4.3.a. Facility Plan*

Phillip Hall, BCCS’s Director of Finance and Operations met with Andrea Underwood at IFF to initiate a dialogue regarding a facility loan. Andrea Underwood made BCCS aware of funding available for start-up charters like BCCS. Andrea Underwood informed BCCS to be in touch with her again as soon as the charter is granted, as that is when the formal application is to be completed and submitted.

IFF provides two types of loans to start-up charters: first, IFF provides equipment loans for a five year term at 4.75%; second, IFF also provides leasehold improvement loans up to $1 million if they are holding a secondary note and up to $1.5 million, if they are the primary holder.

The terms of this leasehold improvement loan include up to 15 year fully amortizing loans; with a lease, IFF would match the lease term plus options – 4.75% rate for a five year term loan; 5% rate for 10 year loans; and for 15 year loans, 5.25%, all up to 95% of project cost. BCCS would need to put down 5%. There would be no prepayment fees.

*4.3.b. Space Requirement*

There are no updates at this time.

*4.3.c. School Site*

BCCS continues to work with the architect to ensure the design of the school meets code, manages traffic flow, and that the space design within the Bridgeport Art Center ensures the greatest security for our students, families and staff. A meeting with Bailey Edwards architects resulted in a plan for the following:

* ***Detailed Survey + Draft Existing Plans***- Architects will spend a full day gathering specific dimensional information from the existing building and then drafting the existing plans so that there is an accurate base drawing to begin with.
* ***Development of plan Options***- This includes quick initial layouts of the school for the first floor space and the upper floor space to ensure that BCCS and BAC are comfortable with the plans.
* ***Detailed Code Study***- This includes time to go through all the code issues that may arise when seeking permit and make sure that we have solutions that both BCCS and BAC agree with.
* ***Meeting with BAC about the existing code issues***- This includes time for architects have a discussion with BCCS and BAC about outstanding code violations that BAC may have, to look at past BAC build-out project drawings to see how the City has commented on them, and to make certain that BAC understands the scope of what they will need to do to make the current building code compliant.

BCCS is also keeping in mind alternative options for facility sites, including St. Paul School Building. The Design Team is in the process of pursuing a letter of intent with the Archdiocese Real Estate Department. Additional independent sites within McKinley Park have been identified, and the design team is making inquiries into the buildings for lease and their appropriateness as a school site.

**Part 2 - Updates to RFP Directly Tied to Parent/Community Feedback**

**Security Plan**

In meeting with members of the community, BCCS realized the need to document its intentions relative to school security.

3.1.b - Operations Start-Up Plan:

A formal BCCS Security Plan will be drafted by July 2014 and will include the following roles:

1. A Security Officer

2. A Security Committee

3. Security Related Technology

4. Deputy Security Officers (Parent Monitors and Maintenance Staff)

5. A Community Security Network

A security officer will be hired and trained to be the primary point person for BCCS on issues related to security. (Please see Appendix C: Security Officer Position Description.) A Security Committee will be formed at BCCS. Its membership will include the Security Officer, the Dean of Student Development, the Dean of Community Center and the DFO.

The Security Committee will meet at least quarterly. The Committee’s first role will be to convene a Security Planning Team to draft the formal BCCS Security Plan. The Committee will evaluate incidents, plan training sessions and assess the Security Plan’s performance, modifying and adding items as needed to keep the plan relevant. The plan must be reviewed in its entirety and approved for the following school year during the summer session of each school year.

There are many factors will need to be considered when developing the school security (and safety) plan. First, the four phases of emergency management, mitigation and prevention, preparedness, response, and recovery, help to establish a foundation for planning. The phases are all interconnected and impact the outcomes of each phase.

Additionally, the following seven (7) basic steps may be of assistance to the school when formulating its Safety & Security plan:

1. Assemble a Planning Team. The Team should at least include administrators, parents, teachers, and maintenance, transportation, food service, and nursing personnel. Outside agencies that should be involved include law enforcement, fire, hospital, and emergency management personnel.
2. Conduct a hazard analysis of site and surrounding area identify what hazards are likely to affect the area in and around the school. Determine the severity of impact of each
3. identified hazard. Local emergency management personnel can assist with this assessment.
4. Eliminate or mitigate hazards - Determine if the Committee can eliminate or mitigate any of the hazards identified in step 2.

1. Develop procedures to respond to hazards - Develop written procedures on how to respond to the hazards identified in step 2 that cannot be eliminated.

1. Train students and staff - Students and staff must be trained how to use the plan and what their responsibilities will be in a given response.

1. Conduct drills and tabletop exercises - Drills and tabletop exercises should be conducted to test the plan. All participants should be debriefed at the conclusion of each drill.

1. The feedback provided by participants is used to identify strengths and weaknesses in the plan. The plan is then modified to strengthen any weaknesses.

The final plan should be laid out in a table format with the first column listing the requirement, the second listing the resources available to meet the requirement, the third listing the person/position primarily responsible for meeting the requirement. The Plan should be laid out in sections so as to make the content accessible to everyone in the school.

Basic steps to completing the plan should include:

* List the members of the Security Planning Team and include their contact information.
* List emergency responder(s) contact information.
* Identify and list those persons, by title and agency along with contact information for those who will be notified during an emergency.
* Provide a School Security Plan Table of Contents.
* Provide a copy of the school’s master schedule.
* Provide a copy of the school’s staff roster with emergency phone numbers.
* State the size and location of the school’s facilities and the use of each room, including administrative rooms.
* State the number of students and employees normally on hand, and any scheduled daily differences in population
* List the Safety Plan Stakeholders, their roles and their contact information.
* Identify members of the crises response team, their roles, and responsibilities and make sure they are trained.
* Establish and document the following policies and procedures: Building Access; Visitor Policy; Delivery Procedures; Vendor & Contractor Policies; Student Transportation Security; Master Key/Access Code Distribution; Vehicular Access & Parking; Storage Area (i.e. food, chemical, equipment, medication); HVAC Systems
* Document policies on gangs, harassment and bullying.
* Assess and document prevention/intervention programs. For example: Anti-bullying/Cyber-bullying; Character Education; Conflict Resolution; Gang Awareness & Education; Internet Safety; Peer Mediation
* During the school year, assess crime and violence in school (i.e. weapons in school, fights, intruders, graffiti)
* Conduct and document the following assessments: Current/emerging gang activity; (in consultation with local law enforcement and the county prosecutor’s office); Current/emerging bullying issues and threats
* Ensure and enforce the following initiatives to assist with mitigating hazards in school facilities: That the school facility has a visible marquee or other signage clearly identifying the school by name; Areas where students congregate while waiting for buses and associated pedestrian paths are adequate to avoid overcrowding; Facility entry points are kept to a minimum and are clearly marked;
* The main point of entry is readily identifiable; Access into the building is controllable through designated entry points. If possible, identify one entry point for visitors; The main office has communication capability with all classrooms; All windows lock securely; Hardware and frames are in good condition; Windows that are intended as a secondary means of escape are not blocked and are readily able to be opened from the inside
* Outline the required procedures and protocols that need to be carried out during an emergency. These include communication and crisis procedures to respond to both natural and man-made incidents. This section includes a series of components that provides all staff with very specific written steps and instruction on their roles and responsibilities in a crisis situation
* Outline the materials needed for purchase to help ensure security: security cameras; walkie-talkies; cell phones; Public Address Systems; etc.

**Parent/Community Voice in Governance**

In meeting with members of the community, BCCS realized the need to formalize the process of having representatives of families and community members present on the Governing Board. The following considerations are being made as a result of conversations with the community.

Section 3.2.d Board Development **-** We seek to include local community members on the Governing Board who bring diverse areas of expertise to the Board. At the Family-Teacher-Community Organization (FTCO) meeting in February, the FTCO officers will facilitate nominations of community or family members to serve on the Governing Board. Then, at the March FTCO meeting, officers will facilitate a vote to determine up to four official nominations to the Governing Board. The Governance Committee will then vet the candidates through the BCCS Board Membership Process. Up to two community or family members of the FTCO will then be voted onto the BCCS Governing Board at the Annual Meeting in April. Members of the FTCO serving on the Board will have a term of two years, with the option of renewing their term once. The same process will occur, as there are openings available. In addition, the Family-Teacher-Community Organization (FTCO) will identify members to serve on committees of the Governing Board.

**Assess and respond to community needs**

In meeting with members of the community, BCCS realized the need to document its intentions relative to being responsive to the changing needs of the community.

Section 2.2.c School Leadership **-** The Dean of Community Center (DCC) is the designated school leader who will be in constant communication with community leaders and organizations. In this role, she/he will take the lead in gathering insight from community leaders regarding shifts or changes in the community, as it relates to needs and concerns. While this will be an ongoing part of the DCC’s role, she/he will be intentional about gathering this information through needs assessment surveys halfway through the school year to provide concrete data for the Governing Board for their annual retreat (see below) as well as analyze data from the 5 Essential Surveys at the end of every year.

Section 3.2.a Governance Structure - Every January, members will attend an annual governance retreat where they will review critical school information, including but not limited to academic data metrics, financial statements, and community news. At this retreat, the Board will begin its strategic planning process for BCCS, which will entail reviewing all the data in order to develop a plan for the school in the next year. This plan will be anchored in how the school’s goals align with the mission and vision; therefore, any changes in the community will play a critical role. This strategic plan will be developed over the course of a few months in order to be formally voted on at the Annual Meeting, which takes place every April.

**Part 3 - Section 2.4.c. Specialized Instruction**

**Please describe how the school will provide a continuum of services for students with disabilities.**

Understanding the unique needs of every student, BCCS will follow a continuum of services for students with special needs. That continuum considers various combinations of special education supplementary aids, services and supports available across the entire spectrum of instructional settings. This flexibility allows for the creation of innovative instructional models, which maintains the least restrictive environment and more closely addresses each student’s needs.

Once a student is identified for requiring special education services and receives an Individualized Education Program (IEP), BCCS staff will work collaboratively and creatively to provide all the services and resources required in a student’s IEP within a full inclusion model except for cases in which the nature or severity of the disability is such that education within general education classes cannot be achieved despite intensive supports.

The range of possible structures and supports within the Least Restrictive Environment (LRE) include full inclusion in general education classroom with supplementary aids and services that include:

* Related Services: If in the case a student with disabilities requires services such as speech or occupational therapy, physical therapy, or social work, the IEP team will determine the best method, times, and location for the student to receive those services, whether in or outside of the general education classroom.
* Special Education Teacher Support Services: Special education staff may push-in or pull-out for individual or small group instruction, depending on minutes indicated in students’ IEPs.
* Collaborative Team Teaching: Special education and general education teachers can co-plan and co-teach within the classroom for full or parts of the day to implement accommodations and modifications necessary for students.

If it is determined that a student’s needs cannot be met in the general education classroom, then students may be grouped based on similar educational needs for special class services. These self-contained classes may be on a part-time or full-time basis and will have an appropriate student to special education staff ratio as recommended in the student’s IEP. Special class services will also include supplementary instructional aids and resources and related services.

BCCS will work faithfully to implement a full continuum of services for students who need special education services and will never refuse a student enrollment at the school or discriminate based on need for special education services. If in the rare case that the parents and the IEP team determine that the school's instructional approach and services are not able to meet the student's needs, then staff members will work to help identify alternatives, whether it be in a specialized school or hospital instruction, and ensure a smooth transition for the student and family and continuous communication with the new setting.

**How will you ensure that students are properly placed in the appropriate LRE?**

BCCS students with disabilities will be educated in the LRE in which their needs can be met. LRE requires that, to the maximum extent appropriate, students with disabilities are educated with their non-disabled peers. The BCCS IEP Team, which includes the parent, will consider the first option to be the general education setting in which the child would attend if not disabled, with any supplementary aids and services necessary for the student to benefit from such placement. Thus, before it is recommended that a student receive services outside of the general education classroom, the full continuum of supplementary aids and services that would facilitate the student's success in the general education classroom will be considered first and implemented as needed.

There are some cases in which it is determined that a student with a disability cannot participate with their non-disabled peers in academic or non-academic activities. The IEP team will review the student’s IEP and all evidence gathered in order to justify this decision. The decision will be documented on the IEP and will include an explanation of the extent to which the student will not participate in general education classes and non-academic activities.

**What strategies will you use and what actions will you take prior to changing a student’s LRE?**

The range of services is broad but not static for any individual student. As each student’s progress is assessed, attention must be paid to the needed services prior to changing a student’s LRE. At the start of each school year, the IEP team will create a calendar including the dates for each student’s re-evaluation, as well as a schedule of weekly meetings designated to discuss each student’s progress. The team will design both formal and informal assessments meant to measure each student’s progress individually. Results from these assessments will be considered when determining the placement of a student with a disability. By holding these meetings weekly, creating the assessments as a team and discussing and analyzing the results, the BCCS IEP team will be able to make necessary, immediate adjustments- the goal of which is to consistently increase the time each student is instructed in settings with their non-disabled peers.