

2013 New Schools Request for Proposals (RFP)

Tier 2 Questions

Directions: Responses to Tier 2 questions should be submitted in a new document that is separate from the Tier 1 proposal narrative. The Tier 2 responses should *only* include information that directly responds to the questions below; applicants should not submit any additional materials or updates to any other section of the RFP.

Please submit Tier 2 responses directly into your unique Dropbox folder titled “2013 [proposal name] Tier 2” by end of business, Tuesday, December 3, 2013.

1. Please provide updates to any of the following sections of the Tier 1 RFP, if your Design Team’s plans have evolved in the timespan between Tier 1 submission on September 30th and Tier 2 submission. Please note that the same Tier 1 evaluation criteria will be applied to the review of the corresponding questions in the Tier 2 proposals.
 - Section 1.1. Parent and Community Engagement/Need in Targeted Community (p. 24)
 - 1.1.a. Parent and Community Engagement (Preparation of Proposal)
 - 1.1.b. Description of Need in Targeted Community
 - 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)

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

Please see attached petitions.

CFA’s Faith Based partners have conducted parental outreach. Petitions from CFA’s Faith Based partners will be provided at the public hearings for CFA.

- Section 1.3. Future Plans for Parent and Community Engagement and Partnerships (p. 25)
 - 1.3.a. Key Community Partnerships

If CFA is approved by CPS, CFA will expand it partnership base to seek additional community base support from social service agencies and additional post secondary educational institutions. Additionally CFA will seek support from the business community to provide course of study specific internships and job placements for our students to ensure that learning is placed in context of work. Elected officials support will be provided at the public hearings for Connected Futures Academies.

CFA will utilize part of its Title 1 funding to support parent engagement and outreach. It is important to understand that many of our prospective students will have limited parental support. As part of our Title 1 programming CFA will create a parent advisory council that will provide additional supports to the campus around school improvement activities and community engagement strategies. Through our partnership with the faith based community we will seek out mentors for our students and provide additional support to the families to mitigate any familial crisis.

- 1.3.b. School Involvement in Community
- Section 2.2.a. Roles and Demonstrated Experience (p. 26)
- Section 2.2.c. School Leadership (p. 28)
- Section 3.2.c. Board Experience (p. 34)
- Section 4.1.c. Development Plan (p. 36)
- Section 4.3. Facilities (pp. 36-37)
- Section 4.3.a. Facility Plan
- Section 4.3.b. Space Requirement
- Section 4.3.c. School Site

See Attached inspecting Architect Report for CFA Backup site at New Covenant 754 E. 78th Street

2. Please provide updates to any section of the RFP that **directly tie to parent or community feedback**. For example, if parent or community feedback suggested that the applicant add an after school program, the applicant should provide a response that cites the impact on each relevant section of the proposal, such as:
 - 1.3.a. Key Community Partnerships: *In response to suggestions from community members, the Design Team formed a partnership with an existing social service provider in the community. We have attached a Memorandum of Understanding regarding the services that this organization will provide as part of our after school program....*
 - 2.1.e. Social, Emotional, and Physical Health: *The after school program will provide the following additional social and emotional supports for students....*
 - 2.4.d. School Calendar/Schedule: *The after school program will take place from 4:30 p.m., after students' dismissal, until 6:30 p.m....*
 - 2.5.a. Recruitment and Staffing: *The after school program will require a Director who will report to the School Executive Director. The change is reflected in the attached school-level organizational chart....*
3. Please respond to the following three additional questions as a supplement to your original response in Section 2.4.c. Specialized Instruction:
 - Please describe how the school will provide a continuum of services for students with disabilities.

CFA will have an RTI/IEP Team who will recommend interventions and/or Referral for Special Education Services in accordance with the Individuals With Disabilities Act (IDEA) and State and CPS Rules and Regulations. A full Continuum of Services and Related Services will be available to our Students With Disabilities population in order to provide these students with a free and appropriate education in the least restrictive environment. Our small class size will allow our special education teachers to use consulting, separate class and inclusion models to meet the IEP requirements of our students. The separate class model will be used only when a least restrictive placement is clearly not in the best interest of the student. More restrictive placements such as Therapeutic Day School or Hospital Placements will be referred to CPS. Case Management will be handled by a special education teacher in collaboration with all related staff and the student's counselor. The counselor will provide post-secondary educational and employment options.

- How will you ensure that students are properly placed in the appropriate least restrictive environment (LRE)?

CFA will support the rights of students with disabilities to be educated with non-disabled students to the maximum extent possible. A placement based solely on the category of disability is not allowed.

If the IEP team determines that the student's educational goals and objectives as specified in the IEP, cannot be achieved satisfactorily in the regular education environment, even with the use of supplementary aids and services, the IEP team will recommend a special education placement in a more restrictive environment where the goals and objectives can be satisfactorily achieved.

As members of the IEP Team, the parent, adult-age student or legal guardians, and educational surrogates are actively sought after to be involved in providing information about the student and in formulating placement decisions.

In determining any educational placement of a student, the IEP Team will:

- 1. Carefully review the completed IEP of the student;**
- 2. Identify and document pertinent information from a variety of sources including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;**
- 3. Consider any potentially harmful effects of a suggested alternative placement on the student or on the quality of services that the student needs.**

The IEP Team recommends placement of the student in a general education classroom, unless the IEP Team determines that the curricula, instructional methodologies, staffing patterns or classroom organization approaches recommended in support of the instructional objectives contained in the IEP:

- Are inappropriate in terms of the educational and learning needs of the student; and,**
- Cannot be utilized in a setting where nondisabled students are present for the entire instructional day (exclusive of the provision of related services).**

If the IEP team determines that placement of the student should be made outside of the general education environment, the IEP team will review the alternative placements set forth in Continuum of Alternative Placements in descending order and recommends the first alternative setting where the goals, objectives, benchmarks, accommodations, supportive services, aids and related services can be implemented.

Our charter supports the rights of students with disabilities to be educated with nondisabled students to the maximum extent possible.

A placement based solely on the category of disability is prohibited.

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

In reconsidering the educational placement, the IEP will be reviewed and revised as often as appropriate, but at least annually.

Any time the IEP is revised, the IEP team will identify the appropriate placement where the IEP goals, objectives and benchmarks can be achieved.

The IEP team may recommend a placement in a more restrictive setting than the current placement if a significant number of the goals, objectives and benchmarks identified in the current IEP were not successfully achieved and it is determined that the curricula, instructional methodologies, staffing patterns and classroom organization identified in the current IEP cannot be adequately implemented in the current placement or setting. Upon the written request of the parent, adult-age student or legal guardians and educational surrogates, an IEP meeting is conducted to reconsider the current educational placement of a student with disabilities.