

Domain 1: Parent and Community Engagement and Support

Domain I: Parent and Community Engagement and Support assesses whether the applicant garnered authentic parent and community support and demonstrated true demand for the proposed school.

Section 1.1 Community Overview

1.1.1 Targeted Communities)

Cite the possible location(s) of the proposed school. Explain the student recruitment area for the proposed school(s) and the targeted communities) within it.

The first proposed location of KEMET LEADERSHIP ACADEMY CHARTER SCHOOL (KLA) is the soon to be vacated Teamwork Englewood high school space at Englewood High School, located at 6201 S. Stewart. This space is projected to be fully available as of the FY 2020. The second proposed site at this time is also a soon to be closed Englewood area high school - Harper High School at 6520 S. Wood. PS2 and the KLA Design Team are holding information meetings and usage discussions with community representatives from both schools, as well as with local officials. The target recruitment area is the communities of Englewood, West Englewood, and Auburn Gresham - with boundaries between 55th Street and 95th Street, from State Street to Western Avenue. A third site we're in discussions with is located at 95th and Ashland and was occupied by Prologue Charter School and is owned by Third Baptist Church. The communities closely coincide with CPS' Network 11 and Southside Planning Area.

1.1.2 Community Characteristics

Provide a detailed summary, including references, about the neighborhood(s) within the recruitment area that includes: a historical overview containing information critical to understanding the community that the school seeks to serve (e.g the major political, economic, educational, demographic, or community-specific trends; community demographics, including number of school-aged children, median or average family income, average level of educational attainment, and unemployment rates; population trends, including a recent estimate of the total number of residents; major employers; local businesses and non-profit; community newspapers; and public and private schools in the area, highlighting instances of overcrowding within the schools or in the community as a whole.

The target area, from 55th Street to 95th Street, from State Street to Western, has a predominately African American population. At one time a blue-collar community, Englewood was regarded as a point of entry for many African Americans moving from the south. The commercial corridor at 63rd and Halsted was at one time the biggest shopping area outside of downtown Chicago. Pride was instilled into families that continues to this day. As redlining reduced in the 70's many residents left and moved further south to Auburn Gresham, Washington Park, and Roseland. At the same time the nearby Chatham and Auburn Gresham communities were regarded as stable enclaves for family housing and homeownership. During the 70's and 80's, West Englewood underwent the biggest transition - moving from 48% African American to 98%.

While the populations of Englewood and West Englewood started being reduced from the 70's and 80's, it took the housing bubble and recession of 2008 to fully impact the stability that was Auburn Gresham. From all three communities the populations dropped from 184,736 in 2000, to an estimated 2016 population of 134,193 or 25% less residents. However, because of the struggles they underwent the homeowners who remain are strong and vigilant. Despite vacant homes and lots, abandoned storefronts, and an overall distasteful physical environment, the people remain high spirited and cohesive in their desire and belief that these communities will be rebirthed. This is demonstrated by organizations such as Residents of Greater Englewood, Mothers Against Delinquents, and the LISC sponsored New Communities Project groups - Teamwork Englewood and Greater Auburn Gresham Development Corporation. Their

vigilance and commitment has resulted in a new Kennedy King College and Whole Foods Shopping Center on 63rd and Halsted, a Walmart shopping center being installed on 83rd and Holland and more green grocers being established to tackle what was a fresh food desert as late as 2015. The latest revitalization effort is the soon to be built Robeson High School, which is creating KLA opportunity to use the buildings that are being vacated. Lastly over 58% of local CPS elementary schools are underutilized.

Second, although this area has long been a bedroom community, it gradually became the primary home of African American entrepreneurship in Chicago. Success stories include banks (Independence and Seaway), major consumer products (Johnson Products, Soft Sheen) and other African American-owned businesses. Many of these businesses, in keeping with industry in Chicago have decreased over the years, leaving empty buildings behind. CPS has also closed and is in the process of closing schools, again leaving empty buildings that eventually deteriorate.

Many of the neighborhoods' middle-class families have suffered economically because of the Great Recession, while others have moved outward into the suburbs. Newer households moving into the area tend to be lower -income, with lower educational attainment and skill levels and higher unemployment rates. The total population in the neighborhoods has declined, the poverty rates have risen, and violent crime has increased. The current conditions and dynamics in the community arise at the intersection of three complex forces: the hollowing out of the American middle class, which is especially affecting African Americans; a frozen housing market, reflecting a slow national housing recovery exacerbated by local demographic and economic dynamics; and the more challenging circumstances of lower income and higher support need incoming populations.

The three target communities of Auburn Gresham, Englewood and West Englewood has suffered from reduced populations, lowered overall incomes, and a younger median age population. The number of elementary students has also been reduced, currently standing at 13,525 students, according to CPS 2017 Progress Report. Of these students more than 66% or 9,031 attend a school that is performing below national standards in reading and math. This is based on CPS NWEA collected data for attainment. Many of these students graduate 8th grade below standards, some as low as the 25th percentile or less. This is a recipe for dropouts and failures, and clearly demonstrate the need for earlier interventions. KLA is designed to reach the boys in this population (up to 500 annually) and provide them with an alternative to the potential trend of later dropping out of high school - which for black boys was 40% in 2016.

All is not lost for the children of Greater Englewood. Twenty-five hundred CPS students attend a Level 1+ school in the target and their attainment scores are above average. Unfortunately, most of these schools are magnet, option and one regional gifted center. These accept and recruit students from across Chicago. There are three neighborhood schools functioning at a "1+" level. Similar numbers occur for local high school students. Most local neighborhood schools are rated at 3, 2, or 2+. The only 1 and 1+ local high schools are selective enrollment and charter. This includes Lindblom Math and Science Academy. Local students often miss the opportunity to attend this and other top-flight schools. Local elementary (and high) schools are not overcrowded, but they are underutilized, generally failing, and in need of an alternative teaching methods to reach and allow the full potential of these students, boys especially. Keeping school buildings open for positive programming is a crime fighting tool.

The plethora of bungalow-style housing and brick two-flat apartment buildings throughout Auburn Gresham serves as lasting evidence of the community's formative years. Tree-lined blocks of brick two-flats, many dating back to the early twentieth century, are commonplace in Auburn Gresham. Housing is receiving a boost through the recent development of new senior citizen and veteran's living units.

Chicago Public Library operates the Thurgood Marshall Branch in Auburn Gresham at W. 75th St. and S. Racine Ave. The 13,500-square foot library, which features a 125-seat auditorium, reading garden, and several artworks, opened in April 1994. In additionally the recently rehabbed Woodson Regional Library on 95th and Halsted is one of the three largest in the City of Chicago. St. Sabina Church, dedicated in June of 1933, remains a popular place of worship for many Chicagoans. St. Sabina Church is located in the community, headed by community activist Rev. Michael Pflieger. The church, the Reverend, and the Greater Auburn Gresham Development Corporation have been pivotal in helping transform Auburn Gresham, with new housing and storefronts opening in the neighborhood.

Auburn Gresham is home to the St. Leo Campus for Veterans, which includes the Catholic Charities' St. Leo's Residence, the St. Leo's Veteran's Garden, and the Pope John Paul II Residence.^[7] The Auburn Gresham community is also home to the first urban S.O.S. Children's Village (grandparents raising grandkids housing) in the U.S.A majority of residents in the South Side Corridor, within in the communities identified in 1.1.1, identify strongly with their respective neighborhoods and tend to be highly engaged in civic life.

The community is also home to a significant base of civic and nonprofit institutions, including more than:

- 270 churches and other religious organizations;
- 100 social service organizations;
- 15 business, labor and political organizations; and
- over 200 block clubs.

The Corridor also benefits from the capacities of a diverse and dynamic business community and a range of public-sector institutions and actors (e.g.: CPS, CPD, Chicago Park District, local libraries, local aldermen, etc.). The area has an extensive transportation routes, with the CHA red line on its eastern border and being crisscrossed by Metra's Rock Island and Southwest Service lines. There is an overall substantial shift from ownership to rental units. Since 2009 alone, the number of rental units (mostly in 2- to 4-unit buildings) has grown by over 1,700, now accounting for 58 percent of the community's housing stock (4 percent higher than City averages).

While Black students comprise 45% of the Chicago's school population, they account for 74% of all suspensions. This is the start of a fast track to prison. Murders of Black males between the ages of 14-and 17-years old rose by 40% between 2000 and 2007. During the same period, murders committed by this population also rose by 38%. Between 1997 and 2008, 49% of Black males were arrested by age 23. Only 41 out of 100 (41%) of Black males in Chicago graduate from high school, according to the Schott Foundation for Public Education. Additionally, 47 out of 100 (47% - almost half) of young Black men in Chicago ages 20 to 24 years old are not in school and not working one year after finishing high school according to a study from the University of Illinois Chicago Great Cities Institute. At the same time 58% of 48,921 prison inmates in Illinois are Black men and about 9,000 detainees in Cook County Jail are Black men at a per year average cost of \$22,191 or about \$840,000,000 per year according to Illinois Department of Corrections and Cook County Jail statistics. These statistics and resultant lifestyles create "trauma communities" for its residents and students. Boys raised in these communities, without positive and impactful male leadership fall into gangs and a disruptive force for the city. The KLA Design Team are primarily successful male role model, CEO's, educators, and community activist. The school is opening under the premise that we will create a venue for male leadership and for boys to become men in a positive environment. The KLA model then is not only for academic success, but it is also a counter-balance to the gangs and negative influences of the environment. The school is a violence prevention project.

Because of the design model, we believe Kemet will serve as a recruitment pull to recruit students into the target communities - which coincides with community leader goals.

1.1.3 Student Population

Provide an overview of the anticipated/target student population, which includes: Anticipated performance levels, Anticipated demographics, % Special education, % English learner, % Homeless, anticipated academic and social, emotional and physical health needs

As part of the public health approach to violence prevention, CPS is integrating social-emotional learning into standard curricula for students in K–12. That, plus the fact that KLA is in a “trauma” informed community, the Design Team view wraparound services as critical. We have created our design to service potentially high-risk boys from the community. This learning can help students develop the life skills necessary to succeed in school and reduce outbursts and other impulsive behavior that can lead to violence.

At this time, we have developed services and an academic plan with the belief that KLA will have the following composition of students when fully occupied:

Anticipated performance level - one to two grade levels behind when entering the school
Anticipated demographics - 90% (+) African American boys, 80% from single parent households
Diverse Learners - <12%
English Learner - 3 to 6 %
Homeless - ~10%
Anticipated academic needs - math and reading tutoring 90%
Anticipated social - emotional needs - lack of active, productive and mentoring father figures ~75%
Anticipated health needs - asthma, allergic reactions, etc. <25%

Section 1.2: Facilities

To operate the first class of 250 students at Kemet Leadership Academy Charter School, we anticipate needing ten classrooms. Several of these rooms will need to be double sized, as opposed to traditional CPS elementary school buildings. These larger rooms will be used for “studio” training and education. Currently proposed studios include Carpentry/Home Repair/and Plumbing, Robotics and Coding, Science, and Recording, Audio/Visual. These classes will be taught by outside resources and consultants. Studios are based on 50 students being taught at the same time, while most classes are based on 25 students. In addition to classroom and studio space, we desire to allow resources to have offices within the building (as keeping with CPS and other legal entity policies). In addition to the instructors for the studios listed above, we would need spaces for socio-emotional counseling, general offices, and space for parenting workshops. Also, we need gymnasium space and outside area for football, baseball, and general play. We also need separate eating facilities.

At this time our investigation has shown that Englewood School at 6201 S. Stewart will fit our current needs and for future growth. It has a football and baseball field on the grounds; while if at Harper High School we will operate our sports programming a block away from the school. Our goal is to share space with another school and we have worked with others throughout this planning process. Englewood has another tenant, the all-male high school, Urban Prep Charter School. Both schools were designed for students’ capacity far exceeding the planned initial growth for KLA at its first site. We are looking to work with CPS staffing to identify a feasible

location. As existing and in-use CPS school facilities, these sites fulfill CPS stated ADA compliance requirements. We have initiated conversation with CPS staff as it relates to re-use of facilities and to date have not encountered any fully registered objection to our plans. We are also in discussions with other landlords in the event CPS deems reuse of their closing facilities is not politically feasible. This includes Third Baptist Church and the former Prolog Charter High School space located at 95th and Ashland. This space also is fully renovated (as are the CPS sites) and meet ADA requirements. Unfortunately, it does not meet our long term plans, although it does meet our initial ten classroom, gym, and cafeteria requirements. This alternative represents our addressing the risk of CPS or other city opposition to using the identified community school sites. These sites have been submitted to the community and as demonstrated by attached letters, they are supported. One of the major rationales is the known destruction of vacant CPS properties that are not utilized and the desire to prevent another from being a liability in the community. The utilization immediately of one or the other of the two sites is feasible due to their current underutilization by the current occupants.

Domain 2: Academic Plan

Domain 2: Academic Plan assesses whether the applicant has the capacity, leadership skills and experience to open and operate a high-quality school that achieves the school's mission and prepares students for long-term success.

Section 2.1: The School Model

2.1.1 School Mission

Provide the mission statement that defines the core purpose(s) or outcomes and priorities of your school. Include your target population and proposed grade levels.

Kemet Leadership Academy Charter School (KLA) was created to provide urban boys in at-risk communities, with a learning environment that inspires them to see their potential to become a problem-solving leader that brings positive change to their world around them. This will be accomplished by creating an academic culture that utilizes a combination of problem/project-based experiential learning and wrap-around services to guide every student on a positive journey of self-discovery.

The physical, emotional and psychological health of all stakeholders (students, staff, parents) will be a major focus of our school wide initiative and community supports with local agencies. The academic initiative using criterion/norm referenced assessments (NWEA/PARCC) will measure student attainment standards overall, while baseline skill sets of students using Achieve3000 and Eureka Math. These frameworks will provide the data metrics needed to progress monitor student attainment with key intervals over time.

Our target population is boys, with proposed grade levels between 5th and 8th grades. KLA is designed to serve at -risk boys and provide them with the infrastructure necessary for success. We define this population as boys who have two or more of the following barriers to successful education and life: one to two grade levels behind in academics, homeless or transitory, direct or indirect gang affiliation, involvement with the juvenile system or family incarceration, family underemployment, psychological barriers, and living in a trauma informed environment. One of the biggest factors being addressed under this model is single parent households, particularly women raising boys, in the absence of positive male role models. Single mother households represent 29% of all households in Auburn Gresham, 22% in Washington Heights, and 34% in Chatham. And 30% in the Englewood community. This school represents an opportunity to provide mentoring services in an open school setting from 7am to 6pm daily. This changes the paradigm of social - emotional support services to the most vulnerable in the community.

2.1.2: Key Design Elements

Provide a clear and concise overview of the proposed charter school model, highlighting the key design elements, i.e., those aspects of the school model critical to its success, including:

An explanation of how the key design elements reflect the school's mission, vision, and educational philosophy;

An explanation of how the school model aligns with community assets and needs, including any need to improve educational outcomes in the community; and

A clear rationale for the key design elements, citing research and evidence of success with similar student populations or, for innovative or untested models, a strong rationale for the likelihood of success.

“It is easier to build strong children than to repair broken men” - Frederick Douglass

Our goal is to create a culture where young men are prepared to build a strong foundation of self-awareness and self-discipline. Incorporated in this mission is the fervor of strong moral values and applied

science (developing critical thinking). KLA vision is to open an alternative middle school (5-8 grades) developing young men that can apply knowledge & skills, exchange ideas through a culture that enriches their lives and the global community. Embedded in this vision is that KLA will guide young men to establish life convictions of humanitarianism, projects that produce independent critical learners, involvement in reciprocated structural learning, and most importantly rites of passage for the “coming of age” male equipped with coping and academic skills for today’s highest risk environments. In addition to the class structure detailed below KLA is committed to extended day learning and activity to create outlets for energy for boys, which will reduce the time outside of the school and will assist with addressing opportunities for engaging in violence, as a victim or active participant.

KLA Learning Studios will be aligned to Competency-Based Learning, Active Learning, Intense Interventions and Outreach services, and Secondary Readiness Pathways. The rigor of our assignments will align with Cross-Cutting Competencies, Cross-Curricular Performance Indicators, and Performance Indicators. These indicators have been very effective at existing YCCS campuses and will allow us to design our lessons in a way that is meaningful and connects with young men. Because of the success of CCC, KLA can work on a backward design for success in middle school with a look at their future in high school.

Cross- Cutting Competencies include performance indicators that will be evaluated by master rubrics. These competencies include 1. critical thinking, 2. effective communication, 3. creative exploring, and 4. active contribution to society. All these variables are directly linked to our service learning pedagogy that will provide young men with real world learning experiences, based in community service. Each grade level team will be responsible for working together with students to help them find ways to apply the content they are gaining from their classroom experiences to make their immediate and global communities better places.

Cross-Curricular Performance Indicators challenge students to dive deeper into content as they are evaluated based on their reading, writing, speaking, numeracy, and technology-based skills. Students will also be evaluated based on performance indicators embedded in their studio projects. Embedded in the curricular structure is the application of research-based learning styles (visual, auditory and kinesthetic) of the student’s interest. Engaging student learning with specific content and skills, student voice and learning styles can bridge student growth, inherent in student selection and application of knowledge.

All activities, lessons, and assessments will be evaluated based on the aforementioned criteria using rubrics and checklist that align with the specified indicators. All academic curriculum will also align with the national common core rigor and will keep pace with the PARCC assessment national guidelines that are implemented across many cities in the US. The PARCC assessment as well as the Competencies, build on and integrate the use/application of technology into the curriculum requiring students to acquire, demonstrate, produce products and projects (of/for learning) through evidentiary learning necessary competencies for academic growth year end and out.

Schools for boys have a long history with private and parochial establishments and we see this as an opportunity to build on that tradition. The research community (**Schott Report, NAEP**) and organizations (**Coalition of Schools Educating Boys of Color**) have well documented the failing graduation rate of Black and Brown children across the USA and strategies for community and local/state government to initiate eradication in this disparity. Dr. Jawanza Kunjufu, national education consultant and bestselling author, believes that today’s classroom is no place for a growing African American boy. Schools have virtually ignored the fact that boys and girls learn differently and that they mature at different rates. African American male students suffer the most from this neglect. In 2014, Chicago Mayor Rahm Emmanuel stated that 56% of African American Males in CPS do not graduate. Further, their drop-off starts after the third grade for boys. Capturing and re-engaging these youth in fifth grade is the best means of creating a

male centered learning model designed to replicate a nurturing self-awareness/discipline environment to combat the traumas of our community.

KLA will be the first of its kind in the city of Chicago to serve neighborhoods that see and want the value of nurturing KLA schools in their community. The leadership within several communities (South, West and South East side) of Chicago has expressed interest opening a KLA. As well, the Board of Trustees represent the corporate, private and community organization that has embraced the philosophy that our young men need and require a village approach to educating and nurturing boys of color. In addition, the design team consists of current educators from K-12, as well as university Research consultants that will integrate best practices and pedagogy into teaching and learning with and for boys of color.

We believe that middle school and early adolescents is a time in a young person's life when they are forming a sense of self and identity. Without intervention, at-risk students are more likely to form negative identities and carry this negative self into high school or have it exploded prior to high school. Currently more than 8,000 CPS students are considered "invisible", who never make the transition from elementary to high school. This is one reason why the need for an "alternative middle school", with wrap around support services and intervention strategies is critical to our communities of color.

This environment will purposefully show them what positive impact they can have on the world around them. KLA will create opportunities for students to confront their existing habits of mind through real world experiences, critical thinking, and personal reflection. We believe that every child has a positive purpose and that education, when used correctly can transform the way that students see themselves and the world around them; inspiring them to become productive global citizens that are responsible to their families and communities. To help students, achieve this goal, educational environments must provide a secure, caring, and stimulating atmosphere that enables students to grow emotionally, intellectually, physically, and socially. Furthermore, instruction should always strive to show students how knowledge, values, and actions can be used to transform the world around them.

The premise of the KLA is to prepare middle school developing young men to be successful in high school with a strong foundation of Literacy and Math skills (meaningful/high interest). Integrated with engaged problem/project-based learning that will build emotional and academic discipline as well as a spirit of active contribution to society in the middle school years. We believe that this will impact how students view themselves, school, and their roles in society. These changes to their world view can help them engage in school, thereby increasing the likelihood of graduating from high school and matriculating into college/universities or vocational trade opportunities.

The middle school curriculum/assessment is based on Competency-Based Educational standards and Performance Indicators supplemented with technology and best practices of evidence-based learning. Meaning, students formative and summative evidenced based learning will be comprised of students producing, demonstrating and re-creating learned curriculum mapped outcomes fused with technology. Literacy skills (reading/writing) and Math skills (Number sense, Statistics/probability, Measurement/geometry and Algebra) will intentionally be guided by the teachers' effective communication and higher order level questioning during instruction are key elements to scaffolding students learning, comprehension and achievement.

Building a positive school culture is very important at KLA as it helps promote positive self-esteem and high achievement. One way we foster a positive school culture is by holding our students accountable to living by the **KEMET Creed**, which they recite each morning. The Creed was developed by the Social Emotional Learning (SEL) Team prior to the opening of the school and it has been embraced by our entire staff and provides the foundation for KLA socio-emotional curriculum.

We are Young men of KEMET Leadership Academy. We will change the world, not just because we say it but because we work hard to achieve this goal every day. We are problem solvers. We use our talents, skills, and knowledge to look for ways to improve our community and the world around us. We are role-models. We are examples for the next generation of young men. We are loved. We are loved by our families, our school, and each other. We are prepared. We are prepared for any future challenges we may face. We are resilient. We have a positive attitude that will help us to be adaptable to change and help us achieve our goals. We are dedicated. Dedicated to excelling in life and give our best at the next level of life. I will do my best always. We are preparing to change the world.

In addition to instilling the creed into the boys each day, teachers and administrators are expected to live it out before them. The teaching philosophy of these is, “our boys” run deep with everyone involved with KLA. Our mindset is to be with the boys from 7 am to 6:00 pm. Our security guards double as coaches for after school sports and mentors; by immersion we are changing failing trajectories.

We combine the heart of KLA leadership with the technical strength, support and background of YCCS; which is to advocate, develop, and provide world-class education to at-risk students [and high school dropouts] in partnership with the alternative school community. Over the 20 years of YCCS’s existence, YCCS has evolved into an Alternative Education ecosystem, a community of 19 dedicated urban schools, utilizing a common design framework offered in distinct and unique learning environments that meet the diversity of need and interests of off-track students and out-of-school youth and collectively improving the educational and social outcomes of our student population. What has evolved, based on research-based best practices, is the YCCS “3 + 1” Educational Framework, which organizes the network’s academic and support offerings into four instructional pillars: (1) Personalized Learning and Multiple Pathways to Graduation; (2) Applied/Active Learning; (3) Interventions for Struggling Students; and (+1): Post-Secondary Preparation. In addition to the school-wide adoption and implementation of the “3 + 1” Educational Framework, over the next two years YCCS will move to a school-wide competency-based learning credit system, with graduation criteria and all courses, whether blended learning, online learning, traditional classroom learning and/or real-world problem-based learning, based on the student meeting core –competencies. The rigor of our–assignments will align with YCCS’s Cross –Cutting Competencies, Cross –Curricular Performance Indicators, and Performance Indicators. These indicators have been very effective at existing YCCS campuses and will allow us to design our lessons in a way that is meaningful and connects with young men. KLA will work to develop curricular alignment in a backward planning design so that we prepare students for high school and beyond with these proven methods.

KLA will utilize a social and emotional learning (SEL) framework to ensure children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging and meaningful.

Social and emotional skills are critical to be a good student, citizen and worker; and many risky behaviors (e.g., drug use, violence, bullying and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction; student engagement in positive activities in and out of the classroom; and broad parent and community involvement in program planning, implementation and evaluation; and mentoring.

The short-term goals of SEL programs are to one: promote students' self- awareness, social awareness, relationship and responsible-decision-making skills; and secondly: improve student attitudes and beliefs about self, others and school.

- Self-Awareness:
 - The ability to accurately perceive your own emotions in the moment and understand your tendencies across situations.
- Self-Management:
 - Self-management is what happens when you act – or do not act. It is your ability to use your awareness of your emotions to stay flexible and direct your behavior positively.
- Social Awareness:
 - Your ability to accurately pick up on emotions in other people and understanding what is really going on with them... even if you do not feel the same way.
- Relationship Management:
 - The ability to use your awareness of your own emotions and those of others to manage interactions successfully.

Middle School Curriculum

The Middle school curriculum will be Competency-Based, embedded within the performance indicators as described in YCCS' cross-cutting competencies, cross-curricular performance indicators, and subject level performance indicators all of these evaluation criteria were developed using the Common Core Standards, 21st Century Skills, and College Readiness Standards. Instructors will integrate these competencies and rubrics into their lessons and evaluations while continuing to use the attached curriculum maps. Students' learning pathways will include student voice, demonstrations of know & do student learning. Teachers will receive professional development on best practices with lesson planning and pedagogy that address student interest and learning styles as well as Problem/Project-Based and Experiential Learning. Teacher will adopt higher order questioning bank and communication strategy skills-set that stimulate the learner and create a state of metacognition (thinking about thinking) learning. Embedded is the ability of students to reach grade level literacy/math competency.

Differentiating instruction with best practices and engaging interventions will be the focus of KLA. Leading by Design is the framework that KLA will align the Competencies and Standards with the "Understanding Backward Design (UBD)" process. In this structure, we will 1) identify desired results, 2) determine acceptable evidence and 3) develop the action plans. Big ideas and essential questions will guide day to day lesson plans that build curriculum mapping and unit plans for course outcomes. Embedded in the Understanding by design framework are the 10 principles (Leading by Design) that involve and guide all stakeholders;

1. The goal of formal learning is fluent and flexible transfer-effective use of knowledge and skill
2. Transfer depends upon understanding the ideas that connect otherwise-isolated facts, skills and experiences.

3. An understanding is a learner realization about the power of an idea. Formal learning at its best engineers such understandings by design rather than by good fortune.
4. The capacity to learn greatly depends on learning how to learn and the willingness to learn anew-the development and exercise of disciplined habits of mind.
5. Persistent learning requires seeing the value of we are asked to learn and being provided with the right blend of challenge and support in learning it.
6. Instruction is most effective when it is personalized-when the learners' interests, curiosity, strengths, contributions and prior knowledge are regularly honored.
7. Learners need clear priorities, an understanding of how goals are best achieved, and helpful feedback to produce quality work.
8. The complexity of learning and the variety of learners require a thoughtful plan based on a rich repertoire of strategies, carefully matched to learning goals.
9. All learning-related work in schools should be judged against clear, valid, and public standards.
10. The most successful schools are places where everyone's job is learning and continuous improvement

Problem/Project-Based Learning Focus

Each year each grade level team will be responsible for leading young men through a journey of self-exploration to identify problems in their community and identifying ways that they can use the content they are learning in the classroom to solve these problems. While 5th, 6th, and 7th graders will work together on teams that are led by their grade level instructors to complete these projects, 8th grade students will be challenged to work independently with supports. A PBL Rubric and checklist will be developed and used to evaluate student work and presentations. Every student will be required to submit assignments, participate in discussions, and offer presentations discussing the academic components of their problem/project-based learning projects, the impact their project has on the community, and the impact they believe the experience had on them. The problem/project-based learning instruction is central to KLA's educational philosophy. Our goal is to engage young men in problem/project-based learning projects that are deeply connected to the Math, Science, and Language Arts units the boys are studying in the classroom and the studios. It is our hope that these experiences will help the young men see that they not only have the potential to succeed in the classroom, but also as servant leaders improving the state of our world.

Reading and Writing and Language Arts Focus

Nationally, boys lag behind girls in reading from an early age and the gap in ability widens as the early school years' progress. According to the U.S. Department of Education, by the end of first grade, girls have an average reading score of 81.8, compared to boys' score of 74.9. Proficiency in reading over future years in schooling continues this trend, with the gender gap in average student proficiency in reading increasing over time from elementary to middle and high school. KLA will address this gap by providing a curriculum that integrates Reading and Writing in Language Arts across the curriculum. Students will be required to take Literature and Composition courses each year as well as courses in Public Speaking, methodically developing students' reading comprehension, and vocabulary. This curricular focus, combined with writing across the curriculum, will result in increased achievement of all students on regular assessments, standardized tests, and statewide exams.

Section 2.2: Program of Instruction

2.2.1 Academic Standards

Identify the educational standards by subject area and grade level that will guide your school's academic program. Explain your rationale for choosing them. Include your chosen standards as an attachment or provide a link if publicly available.

Our academic program will be supported by Competency-Based Instruction and Performance Indicators for 5th through 8th grades. Through hands-on studios, students will learn skills and become proficient in the Four Competencies. Where Reading/English Language Arts and Mathematics, Science, Social Studies, and Technology will be embedded in the studios. The Competency-Based Instruction and Performance Indicators Standards promote high-level thinking and academic performance for students. They provide learning goals that strategically defines how students should perform at each grade level. Most importantly, they support academic rigor and college and career readiness.

2.2.2. Curriculum

Description of Curricula for each subject area and instructional level, along with rationale for the curriculum development or selection decisions

Appendix 2.2.2.is attached

*MUST address: * describe the curricula in core subjects of reading/ELA, math, science and social studies, explaining rationale for textbook & material selection. Provide evidence that any selected curricula are research-based, standards aligned, have been effective and will keep students on track for college and career readiness; *identify full sequence of subjects/course students will be required to complete and the exit standards necessary to graduate, include optional subjects/courses; *provide detailed timeline for the selection and development of additional curricula (in any areas where it is not already fully developed), detail who on staff will be responsible, what the process will be, key milestones, and where in the process you are currently; *explain how teachers will know what to teach and when to teach it, including the curriculum resources that will support instructional planning. Identify who will be responsible for creating or selecting these resources.*

*Appendix 2.2.2. MUST PROVIDE: overview of curriculum for each subject/course and level, including: *general description of the content and skills to be address, *whether curriculum will be developed in-house or selected, *the names of any selected curricular programs/textbooks and, *curriculum's alignment with the ILS, CCSS and any additional standards used by the school, and how any gaps in alignment will be addressed. **At minimum, samples of the following curriculum resources developed for our school for one subj. in one grade from each grade span that the school will serve (elem, middle, HS): * curriculum map; unit plan; lesson plan.*

KLA will adapt the YCCS Competency-Based Learning Model which infuses Common Core and for Reading/English Language Arts (literacy) and Mathematics (numeracy). Achieve3000, a literacy based online tool measures students at-grade level proficiency at applying grammar usage determining student grade level and college readiness level. This model will enrich our students in academia and career readiness. The Reading/ELA curriculum will support students in gaining various high-level, critical thinking skills from a variety of complex texts. The Mathematics curriculum will assist in developing students into practitioners by way of the Studios and Performance Indicators. Vertically aligning and adapting the competencies will prepare students for what's to come in high school for greater success opportunities.

STUDIOS

Studios are a workplace for students to be engaged in conceiving, designing and developing new projects, products or objects/tools. Under the new learning paradigm, we are looking at models where different students (of varying ages) learn different things from different people in different places in different ways and at different times. Clearly, it is hard to reconcile the old and new models of schooling. The spaces set up for the old paradigm would be extremely difficult to tailor so that they function well for the new model. To what extent such change may or may not be possible will vary from school building to school building and will depend upon how many of the following modalities of learning can be supported by the physical spaces. By

looking at existing or proposed school designs with this list in mind, it will be easier to gauge their suitability to serve 21st century learning needs. (Fielding & Nair, Language of School Design, 19)

The act of teaching is not limited to an educator standing in the front of a room lecturing neither is the act of learning limited to the classroom and what is retained through homework and worksheets. Learning Modalities are different ways of processing information or different ways of learning that can occur across numerous curriculums or learning plans. Emphasizing a variety of learning modalities can help educators develop their pedagogical tool kits (how they teach) as well as develop new curricula and enhance existing curricula (what they teach).

The Traditional School or “cells and bells model” typically allow for only lecture format. Although learning studios can create additional opportunities for multiple learning modalities to occur, the traditional classroom can still be effective if there is flexibility in the furnishings (soft seating, easily to move around, varying heights of tables and chairs) and in the mindset of those in leadership roles (learning can occur in a variety manners and spaces; it is okay for students to move around and work where and how they are comfortable).

Fielding & Nair (2005) has identified 20 learning modalities that a physical school must support. For the purposes of this petition we will describe **two** learning modalities that highlight the importance of the studios in KLA. Those learning modalities are, learning by building-**hands on** learning and problem/**project-based** learning.

Learning by building **hands-on learning**: There is no learning experience more powerful than Learning by Building or Hands on Learning. Hands-on learning is learning by doing. Hands on Learning has been taking place in education, both formal and informal, for years. Vocational education has always understood that if you want someone to learn to repair an automobile, you need an automobile to repair. If you want to teach someone to cook, you put them in a kitchen. Whoever heard of teaching someone to swim in a traditional classroom? Likewise, in order to truly understand anything, you must “do” it.

Hands-on learning involves the learner in a total learning experience which enhances their ability to think critically. The learner must plan a process, put the process into action using various hands-on materials, see the process to completion, and then be able to explain the obtained results. Hands-on learning is not just a fad because it enables students to become critical thinkers, able to apply not only what they have learned, but more importantly, the process of learning, to various life situations.

Project/Problem Based Learning: At the heart of KLA are projects based in our studios and the larger community that are interdisciplinary units aligned with state and district standards. The KEMET Approach is experiential and project-based, involving students in original research -- with experts -- to create high-quality products for audiences beyond the classroom.

Projects will act as a capstone to place all learning in a real-world framework with professionals to develop internal motivation, rigor and excellence. Instead of “learning” material out of textbooks, students work in teams to tackle real-world problems with community experts. Students can also collaborate with peers across the world on global projects with easily accessible collaboration software like Google Hangout or WebEx to forge meaningful relationships and build virtual communities of learners in the process. There are many advantages to Project Based Learning to promote learning.

Among them:

- Develops collaboration skills
- Deals with real-world problems so students can make important connections between what they learn in school and its relevance to the world outside school.
- Results in a deeper and more holistic understanding of the subject being studied
- Provides the means to integrate skills in various disciplines in much the same way that problems in the real world need a multi-faceted approach to solving them
- Provides a good vehicle for delivering multidisciplinary curricula.

Source: R. Fielding, P. Nair, J. Lackney. The Language of School Design: Design Patterns for 21st Century Schools. (DesignShare Inc., 2005).

Teachers will also be guided instructionally through various supports and professional developments as displayed in KLA's academic and social guide. These professional development opportunities will take place throughout the school year in various forms; through grade level meetings, principal directed trainings, and supports from curriculum coordinator. Each quarter, teachers will focus on specific domains of the Depth of Knowledge (DOK) levels.

Teachers will be assessed using the Charlotte Danielson's Framework for Teaching. They will complete the YCCS professional development growth model. As a partner with YCCS, these resources include documents that provide instructional support, progress monitoring strategies, planning, assessing, and student support.

See Appendix 2.2.2

2.2.3. Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next, including criteria for promotion or retention. Indicate when and how the school will inform students and parents about promotion and graduation policies and decisions. APPENDIX 2.2.3 MUST provide promotion & graduation policies.

KLA will use the CPS Promotion Policy and Graduation Requirements, for moving from eighth grade to high school, as the basic framework. Promotion criteria, particular to the exit criteria demonstrating successful completion of tenure at the middle school level, will be based on mastery of academics through the competencies, project learning and rites of passage components specific to the Kemet school design. Student progress will be monitored using rubrics demonstrating proficiency to basic in a no fail process.

<http://policy.cps.edu/download.aspx?ID=45>

Section 2.3: Instructional Methods

*Describe the instructional approach and methods that will use in the classroom. Include any specific requirements for implementation (e.g., co-teaching or aides, technology, physical space, etc.) *cite research or existing models that support the use of these instructional methods, especially considering the school's target population and; describe how the instructional methods will achieve the school's mission and support implementation of any unique elements of the school's design.*

To keep our student body engaged teachers will to have access to a variety of teaching strategies. Being able to differentiate teaching modalities is key in providing students with the needed differentiation. The following teaching strategies support the different learning modalities. Having this rich bounty of teaching strategies and instructional methods will ensure that students with IEPs, general program, ELs, and Gifted students have access at content and curriculum in the modality in which they will succeed.

INSTRUCTIONAL METHODS/STRATEGIES - Processes by which teachers will keep students actively engaged in skills based/competency-based learning	
<p>Problem/ Project Based Learning</p>	<p>Characteristics of PBL approaches:</p> <ul style="list-style-type: none"> ● project inquiry comes from the personally relevant questions that children ask about the world around them (teachers help to develop 'fat' or deeper questions) ● process (rather than content), is emphasized and the challenge of teaching is to help students learn how to learn rather than to simply impart information ● the learner is the focus but the centrality of the teacher to guide the inquiry is critical ● large blocks of time and extended study of topics is usually required to promote depth, meaningful understanding and reflection ● the teacher's role is one of co-learner, guiding and promoting growth and development ● authentic experiences are encouraged to increase motivation and personal relevance ● learner-centered, intrinsically motivating ● collaborative ● challenging ● demonstrations of learning using a variety of techniques are promoted (posters, drama, models, simulations, multi-media presentations, text, music) <p>Finding Projects: Choose any of the sites below to find projects around the world</p> <ul style="list-style-type: none"> ● http://iearn.org/ ● www.iearn-canada.org -Award winning Ontario educators Mali Bickley and Jim Carleton are iEARN Canada coordinators ● http: ://teachersconnecting.com – Created by Ontario educator @benhazzard ● http://www.globalschoolnet.org/ ● projects for Grades 6 and up is <u>The My Hero Project</u>
<p>Experiential Learning</p>	<p>As a process, experiential education is constructivist...whereby the learning builds understanding through a process of inquiry and reflection. This understanding is often described as the person's "mental model" of how something works. The basis of all experiential learning is that experience matters. Many educators believe that without an experience, there can be no true learning or real understanding of a concept or situation. To accomplish this, there needs to be a sequence of three discrete components: 1) A "concrete experience" (Enfield, 2001, Kolb, 1984), where the learner is involved in an exploration, doing or performing an activity of some kind; 2) a contemplation phase, which is usually referred to in the literature as a reflection stage (Enfield, 2001; Kolb, 1984; Pfeiffer & Jones, 1981), whereby the</p>
	<p>learner shares reactions and observations publicly and processes the experience by discussing and analyzing; and 3) the "application" or "conceptualization" phase that</p>

	helps the learner deepen and broaden their understanding of the concept or situation by cementing their experience through generalizations and applications (Carlson & Maxa, 1998).
Team-Teaching	KLA will use a team-teaching strategy. Both general education teachers and special education teachers will be responsible for planning, and they share the instruction of all students in co-taught classes. The lessons will be modified and used to frame self-contained classes taught by special education teachers. In co-taught classes both teachers will actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline. This approach can be very effective with the classroom teacher and a student teacher or two student teachers working together.
Differentiated	Differentiated instruction and assessment (also known as differentiated learning or, in education, simply, differentiation) is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) Teachers will be expected to prepare three sets of goals for groups in their classroom these groups will be advanced, on pace, in need of additional support. Group decisions will be based on data. All lessons must provide a rationale for helping students succeed in lessons based on current ability. Teaching a common theme using each of the students' learning modalities to make curriculum accessible to all students.
Reciprocal Teaching Strategy	Summarizing: Given an assigned text, pupils highlight important information. Question Generating: Pupils generate questions from the information highlighted. Clarifying: Pupils make concerted attempts to clarify concepts or vocabulary that is not understood. Predicting: Pupils deliberate on what is implied in the text and make connections to prior knowledge.
Technologies	Classroom and studio spaces will be equipped with technologies for instruction which include but not limited to: Interactive Boards, computers on wheels, document projectors, tablets, printers, etc.
Studios	Each studio classroom will be developed under the framework of 50 students being taught at one time. Consequently, each master studio teacher will be placed with a studio assistant to serve as a teaching aide.

These instructional methods will support the unique KLA design for learning for our students. By keeping students engaged in continuous learning, inquiry and hands-on activities, they will be able to access curriculum in a non-traditional way and be assessed through mastery projects and competencies.

Section 2.4: Educational Goals and Assessments

KLA is developed as an alternative education center for at-risk boys of color. Given this population we are seeking modified standards from CPS Charter Quality Rating Policy handbook. These modifications are highlighted below. As well, we have identified assessment tools and standards listed below that

are local as well as national and international assessments. The standards will inform KLA student attainment on local, national and international levels.

- Teachers monthly lesson plans and continuous/formative assessments will take place weekly and align with Achieve3000 and Eureka Math as a weekly progress monitoring tool.
- STAR-Aligns skills for literacy and math that track student attainment every 5th week
- NWEA-Internationally normed assessment taken twice a year for grades 5-8
- PARCC-Nationally criterion referenced test that compares students responsiveness to a set of standards at their stage and grade level of what students should know and be able to do.

5th Grade	Achieve3000wk I	Eureka Math	STAR	NWEA	PARCC	5th Grade
1QTR	Weekly	Weekly	Every 5th week	1st qtr.		
	Literacy/ELA	Numeracy	4x			
2QTR			Every 5th week			
			4x			
3QTR			Every 5th week	NWEA		
			4x	3rd qtr.		
4QTR			Every 5th week		4th Qtr. PARCC	
			4X			

2.4.1. School Goals

*CPS uses School Quality Rating (SQR) *Charter School Quality Policy aligned to the SQR when setting goals for school performance. * Identify the academic, non-academic and mission-specific goals and metrics for the proposed school: Include *table in the narrative that details school’s quantifiable goals, including targeted assessment scores, attendance levels, and additional metrics for each of its first five years of operation *highlight and discuss the rationale for any differences between your school’s goals and metrics and those included in the SQR at the grade level/s you intend to serve, * describe any non-academic goals for students, how those goals will be measured, and by whom.

Category	Goal	Evaluations/Assessments
Reading	Students will show a minimum 1-year growth each year in Reading.	NWEA MAP Exam Results Achieve3000 Competencies and Performance Indicators Results

ELA	Students will show 1 year's growth each year in English.	NWEA MAP Exam Results Achieve3000 Competencies and Performance Indicators Results
Math	Students will show 1 year's growth each year in Math.	NWEA MAP Exam Results Competencies and Performance Indicators Results
Science	Students will show 1 year's growth each year in Science.	NWEA MAP Exam Results Competencies and Performance Indicators Results
Attendance	Students will have 80% school attendance.	School Attendance Records
PROJECTS	All students will actively participate in a minimum of 2 service learning projects each year.	Grade Level Team Reports Students Service Learning PROJECTS using a rubric designed to determine level of achievement
Positive Identity Formation Survey	95% of students will report having developed more positive views concerning who they are and what they are capable of achieving in life.	Students Problem/Project Learning Exhibitions Student End of Year Surveys

KLA will use the Chicago Board of Education's Charter School Quality Policy aligned to the SQRP that will assist ensuring that goal setting for school performance is in place.

http://www.cpsboe.org/content/actions/2015_10/15-1028-PO1.pdf

One Year Academic Growth Goals

We believe that this goal is obtainable. All instructors will be responsible for using data analysis of continuous assessments to drive and identify students' academic weaknesses as well as instructional strategies to help students recover from deficits. Students will also engage in rigorous math and English language arts activities based on our curriculum map that will be implemented with hands on activities such as learning projects they will work through in their studios. Students that struggle academically will participate in after school tutoring on Mondays and Tuesdays as well as reteaching activities to progress monitor and ensure student mastery of academic concepts and competencies. KLA will use the data to work toward attainment as well as growth in the competency areas.

Our goal for first year attendance is 80%. School administrators will be responsible for developing a school wide plan that engages parents and identifies major barriers for student attendance to ensure that all students are actively engaged and in school every day.

PROJECTS (Problem/Project-Based)

These projects will be led by grade level teachers for 5th, 6th, and 7th grade students. All students will be expected to master course related material and use critical thinking skills to apply the course content to

real world issues to solve local problems. These plans to solve local problems will be acted out in the form of problem-based learning projects. This is core to the school's culture and mission. Our goal is to help students from at-risk environments to form positive identities based on transformative experiences related to community service. Each student will be expected to participate in a minimum of two problem-based learning projects throughout the school year. Students will be expected to present at least 2 exhibits of learning each year, one for each project. This is an essential goal directly related to the final 8th grade project where students will be expected to complete independent or small group community projects connected to academic content and present a final project on their learning, the impact they had on the community, and their long-term goals to continue to positively impact the community. The administrators will be responsible for ensuring that these learning projects are properly executed. The grade level instructional teams will be responsible for leading these projects and keeping adequate records to show student engagement as well as the scores earned on presentations.

Positive Identity Formation Survey

Positive Identity Formation will be measured based on student reflective responses in their projects of learning as well as exit surveys that will be given by school administrators at the end of each school year. We believe that the active mentoring activities, service learning instructional strategy, and wrap around services will help students form positive identities during their early adolescent years. A specific study of self, using Ancestry.com for students to discover their DNA roots will assist in students learning history through the activity of tracing their family heritage.

2.4.2. Assessment and Data-Driven Programs and Instruction

Describe the diagnostic, formative and summative assessments the school will use to evaluate student knowledge and skills throughout the school year, at the end of each academic year, and for the term of the charter contract. Your answer must:

- Include the mandatory local and state assessments and specify the timing of their administration.
- Describe the purpose, design, format and rationale for the selection of each assessment, including each assessment alignment with common Core State Standards.

NWEA/MAP assessments will be used as a baseline and post-assessment to determine student performance as aligned to National Standards. Continuous Assessment (CA) and Learning Outcome (LO) data (of/for learning) will be aligned to the standardized assessments used to benchmark student growth on a national/local scale. The chart below with national and local assessments describe key benchmarks and student learning benchmark for student attainment in core content areas. In addition an in-house assessment will be structured across curriculum to engage students in project/problem based/ productions where students demonstrate their understanding of concept, ideas, and competencies. Rubrics designed by teachers with student input will be used to gauge/measure student mastery at various levels of understanding (highly competent, competent, not competent status with a no fail designation). Studios will be the space where students will be able to demonstrate and apply their understanding of specific competencies of core curriculum with the application of learned skills. The studios will function as a project-based exercise while applying content knowledge. Competency-based standards and performance indicators have been crosswalked with Common Core Standards.

- Describe key considerations in the selection or creation of any assessments not yet identified.

Currently, Not Applicable

- Describe who will be responsible and involved in data collection and analysis. Identify the formalized strategies and supports that the school will utilize to collect and analyze assessment results, including the related roles and responsibilities of school staff and administrators.

All key Performance Indicator (PI) data, including student assessment data will be monitored and analyzed with specific intervals to progress monitor student attainment. Subject and Grade level teachers will collaboratively review and monitor CA/LO data as a guide for grading and determination of subject mastery. Data collection/Analysis will be a two-part process. Collection will take place by instructional staff and school administrators. Analysis will take place by KLA staff & YCCS, using their historical format. Student growth will also be measured by student Social Emotional Learning (SEL), Learning Style growth/balance and by engaging Mentoring Youth Through Technology, who will develop an in-depth support services model based on KLA student profile.

- *Describe how instructional leaders and teachers will use the assessment data to inform programmatic and instructional planning decisions and make adjustments to instruction, curricula, professional development and other school components. Explain how the school will communicate with parents/guardians and students about academic achievement and progress.*

Formative & Summative Assessment data, in comparison to state and national norms, will focus instructional leaders on additional subject matter needing to be addressed, as well as where strengths and weaknesses of the student attainment. Research will be conveyed to guardianship via semester grading reports and individual analysis once conducted - at the completion of the assessment and scoring of the exam. A parent portal will be accessible by parents with the ability to view and respond to teachers and administration on student academic, behavioral status and extra-curricular status.

- Explain how the school will communicate with parent/guardians and students about academic achievement and progress.

Parents and students will be continuously informed of assessment results via parent/teacher conferences, daily access via parent portals, and quarterly progress reports followed by report cards.

- APPENDIX 2.4. or the proposal narrative, applicants MUST provide a table, by grade level, detailing each assessment used and when it will be administered.

Section 2.5 Diverse Learners

2.5.1 Students with Disabilities

- *Describe the school's methods and strategies for identifying and serving students with disabilities, including but not limited to students with Individualized Education Programs or Section 504 plans, in compliance with all federal laws and regulations.*

The proposed campus of KLA intends to bring specialized services and supports to each student so that they can access the curriculum. We will place students with disabilities in least restrictive environments (LRE) and use appropriate modifications and accommodations. KLA understands that students with Individualized Education Plans (IEPs) should be educated to the maximum extent within the general education classroom with age -appropriate peers. In accordance with CPS policies regarding specialized populations, KLA will continue to work with the Office of Specialized Services to establish a continuum of placement options based on student needs identified in IEPs. This may include placement in the general education classroom with consultative services, inclusion in the general education classroom with support modifications and accommodations, collaborative team teaching in the general education classroom, and other resource support. Modifications of instructional materials, assistive technology devices, and ongoing assessments will be used across the curriculum for students with and without disabilities to support students in achieving mastery of Illinois Learning Standards.

Kemet Leadership Academy 2018 Tier 1 Narrative

- *How the school will identify students with mild, moderate, and severe disabilities (and avoid misidentification), develop plans for their education, and monitor their progress to ensure the attainment of each student's goals as set forth in their Individualized Education Plan*

ISBE REQUIREMENT CODE:

(34 CFR 300.209(A)) (105 ILCS 5/27a - 4(A)) (23 IAC 226.60) (34 CFR 300.111(a) (1) (i-8)) (23 IAC 226.100(a) (1-3))

Part of KEMET Leadership Academy professional development series will include an overview and discussion of how to recognize specific disabilities and the referral process. The KEMET Leadership Counselor will lead the referral effort and be responsible for ensuring appropriate timelines and completion of necessary paperwork.

- KEMET Staff and Members of the Board will receive an orientation on Child Find.
 - KEMET Staff will give parents a Child Find brochure that explains the referral process and the contact information when they register their child.
 - KEMET Staff will include Child Find brochures in information packets that go home with the students at the beginning of the year.
 - KEMET Staff will place an article describing the Child Find referral process and name of the contact person in all school newsletters.
 - Child Find brochures will be available in the main office at all times.
 - Child Find activities will be highlighted and discussed during parent meetings.
-
- *The continuum of special education services (including related services) the school will make available to students with mild, moderate, and severe disabilities in the least restrictive environment (LRE) possible.*

ISBE REQUIREMENT CODE:

a) Referral system - 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)

Part of KEMET Leadership Academy professional development series will include an overview and discussion of how to recognize specific disabilities and the referral process. The KEMET Leadership Academy Case Manager will lead the referral effort and be responsible for ensuring appropriate timelines and completion of necessary paperwork.

The first step in identifying a student for special education services is a referral. Parents, teachers, support staff, clinicians, healthcare professionals, community members or other concerned adults may submit a written referral for a special education evaluation when they feel a child may have a disability. The referral should be addressed to the teacher, the principal or school counselor/case manager. After the request is received, the school will determine if an evaluation is warranted within 14 days. If an evaluation is warranted, the parents will be notified using the Parent/Guardian Notification of Decision Regarding the Request for an Evaluation form.

When deemed appropriate, the IEP team will complete an initial evaluation in the areas of academic achievement, cognitive functioning, communication status, health, hearing/vision, motor abilities, and

social/emotional status. Upon the completion of the initial review, KEMET Leadership Academy will provide written notice to parents/guardians requesting consent to administer assessments (including what types will be used), along with the consent for evaluation using the Parent/Guardian Consent for Evaluation form within 14 days of the request for an evaluation. Upon obtaining written consent, KEMET will explain the parents'/guardians' rights and provide them with a copy of the Explanation of Procedural Safeguards.

KEMET Leadership Academy will complete the evaluation and develop the IEP within 60 school days from date the written parent/guardian consent is obtained.

A group of qualified professionals including instructional teachers, special education teacher, case manager, and parents will review the evaluation results. The case manager will be responsible for properly educating parents to help them understand what they are reviewing. The group will then be responsible for deciding if the child is a child with a disability, as defined by IDEA. If the parents do not agree with the eligibility decision, they may ask for a hearing to challenge the decision.

KLA will be responsible for preparing for and conducting the IEP meeting. Designated KLA staff (Case Manager, LBS1 Instructors, Special Services Staff) will be responsible for contacting the participants, including the parents; notifying parents early enough to be sure that they can attend on scheduled date, schedule a meeting at a time and place agreeable to parents and school; telling the parents the purpose, time, and location of the meeting, telling the parents who will be attending the meeting, reminding parents that they can invite individuals to their meeting that have the knowledge or special expertise concerning the child.

The IEP team gathers to talk about the child's needs and write the student's IEP. Parents and the student (when appropriate) are full participating members of the team. If the child's placement (meaning, where the child will receive his or her special education and related services) is decided by a different group, the parents must be part of that group as well.

Before the school system may provide special education and related services to the child for the first time, the parents must give consent. The child begins to receive services as soon as possible after the IEP is written and this consent is given. If the parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. If they still disagree, parents can ask for mediation, or the school may offer mediation. Parents may file a state complaint with the state education agency or a due process complaint, which is the first step in requesting a due process hearing, at which time mediation must be available.

The school makes sure that the child's IEP is carried out as it was written. Parents are given a copy of the IEP. Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications, and supports that must be provided to the child, in keeping with the IEP.

The child's progress toward the annual goals is measured, as stated in the IEP. His or her parents are regularly informed of their child's progress and whether that progress is enough for the child to achieve the goals by the end of the year. These progress reports must be given to parents at least as often as parents are informed of their nondisabled children's progress.

The child's IEP is reviewed by the IEP team at least once a year, or more often if the parents or school ask for a review. If necessary, the IEP is revised. Parents, as team members, must be invited to participate in these meetings. Parents can make suggestions for changes, can agree or disagree with the IEP, and agree or disagree with the placement.

If parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. There are several options, including additional testing, an independent evaluation, or asking for mediation, or a due process hearing. They may also file a complaint with the state education agency.

A reevaluation will be conducted for each student with a disability who is receiving special education services at least every three years from the date of the last eligibility determination. The triennial reevaluation will be completed by date of the third anniversary of the student's last reevaluation. The Principal will be responsible for communicating importance of following process to all staff members and developing a collaborative culture that ensures all task are completed. The principal will also be responsible for evaluating staff for their effectiveness at completing task related to their position.

The Case Manager will be responsible for ensuring that all processes and procedures are carried out as required by the law. The Case manager will also be responsible for ensuring that parents, staff members, and all involved stakeholders are educated regarding these laws, their responsibilities, and the rights of the child. The case manager will be responsible for assigning caseloads to special education teachers, ensuring that all IEPs are reviewed and revised in a timely manner, and reviewing evaluation documents and IEPs, especially documents written by less experienced special education instructors and support staff.

Special Education Teachers will be responsible for interviewing teachers, evaluating students, contacting parents, preparing notes for IEP meetings, developing IEP with appropriate accommodations and modifications, communicating the needs of students to all instructors. Special Education Teachers will also be responsible for providing all teachers with a copy of their students IEPs.

ISBE REQUIREMENT CODE:

b) Evaluation - describe how the area for evaluation are determined;
(34 CFR 300.304(c) (4)) 34 CFR 300.307) 34 CFR 300.309) 23 IAC 226.110(c) (3)9XB)

Referral decisions will be made within 14 school days of receipt of a referral and will determine whether an evaluation is warranted. If warranted, the Consent for Evaluation/Assessment Planning form must be completed and sent to parents with the same 14 school day time period.

Policies and procedures that comply with state regulations are followed regarding the use of RtI to determine whether or not a referral for special education evaluation is warranted (based on students' educational needs).

If a student is referred for a full and individual evaluation, the support team (composed of parents/guardians, teachers, administrators) will determine which of the eight domains (health, vision, hearing, academic performance, social/emotional status, general intelligence, communication status and motor abilities) are relevant to the student's suspected disability and which data is needed from the RtI process, when applicable, to identify relevant areas for further study. Information from this meeting will be used to drive the evaluation process.

ISBE REQUIREMENT CODE:

c) Timelines - describe how timelines are or will be met for: c. 1 initial evaluation; c. 2 yearly review or c. 3 development of IEPs; c. 4 tri-annual re-evaluations; c. 5 sending required Notice and Consent forms to parents; and c. 6 progress reported on IEP annual goals.

(34 CFR 300.301(c) (1) (i-ii)) (34 CFR 300.303) (34 CFR 300.304(a)) (34 CFR 300.320(a)) (34 CFR 300.321(b) (1) (34 CFR 300.322(a)) (34 CFR 300.324(b) (1) (j) (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)

For students referred for an IEP evaluation, the following timelines will guide decision-making:

- Initial Evaluation will be completed within 60 days from the date of parental consent, response sent to the request and an IEP team meeting scheduled with the appropriate parties.
- KEMET Leadership Academy is responsible for notifying parents as early as possible and for obtaining all required Notice and Consent forms. Parents will be notified at least 10 days prior to any conference or meeting regarding their child. IEP meetings will be scheduled at a mutually agreed upon time between the parents and school personnel
- All IEPs will be reviewed annually with the IEP team; a full case study will be done no later than 3 years from the prior IEP meeting at which eligibility was discussed.
- In developing the initial IEP, which will be completed within 60 school days from receipt of written parental consent and within one year of the prior IEP, the team will consider the following: 1) the strengths of the child, 2) the concerns of the parents for enhancing the education of their child, 3) the results of the initial evaluation of the child (or most recent evaluation, including evaluations presented by the parent), and 4) the academic, developmental and functional needs of the child. The initial placement will take place within 10 calendar days from date the IEP was developed unless waived by parent. KEMET Leadership Academy will utilize the CPS electronic tracking system to ensure timeliness of initial reviews, annual reviews, triennial reviews, and/or special reevaluations.
- Evaluation reports will be completed 5 calendar days prior to the IEP meeting.

For students eligible for services, progress reports (IEP report cards) will assess students' progress on the goals outlined within the IEP. These reports will be completed by teacher teams and other service providers and will be mailed home with student report cards quarterly. At KEMET, we will hold student-led conferences for all students, including with students with disabilities, twice a year (October and April), in which students, parents, and teachers will receive students' academic data, work samples, habits of minds, self-reflection, and ongoing plans for improvement.

ISBE REQUIREMENT CODE:

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)0 (34 CFR 300.322(b-f)) (2 IAC226.530)

KEMET Leadership Academy will involve parents in the Special Education process by requesting their consent to evaluate their child. All consent forms will be provided in the parent's native language. Parents will be invited to participate as a team member that meets to write the evaluation team report. Parents will be notified that they may bring other advocates/support persons to the IEP meeting as well. Parents will be involved in determining services and supports to be provided by the school in order for their child to access the general education curriculum.

In addition, we will communicate with families on their student's progress on a regular basis. When changes are considered regarding supports and/or services the student receives, the school will contact the family. Parents are involved in the fabric of the school and given the information and tools necessary to support their children. Furthermore, families will be informed of their right to request a special education evaluation at any time during the RtI process and will be involved in the decision-making. Workshops will be provided to parents informing them of their procedural rights and safeguards and the IEP process in the student's first year of special education eligibility.

ISBE REQUIREMENT CODE:

Indicate how the full range of special Education environment and related services in the Least Restrictive Environment will be determined.

(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))

At KEMET Leadership Academy, we expect to receive IEPs that span the full continuum of services from most restrictive to least restrictive school setting. We will work closely with our families and feeder schools to review the details of IEPs for incoming students and allocate appropriate resources to meet their individual needs. We will work closely with the Office of Diverse Learner Supports and Services to ensure that Intrinsic has all the necessary documentation for students identified as requiring special education services and supports.

Our technology-enabled model will naturally enable some accommodations, modifications, and differentiation for all students as a regular part of their learning experience. We believe every student should receive support based on their specific and individual needs, not their label. Technology will also enable us to collect data, deliver "just-in-time" instruction, and continue to close any learning gaps to facilitate student learning in meeting and exceeding rigorous state and national grade-level standards. Real time data will be available to students, their families, and staff. Weekly goal-setting in response to performance data and teacher feedback will be a common practice for students across content areas and grade levels. The team will monitor IEPs and personalized learning plans to inform instruction and to determine interventions that yield the best results for each student. We will work with CPS to ensure the needs of our students are optimally met. When it is determined that a student may require either a more or less restrictive setting to access the general education curriculum, parents will be notified and an IEP

meeting will be convened to discuss and address any potential changes in the student's program to ensure appropriateness of the least restrictive environment (LRE).

Students' LRE will be systematically assessed and reviewed throughout the school year via analysis of progress monitoring and observational data, as outlined in each IEP. On a case by case basis, we will determine whether the current setting continues to be educationally beneficial for each student.

ISBE REQUIREMENT CODE:

a) Services - describe how all services and resources required by students 's IEP will be provided, including but not limited to accommodation, LRE setting and related services;

Provide assurance 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 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) and IEP team's determination that the Charter Schools' educational program and services do not meet the child's individual needs.

(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(a) (c-d)) (34 CFR 300.324(a) (1)(ii)) (34 CFR 300.324(a) (2) (23 IAC 226.210) (23 IAC 226.220(c))

At KEMET Leadership Academy, we are committed to empowering all students to reach their fullest potential, including students receiving special education services, classified as English Language Learners (ELL), and/or who may be in high-risk situations including but not limited to homelessness, low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues. In accordance to all applicable state and federal statutes, including Title II of the ADA of 1990, the IDEA, Section 504 of the Rehabilitation Act of 1973, and Article 14 of the Illinois School Code, KEMET Leadership Academy will provide a free and appropriate education to all students enrolled.

Students with disabilities will receive the appropriate services without cost to parents/family, including extended year services, when applicable. All student recruitment material will make clear that students with disabilities are encouraged and welcome to apply.

Our schedule is designed to be adaptable based on student needs and real-time data. As we review incoming IEPs, we will schedule students in accordance with the goals defined in each student's plan. Special education teacher schedules will be flexible to best meet the needs of our students. Through analysis of progress monitoring and observational data, we will systematically assess the LRE as outlined in each IEP. Our learner-driven model will seek to provide all students with the least restrictive environment for them to successfully reach the rigorous expectations outlined in our school's mission.

We will seek support from the district and its related service providers to best serve the needs of our students and adhere to the provisions outlined in each child's IEP.

ISBE REQUIREMENT CODE:

b) Functional Assessments of Behavior

- describe this provision; (34 CFR 300.324(a) (2) (i)) (34 CFR 300.530(d-f)) (23 IAC 226.75)

Observational data will serve as initial data points for problem behaviors. If a student is referred for consistent and frequent behavior problems, a team of individuals including the principal or curriculum coordinator, teachers, parents, and the student will meet to:

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

At KEMET Leadership Academy we believe in disciplining with dignity, teaching with logic, and developing a school culture where students are motivated to behave appropriately and engage in their work. These strategies have proven successful in our experiences working with CPS schools towards decreasing discipline referrals and increasing student achievement and engagement.

ISBE REQUIREMENT CODE:

c) Behavior Intervention Plans - describe how these will be implemented;

(34 CFR 300.530(d-f) (23 IAC 226.750(a))

Behavior Intervention Plans will be implemented following each Functional Assessment of Behavior to address the function and/or root cause of the problem area and to determine an appropriate plan of intervention. Ongoing monitoring of student behavior will gauge the efficacy of the intervention.

At KEMET Leadership Academy, culture-building activities will address five major areas: self-awareness, responsible decision-making, relationship skills, social awareness, and self-management. We will also use technology to support the social and emotional needs of our students. All students will fill out brief online surveys giving teachers and administrators information about their social well-being on an on-going basis. Teachers will have instant information about which student may require additional attention from the teacher and which student may require more significant support from a social worker or outside partner. Teachers who piloted such a system shared that students were remarkably candid and self-identified many issues that otherwise would have gone undetected.

This targeted and ongoing support will contribute to supporting each child toward meeting their individual behavior goals.

Appropriate school staff will have copies of the student's Behavior Intervention Plan and follow the course of action prescribed in the plan. If the intervention does not produce desired results and the behavior continues or escalates, the parent will be notified within the appropriate time frame and meet with the IEP team to review the current Behavior Intervention Plan to determine any additional or different actions/interventions.

ISBE REQUIREMENT CODE:

d) Discipline - describe what and how discipline will be managed with special education students;
(34 CFR 300.530(b-e)) (34 CFR 300.532(b-e))

Our team has significant experience dealing with student discipline and behavioral issues in schools across Chicago. We will implement the Uniform School Discipline Code as outlined by CPS. We also believe in implementing a proactive, positive behavioral support system as a preventative measure and to build students' socio-emotional problem-solving skills. We will continuously ask students for feedback regarding areas of need.

Administration may suspend students with disabilities and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing special education procedural safeguards. Saturday, and before- and after-school detentions will not count toward the 10-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum and receive their IEP services, in-school suspensions will not count toward the 10-day limit.

KEMET Leadership Academy will implement the following steps to continue to meet the educational needs of students who are suspended over 10 school days. When administration anticipates a referral for expulsion or for emergency alternative placement, the following steps will be taken:

1. Provide written notice to the parent/guardian or surrogate parent of the intervention or consequence being considered and the date of the IEP Manifestation Determination Review (MDR) conference, which will be held within 10 school days of the date of the decision to discipline the student. KEMET Leadership Academy will also provide parent/guardian/surrogate with a written copy of Notice of Procedural Safeguards.

2. The IEP team will:

- a. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, classroom conduct and observations, and the student's IEP. The behavior will be determined a manifestation of the student's disability if: (1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or (2) the conduct in question was the direct result of the school's failure to implement the student's IEP.

- b. Review and revise if necessary, the student's existing Behavior Intervention Plan or develop a Functional Behavior Assessment and Behavior Intervention Plan (FBA/BIP) to address the misconduct. The Behavior Intervention Plan must address the misconduct for which the student is being disciplined. If the student's behavior is determined not to be a manifestation of the disability, administration may apply the Student Code of Conduct, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

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

Students with disabilities may be placed in an interim alternative educational setting for a maximum of 45 school days, even in instances where the student's misconduct is ultimately determined to be a manifestation of his or her disability. Students with disabilities may be referred for emergency interim alternative placement when in possession of weapons or large amounts of drugs, or for inflicting serious bodily injury on another person while on school grounds or at a school sponsored event. The parent or legal guardian may request a due process hearing to challenge the emergency interim alternative placement.

For students with disabilities whose misconduct presents a danger to themselves or others in a manner other than those specified above, KEMET Leadership Academy will consult with Dispute Resolution, as the Chief Executive Officer may request that a hearing officer order a 45-day emergency interim alternative placement.

Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting. Arrangements will be made with appropriate staff at the alternative location to ensure that the student continues to receive services.

ISBE REQUIREMENT CODE:

e) Transition planning - 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))

During the IEP year in which the student turns 14½, and each year after that, a transition plan will be included in the student's IEP. Students who reach this age will be informed that they have a right to be part of the IEP team, giving him or her voice in future planning.

All 5th-8th grade students will have a representative invited to attend the IEP transition meeting, with the consent of the parent/guardian. These transition services representatives can be provided by the district but may also be recruited by case manager from local partners. The IEP team will ensure the IEP includes appropriate, measurable, post-secondary goals based upon age-appropriate assessments related to employment, education or training, and, as needed, independent living; the transition services that are needed to assist the child in reaching those goals, including courses of study and any other needed services to be provided by entities other than the school. A statement will be included identifying who will provide services needed to meet the student's transition goals. IEP plans will also include student's strengths, preferences, and interests. Our goal is to prepare all KEMET Leadership Academy students for 21st century

ISBE REQUIREMENT CODE:

f) Transportation - describe provisions for these services;
34 CFR 300.34(C) (16)) 34 CFR 300.107(B)) (23 iMac 226.750(B))

If transportation is required, according to a student's IEP, the school will work with CPS and the Department of Transportation Services to ensure timely, efficient, and safe transportation service. Each student's transportation needs will be discussed and reviewed at IEP meetings/annual reviews to ensure that appropriate transportation is provided as a related service as needed, with the goal of fostering independence as possible based on student need and progress.

ISBE REQUIREMENT CODE:

g) Extended School Year - 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))

Extended school year (ESY) services shall be provided to each student with a disability whose unique needs require special education and related services in excess of the regular school year in order to address the effects of regression/ recoupment and to ensure a free appropriate public education.

Eligibility

The IEP team shall determine and note in the student's IEP whether the student requires ESY services to address

1. Regression/recoupment, a likelihood of significant regression of previously learned skills during a break in instruction and limited recoupment of these skills, and/or
2. Loss of critical skills over an extended break in special education services, and/or
3. Any other special circumstances or factors that indicate the need for ESY services in accordance with the IDEA and ISBE standards and regulations. Baseline classroom and other data will be collected. Following a natural break in service, e.g., winter break, spring break, classroom data will again be collected to determine the impact of regression/recoupment. When applicable, the student's IEP Team shall determine the type, amount, and/or duration of the services necessary as part of the child's extended school year program on an individualized basis.

Our schedule and school calendar is also organized to provide students will extra support throughout various times during the week throughout the school year. If needed, we will work with CPS to provide extended school year services to students who may require them.

ISBE REQUIREMENT CODE:

ISAT/PSEA/IAA Determination - indicate how ISAT/PSAE/IAA testing is determined by the IEP team; (34 CFR 300.320(a) (6)) (23 IAC 226.230(a) (2))

Most KEMET Leadership Academy students will take the state and district mandated tests rather than the DLM-AA. KEMET will follow state guidelines to determine eligibility for DLM-AA; otherwise all students will participate in the state and district mandated tests and will be provided the allowable accommodations as defined in their IEPs.

Students, who are unable to take the state and district mandated tests due to their disability, will be evaluated by the IEP team according to the student's need. As determined by the IEP, students with the most significant cognitive disabilities may take the DLM-AA if participation in the district's and states regular assessments is not appropriate, even with accommodations, and they meet all of the criteria listed below:

1. The student has intellectual functioning well below average that exists concurrently with impairments or deficits in adaptive functioning;
 2. The student's instruction is linked to grade level content but is narrowed in scope and reduced in complexity. It is reflective of the critical functions found in the Alternate Assessment Framework; and
 3. When compared to other students with disabilities, the student requires more frequent and intensive instruction presented in incremental steps to apply and transfer skills across settings.
- Once the team determines a student requires alternative assessment, the school will submit accommodation requests to testing administrators for their approval.

ISBE REQUIREMENT CODE:

ISAT/PSAE accommodations - indicate how ISAT/PSAE accommodations will be made for students with disabilities whose IEPs require accommodation; (34 CFR 300.320(a) (6))

All IEPs will be reviewed prior to testing. When applicable, KEMET will acquire and secure the appropriate resources to meet the allowable accommodations and/or modifications specified in each student's IEP. KEMET Leadership Academy will gather data to determine what the allowable accommodations and modifications are for each assessment. A system will be in place to monitor that all allowable accommodations and/or modifications specified per IEPs are in place and have been implemented.

All documentation will be submitted in a timely manner so that students participate fully in state and district tests as indicated in IEPs.

ISBE REQUIREMENT CODE:

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)

Special education files are not part of a student's permanent record and will only be released to parties outside of the school with a written release of information from a parent or guardian. The special education electronic files will reside in the CPS Student Information System and are password protected. Personnel working directly with special education students will have access to the electronic IEP and will sign a form stating that they have received access to them.

Access to the files will be available to those staff members or related service providers that service the student.

Request for copies of records must be in writing signed by the parent or guardian.

Any requests for copies of records must be requested in writing. Records will not be sent unless parent/guardian permission is on file. If it is to another education institution, then the request for records must be in writing. No parent permission is necessary.

- *How the school will adjust the curricula, instructional practices, daily schedule, staffing plans, and supports to meet identified needs.*

ISBE REQUIREMENT CODE:

34 CRF 300 116 (1), 34 CRF 300 116 (1), 34 CRF 300 320 (a) (1) (i), 34 CRF 300 320 (a) (4)
34 CRF 300 320 (a) (7), 34 CRF 300 321 (a), 34 CRF 300 322 (c-d), 34 CRF 300 324(a) (1) (ii)
34 CRF 300 324 (a) (2), 23IAC 226 210, 23 IAC 226 220 ©

At KEMET Leadership Academy, we are committed to empowering all students to reach their fullest potential, including students receiving special education services, classified as English Language Learners (ELL), and/or who may be in high-risk situations including but not limited to homelessness, low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues. In accordance to all applicable state and federal statutes, including Title II of the ADA of 1990, the IDEA, Section 504 of the Rehabilitation Act of 1973, and Article 14 of the Illinois School Code, Intrinsic Schools will provide a free and appropriate education to all students enrolled.

Students with disabilities will receive the appropriate services without cost to parents/family, including extended year services, when applicable. All student recruitment material will make clear that students with disabilities are encouraged and welcome to apply.

Our schedule is designed to be adaptable based on student needs and real-time data. As we review incoming IEPs, we will schedule students in accordance with the goals defined in each student's plan. Special education teacher schedules will be flexible to best meet the needs of our students. Through analysis of progress monitoring and observational data, we will systematically assess the LRE as outlined in each IEP. Our learner-driven model will seek to provide all students with the least restrictive environment for them to successfully reach the rigorous expectations outlined in our school's mission. We will seek support from the district and its related service providers in order to best serve the needs of our students and adhere to the provisions outlined in each child's IEP.

Part of KEMET Leadership Academy professional development series will include an overview and discussion of how to recognize specific disabilities and the referral process. The KEMET Leadership Academy Case Manager will lead the referral effort and be responsible for ensuring appropriate timelines and completion of necessary paperwork. The first step in identifying a student for special education services is a referral. Parents, teachers, support staff, clinicians, healthcare professionals, community members or other concerned adults may submit a written referral for a special education evaluation when they feel a child may have a disability. The referral should be addressed to the teacher, the principal or school counselor/case manager. After the request is received, the school will determine if an evaluation is warranted within 14 days. If an evaluation is warranted, the parents will be notified using the Parent/Guardian Notification of Decision Regarding the Request for an Evaluation form. When deemed

appropriate, the IEP team will complete an initial evaluation in the areas of academic achievement, cognitive functioning, communication status, health, hearing/vision, motor abilities, and social/emotional status. Upon the completion of the initial review, KEMET Leadership Academy will provide written notice to parents/guardians requesting consent to administer assessments (including what types will be used), along with the consent for evaluation using the Parent/Guardian Consent for Evaluation form within 14 days of the request for an evaluation. Upon obtaining written consent, Intrinsic will explain the parents'/guardians' rights and provide them with a copy of the Explanation of Procedural Safeguards. KEMET Leadership Academy will complete the evaluation and develop the IEP within 60 school days from date the written parent/guardian consent is obtained.

- *Who will carry out responsibilities related to special education (including the identification of school staff and external professionals), how parents will be involved in this process, and how the school will ensure that there is qualified staffing to meet the needs of the student population.*

ISBE REQUIREMENT CODE:

(105 ILCS 5/10-21.9) (34 CFR 300.18) (23 IAC 226.730(a-c))

The case manager will be responsible for the individualized case management of all special education students and for arranging service required by their IEP. Before school opens and during the first thirty days of the school semester, the case manager will collect all student records from the school district. The case managers will review and assess IEPs with the special education faculty to ensure the following: (1) the IEPs are current and in compliance; (2) the appropriate supports from the Office of Specialized Services are being utilized (e.g. Speech Therapist and other supports). The case manager will maintain a private file for all students' records. The case manager will maintain a central file with all special education evaluation material and parent right information in accordance with FERPA and IDEA guidelines.

All perspective special education candidates must hold Illinois State Certificates in their area of expertise. The administrator in charge will ensure that their certificates are current by checking with the ISBE Educator Licensure webpage.

In addition, all potential candidates must undergo a background check prior to being hired. Candidates will follow the guidelines for obtaining a background check as outlined by CPS. Only candidates who hold the required certificates and pass the background check will be considered for hiring.

At KEMET Leadership Academy, general education classrooms will not exceed 30% students with disabilities.

For separate special education classes, we will follow state guidelines, which require a determination to be based on the amount of time students are removed from the general education setting. For middle school, the age range in separate special education classes will not exceed four years. For high schools, the age range will not exceed six years.

*Instructional Support Team, KLA School Case Manager, Special Education Teacher(s)
CPS - Office of Diverse Learner Supports & Services (Clinician Support; Diverse Learner Support Leader)*

- *Cite any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities.*

ISBE Requirement Code:

(34 CFR 300.320(a) (6) (23IAC 226.230(a) (2))

ISBE34-54 Instruction

- *Explain how the proposed school will assess, review, revise and implement IEPs.*

Most KEMET Leadership Academy students will take the state and district mandated tests rather than the DLM-AA. KEMET will follow state guidelines to determine eligibility for DLM-AA; otherwise all students will participate in the state and district mandated tests and will be provided the allowable accommodations as defined in their IEPs.

Students, who are unable to take the state and district mandated tests due to their disability, will be evaluated by the IEP team according to the student's need. As determined by the IEP, students with the most significant cognitive disabilities may take the DLM-AA if participation in the district's and states regular assessments is not appropriate, even with accommodations, and they meet all the criteria listed below:

1. The student has intellectual functioning well below average that exists concurrently with impairments or deficits in adaptive functioning;
2. The student's instruction is linked to grade level content but is narrowed in scope and reduced in complexity. It is reflective of the critical functions found in the Alternate Assessment Framework; and
3. When compared to other students with disabilities, the student requires more frequent and intensive instruction presented in incremental steps to apply and transfer skills across settings.

Once the team determines a student requires alternative assessment, the school will submit accommodation requests to testing administrators for their approval.

KEMET will place students with disabilities in the least restrictive environment (LRE) and use appropriate modifications and accommodations in accordance with the mandates from IDEA and section 504. A free and appropriate education (FAFPE) is provided in the LRE or placement that most closely approximates where the student, if not disabled, would be educated. All policies, students, including students IEPs. The KEMET experience will instill in all our students a generosity of spirit, respect for others and commitment to value difference. In that spirit, we believe that inclusive classrooms are essential for the creation of the democratic environment that KEMET School of Options envisions to contribute to student success.

KLA will provide services to special education students according to their IEP. KLA will comply with all regulatory special education requirements of the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and **Title II of the American with Disability Act. Extended school year services may be provided by the** KEMET School of Options faculty and staff. In this case, the case manager will work directly with the Office of Specialized Services to deliver the appropriate services at KEMET School of Options

- *Complete and attach the ISBE Special Education Certification form:*

http://www.isbe.net/charter/pdf/34-50A_charter_init_app_sped_syics.pdf

- *Describe how the school's educational program will identify and meet the needs of students who require academic support or intervention beyond that provided in the general education program, identify specific differentiated instructional strategies, programs, services or supports.*

We anticipate that at least 85-90% of our students will qualify for free/reduced lunch. Research indicates that this population is very much at-risk given the statistic of high dropout rates, consistently high academic failure among this group, low test scores, and high incidents of mobility, truancy, substance abuse, gang affiliation and interaction with the criminal justice system. Given these statistics regarding the state of young black and brown boys today, we believe that our entire student population is living within an at-risk environment.

At KLA, we believe all black and brown boys living within our target communities, live in an at-risk environment. Our educational program is integrated with the use of wraparound services from multi-agency, community-based planning partners grounded in a philosophy of unconditional commitment to support families. The single most important outcome of the wraparound approach is the child thriving in a safe and competent care environment.

The KLA model was developed through a collaborative partnership between the school, County and local wraparound agencies (WAs). This partnership, through regular meetings and solicitation of community and family input, maintains high standards, measures the achievement of outcomes and ensures voice, choice and access for all stakeholders.

Struggling/Diverse Learners will benefit from several school wide initiatives including differentiated instruction, co-taught class options, and opportunities for students to retake assessments after participating in re-teach sessions. In addition to this, struggling learners will be engaged in a school wide response to intervention program that will provide opportunities for students with IEPs and students that do not have IEPs to gain additional instruction to close achievement gaps.

Homelessness:

In accordance with the mission of KLA, we are committed to working with all students, regardless of their tested abilities, economic, or social backgrounds. This includes a willingness to serve students who are homeless. In this spirit, students who are homeless will be treated with respect and dignity like all of our students. We believe that all boys' environment the use of the Wraparound services will provide the school with a uniquely effective way of addressing the needs of students who are homeless, including student retention. KLA, will adhere to all applicable laws and guidelines in providing service to homeless students.

KLA, will strive for a democratic and inclusive environment that meets the needs of all its students. KLA, will support homeless students by continuing to hold high standards for their performance and by

providing targeted support in assist them and their families including counseling, travel vouchers, fee waivers, and provision of school uniforms gratis.

KLA's leadership will work with faculty and staff to create a community of support and inclusiveness. Professional development will be provided annually to faculty and staff regarding the needs and rights of homeless students. Faculty and staff will be knowledgeable of and comply with Chicago Public Schools policy for protecting the rights of homeless students and their families.

KLA'S, counselor and case managers will play an integral role in ensuring that the needs of homeless students are met including helping those students and their parents' access that will support their transportation.

KLA, is committed to providing transportation vouchers for students to travel to and from school. Also, parents and/or guardians will be provided transportation vouchers to travel to and from school in order to support their child's academic success and to participate in school activities.

KLA counselor and case manager will work with CPS, the Department of Human Services and other social services providers such as Outreach Youth & Family Services, Inc. and Catholic Charities to provide comprehensive supports to the students and their families.

2.5.2. English Learners

Describe the proposed school's methods and strategies for identifying (and avoiding misidentification) and serving English Learners (ELs) in compliance with federal and state law and regulations. Describe the specific process for identifying students whose first language is not English, determining the scope of assistance the students may need, and monitor the implementation of services and the progress of ELs, including exit criteria. This answer must describe the approach, programs, resources and personnel, including qualifications, that they will use to meet the needs of ELs and cite any research and evidence that supports the appropriateness of this approach.

As a part of the registration of any student; KLA, requires that a Home Language Survey (HLS) be completed. This survey will become part of the student's record and will serve as documentation required in the guidelines of the CPS Office of Civil Rights to identify students who speak, understand, and/or use a language other than English at home. We will obtain a HLS from the CPS Office of Language and Culture. All students with survey indicating that a language other than English is being spoken, understood and/or used at home will be assessed for English language proficiency. KLA, will have a CPS assigned evaluator test and assessed the English proficiency of students believe to have Limited English Proficiency (LEP). Results of the test will assist teachers in providing the proper instructional support and placement for students. The school intends to service ELL students by providing English as a Second Language (ESL) instruction for humanities courses and providing dual language core instructional materials across the remainder of the curriculums.

Immediately upon identification of students as English Language Learners, the KLA, case manager will work in close collaboration with CPS Office of Language and Culture to ensure that each student is properly served. We at KLA believe that the ability to speak multiple language is an asset to build upon, not a deficit to overcome and that acquisition of English should not be at the sacrifice of the student's native language.

Transitional	Provides English instruction for non -English	Exit in 1 - 3 years
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Bilingual Support	speakers without native language supports.	
ESL Supports	Provides English Supports in contents without native language supports.	On-going
Dual Language	Program supports one- or two-way language learning where English dominant students support non-English speakers in developing English	All students attain English and Spanish verbal proficiency and biliteracy proficiency and Spanish dominant students support non-Spanish speakers in developing Spanish proficiency through a framework designed to support language learning throughout the contents

KLA will provide English language supports to students but will also develop a Dual Language program that will support the learning of a second language as it aims to open global opportunities to all students. Proficiency will be developed through implementation of best practices in a dual language model (yet to be determined), hiring exceptional teachers certified in teaching dual language strategies along with core content and in providing ongoing professional development for these teachers through participation in TESOL (Teaching of English as a Second or Other Language), NABE (National Association of Bilingual Educators) and IAMME (Illinois Association of Multicultural & Multilingual Educators)

2.5.3: Multi-Tier Systems of Support

Describe how the school's educational program will identify and meet the needs of students who require academic support or intervention beyond that provided in the general education program. Identify specific differentiated instructional strategies, programs, services, or supports. Note: This question does not refer to services to support students with Special Education needs or who are English Learners, but rather refers to students within the general education population who are performing below grade level and need remediation and additional support.

All key Performance Indicator (PI) data, including student assessment data will be monitored and analyzed with specific intervals to progress monitor student attainment. Subject and Grade level teachers along with department leads will collaboratively review and monitor CA/LO data as a guide to Data collection/Analysis will be a two-part process. Collection will take place by instructional staff and school administrators. Analysis will take place by KLA staff & YCCS, using their historical format. Student growth will also be measured by student Social Emotional Learning (SEL), Learning Style growth/balance and by engaging Mentoring Youth Through Technology, who will develop an in-depth analysis model based on KLA student profile. Teachers will work with lead teachers and administration to analyze formative and summative assessment data (high stakes and school level) in data teams to determine if students need tier II or tier III supports.

This process will ensure that students and parents will participate in this monitoring of student progress to progress monitor student achievement at key intervals (bi-weekly, monthly, quarterly, semester).

2.5.4 Advanced Learners

Describe how your education program will identify and meet the needs of academically advanced students. Identify specific programs, services or supports.

All student instruction will be driven based on data from assessments. All core courses will be required to use this data and differentiated instruction to develop course-based activities to push advance learners. These activities may include, but are not limited to student teaching, serving as leaders on group projects, advanced math assignments and advanced versions of reading text in all core classes. While all students will be required to participate in school wide math, history, and science fairs, advance students may be challenged to further develop their projects. Advanced learners will be challenged to take ownership of their academic weaknesses and be encouraged to build on their weaknesses inside and outside of the classroom.

KLA will maintain comprehensive programming and education options for its students. All students are required to participate in afterschool activities. Three programs will target advanced learners - computer coding and Robotic taught by Mentoring Youth Through Technology and Instrumental Enrichment taught by Dr. James Kinnard. Each of these require rigorous mathematical thinking and detailed origination; however, they can also be used as tools for self-development. Similarly, advance learners will benefit from opportunities to participate in City Science Fairs and Chess Competition. Additional opportunities will include but not be limited to chess club, debate, language advancements, gifted programming, etc.

Section 2.6: School Calendar and Schedules

2.6.1. Annual Calendar

School Calendar/Schedule: Provide the proposed school calendar and daily schedule of classes, academic, and non-academic programs.

School Calendar **Our school calendar will closely follow the CPS school calendar.*

1. Total number of days of instruction for the school year: **minimum 180**
2. Total number of hours of instruction for the school year: **225 core (360 total)**
3. First and last day of classes: **Day after Labor Day 8/2018; Mid-June 6/2019**
4. Organization of the school year (i.e. semesters, trimesters, quarters, etc.) **4-Quarters, 2-Semesters**
5. All planned holidays and other days off, as well as planned half days, including PD days or mtgs. 25 (Aug 5-31, Sept 1-4): and during the school year: ~45 (one per week and one institute day per month)
6. Dates for summer school, orientation and other activities outside of the core academic calendar

2.6.2. Student Schedules

School Schedule

1. Proposed school start and end times for students and teachers: 7:00 am - 6:00 pm
2. The start and end times for all periods during the school day:
3. Literacy will be taught first in AM and serve as homeroom
4. ELA/Literacy Instructors will be dual certified and teach one core subject area - science, math, history/social studies.

TIME	Sample Schedule Map for all students
700 - 825	School Opens, Rise & Shine, Breakfast (85 total) (Tutoring, Homework Help, Clubs, Mentoring)
800 - 825	COMMUNITY (30 total) (Everyone together) KEMET Creed, Meditation (05)

825 - 830	Transition			
Grades	5th	6th	7th	8th
8:30 - 920	LITERACY (50)/Homerooms All Students			
925 – 1015	Social Studies (50)	Science	Math	Social Studies
1020 – 1110	Studio	Math	Studio	Science
1115 – 1205	PE	PE	LUNCH	LUNCH
1210 – 100	LUNCH	LUNCH	PE	PE
105 – 155	Science	Social Studies	Social Studies	Studio
200 – 250	Math (50)	Studio	Science	Math
300	END OF DAILY INSTRUCTION			
330	End of day for teachers - Community and after school community supports begin			

330 - 400	Community time by class – Day ends with peer conferencing, peace circles, classroom advisory, and character education strategies, reviews, reflections
400	AFTER CARE (Tutoring, Mentoring, Homework help, Clubs, Sports)
500	
600	

Sample of typical school day for a student: The school doors open at 7:00 a.m. so that working parents can drop off their children early in the day. During the first hour, students will have access to breakfast, as well as opportunity for early morning activities that include homework help, mentoring and/or meditation. At 8:00 a.m. all students and staff will gather together in the cafeteria and share in Community. At this time, students will recite the KEMET Creed, the administration will provide words of encouragement to start the day. After Community is over, students will enter their homerooms, where a bell ringer will be in place to get their brains focused on school. From 8:30 - 9:20 a.m. everyone will be in a Literacy block (50 min) So there will be no movement of student during that time. In the literacy block, all freed staff will plug into classrooms to support reading/writing instruction. After literacy, each grade will begin movement into their content classes, prep classes and /or studios. Lunch and recess will be a total of 50 minutes as well. The school day will end at 3:00 p.m. After school programs will be immediately available for all students. After School programs can include and are not limited to: chess club, homework help, studio help, sports, arts, dance, etc. During this time students may also enter into peace circles and mentoring from our various partnerships with local community organizations.

2.6.3. Teacher Schedules

Sample of Teacher Schedule for a typical week: Teacher has prep during student Phy Ed time. They receive one prep daily, one is assigned for principal input. Lunchroom and others duties will be scheduled in alternate schedules. Courses are organized so teacher has two periods of same content to provide consistency in preparation of instruction. Professional Development schedule will be provided at beginning of school year after a needs survey is completed and PLC teams devised. The studios will meet with less frequency than core classes, which will provide prep time for teachers. As the school adds grade levels, a potential for block scheduling and special Friday scheduling may result in professional development time being built into the school day on Fridays.

TIME	Dual Endorsed Middle School Certificate - Example: ELA/Literacy - Math Teacher
700 -	School Opens, Rise & Shine, Breakfast (85 total) (Tutoring, Homework Help, Clubs, Mentoring)
8:00 -	COMMUNITY (30 total) <u>ALL TEACHERS ARRIVE</u> - Prep, Tutoring (Everyone together) KEMET Creed, Meditation (05)

	M	T	W	Th	F
835 - 925	Homeroom Literacy/ELA	Homeroom Literacy/ELA	Homeroom Literacy/ELA	Homeroom Literacy/ELA	Homeroom Literacy/ELA
	In Class Transition				
925 – 1015	Math (A class)	Math (A class)	Math (A class)	Math (A class)	Math (A class)
1020 – 1110	Math (B class)	Math (B class)	Math (B class)	Math (B class)	Math (B class)
1115 – 1205	Prep Time	Prep Time	Prep Time	Prep Time	Prep Time
1210 – 100	LUNCH/ Prep	LUNCH/ Prep	LUNCH/ Prep	LUNCH/ Prep	LUNCH/ Prep
105 – 155	Math (C class)	Math (C class)	Math (C class)	Math (C class)	Math (C class)
200 – 250	Math (D class)	Math (C class)	Math (D class)	Math (D class)	Math (D class)
	END OF DAILY INSTRUCTION				
300 - 330	Community time by class – Day ends with peer conferencing, peace circles, classroom advisory, and character education strategies, reviews, reflections				
330	AFTER CARE (Tutoring, Mentoring, Homework help, Clubs, Sports)				
500					
600					

Section 2.7: School Culture and Engagement

2.7.1. School Culture

**Describe the school’s general approach to, and rationale for, its school culture, along with the policies, systems and traditions that will help the school achieve this culture. Address the following: *Describe how the school will establish and maintain a culture that supports students’*

Kemet Leadership Academy 2018 Tier 1 Narrative

*intellectual and social development, including the plan to communicate expectations for school culture to students, teachers, administrators and parents/guardians. *Describe any extracurricular activities that the school will offer to develop and nurture the social needs of students. * Identify the members of the leadership team and/or staff who will be responsible for implementing, monitoring and assessing the components of this section.*

Building a positive school culture is very important at KEMET as it helps promote positive self-esteem and high achievement. One way we foster a positive school culture is by holding our students accountable to living by the KEMET Creed, which they recite each morning. The Creed was developed by the Social Emotional Learning (SEL) Team prior to the opening of the school and it has been embraced by our entire staff and provides the foundation for KEMET socio-emotional curriculum.

KEMET Leadership Academy *Creed*

The KLA Creed will be learned in progressive segments to ensure that the young men are internalizing the values of the creed as they grow and move through their rites of passage as responsible young men of color. By grade 8 students will recite creed in its entirety.

Pillars: *Respect* *Responsible* *Prepared* *Peaceful* *Unified Engaged*

We are Young men of KLA. **We will change the world**, not just because we say it but because we work hard to achieve this goal every day. [Learned in grade 5]

We are problem solvers. We use our talents, skills, and knowledge to look for ways to improve our community and the world around us. **We are role-models.** We are examples of respect and responsibility for the next generation of young men. **We are loved.** We are loved by our families, our school, and each other-we are unified. [Learned in grade 6]

We are prepared. We are prepared for any future challenges we may face. **We are resilient.** We have a positive attitude that will help us to be adaptable to change and help us achieve our goals. [Learned in grade 7]

We are dedicated. Dedicated to excelling in life and give our best at the next level of life. I will do my best always. We are preparing to change the world and engage in productive and peaceful participation. [Learned in grade 8]

All-Boys Environment-

To ensure the success of KLA a school experience must be created in which the specific needs of these young boys are met. Specifically, KLA will provide an environment, based on research and data about the learning styles and specialized needs of urban young boys, in which the student feels valued, supported, challenged and part of a family. KLA's approach towards being an all-boys school will also be innovative. While most boys' schools model traditional schools except for their enrollment. KLA will create an environment that is tailored to the needs of the population-urban young boys. KLA teachers will engage in professional development focusing on studying data and research that exists about school's population and the strategies that can be used to effectively educate these students. The school's culture will include

active learning to meet the learning styles of male students, using inquiry, and learning connected to the community strategies.

2.7.2: Graduation and College Readiness Support

Describe any components of your school culture designed to ensure that students are prepared to attend and succeed in a rigorous high school program. Describe any components of your school culture designed to provide age-appropriate college awareness and college readiness supports. Identify the members of the leadership team and staff who will be responsible for implementing, monitoring, and assessing the components of this section.

KLA's studio and project-based approach is designed to help students become critical and global thinkers. The cross-cutting and cross-curricular alignment support students' preparation for high school and beyond.

KLA will partner with the Chicago State University, City Colleges of Chicago and University of Illinois at Chicago Circle to encourage and develop a mindset of success and the ability to look beyond the high school enrollment. These secondary institutions will participate in college days at Kemet. In addition, students will participate in trips to colleges in Illinois and northwest Indiana. This aspect of KLA will be coordinated through our Community Outreach Liaison, Counselor, and Vice Principal.

KLA will adhere to CPS guidelines for 8th grade graduation. KLA will develop a Kemet Man Rite of Passage Ceremony to celebrate and acknowledge successful completion and mastery of curriculum, the Kemet Way and the Kemet Pillars; multiple pathways to succeed through high school and beyond.

2.7.3. Parent and Community Engagement

*How will the school engage parents/guardians and the community once it is open? * Describe how the school will build strong family-school partnerships to engage parents and caretakers in the life of the school and their child(ren)'s education. Outline any commitments, volunteer activities, or requirements for parents' involvement in their child(ren)'s education. *Describe the formalized mechanism(s) to ensure that parents/guardians and the community are involved in the governance of the school and /or have opportunities to provide regular feedback to the Board of Directors. *Provide a plan for how parents/guardians and students can submit or share a concern about a governing board decision, administrative procedure, or practice at the school. Describe the policies and/or procedures for complaint (grievance) resolution. *Identify the members of the leadership team and/or staff who will be responsible for implementing, monitoring, and assessing the components of this section.*

Research clearly indicates that parental involvement in a school is a key factor to its success. Additionally, a strong connection to the community can also be beneficial. KLA Advisory Body and Family Committee will provide significant opportunity for family members and community residents to help guide the school's growth and development. The School Advisory Body, comprised of parents, community members, and staff, will meet quarterly and advise the Board of Trustees on matters related to the operation of the school. The Family Committee will meet monthly and report to the Board of Directors via the Community Council.

Additionally, parents are encouraged to play active roles in the education process by attending Parent-Teacher Conferences, Progress Report Pick Up, Report Card Pick Up, and other school sponsored workshops for parents and members of the community. Also, parents are encouraged to remain engaged by utilizing PowerSchool to monitor student's academic achievement. Teachers will facilitate contact with parents throughout the school year. At the end of the year, the teacher should have talked to or met with each parent at least twice, administrators will make frequent contact with parents throughout the school year. At the end of each year, the school will distribute parent surveys to gauge the success of the school. Parents of KEMET will be a part of the school on-going re-engagement strategy helping to reduce barriers, improve attendance, and learning & peer autonomy.

KLA will involve the parents of children served in Title I, Part A schools in decisions about how the funds reserved for parental involvement are spent. Any funds received by the campuses must be utilized in a manner that facilitates and maximizes parental involvement. The campus will encourage and provide trainings as needed to the Parent Advisory Committee (PAC), which consist of parents, community members, teachers, principals and students. The PAC has the responsibility to review the school improvement plan (SIP) and the related parent activities and policies. The campus to convene at least two well- publicized meetings annually to present to the school and its community the following: the proposed SIP; the annual campus report; and the campus progress reports. One of those meetings is to introduce the SIP and the budget; the purpose of the other meeting is to report on the progress of the SIP and plan for next year. Other topics may include:

- Ways to help families establish home environments that support student academic achievement
- How to help students with homework and other curriculum-related activities and planning
- How to design effective forms of campus-to-home communications about children’s progress
- Kemet’s academic achievement standards and assessments
- How to monitor their child’s progress and their campus’ adequate yearly progress (AYP)
- How to work with educators

The parents of the students participating in activities, services, and programs funded by Title I must also sign a parent compact that outlines how the parents, the campus staff, and the students will share the responsibility for improved student academic achievement and how they will build and develop a partnership that will help children achieve the State’s high standards. All materials distributed to parents (e.g. flyers) must indicate that funds for each activity were provided by ESSA (Every Student Succeeds Act) Title I funds.

A Parent Handbook is in development.

Section 2.8: Classroom Management and Intervention

2.8.1. Discipline, Behavioral Intervention, and Classroom Management

Describe the school’s approach to student discipline, behavioral intervention, and classroom management. Highlight key policies, systems, and structures related to these areas. Your answer must: Include a description of how the school will communicate its approach and related policies to students and families. Describe your school’s approach to exclusionary discipline, including a list of offenses that may lead to suspension or expulsion. Explain interventions and consequences that the school will use as alternatives to exclusionary discipline. Include a description of how the school’s approach to discipline will comply with the recently adopted amendments set forth in Senate Bill 100 (effective September 15, 2016). Explain how the school will protect the rights of students with disabilities/impairments in disciplinary actions and proceedings. Describe the appeals procedures that the school will employ for students facing possible expulsion. Include as an attachment the school’s proposed discipline policy. If the school will use the CPS Student Code of Conduct, state so here. Identify the members of the leadership team and/or staff who will be responsible for implementing, monitoring, and assessing the components.

KLA will adopt **CPS and Student Code of Conduct as model** for extreme cases but will also develop a framework to support our specific student population.

http://cps.edu/SiteCollectionDocuments/SCC_Student CodeConduct_English.pdf

KLA's approach to shaping student behavior, to create a school environment, which is conducive to learning, will focus on prevention rather than punishment. Therefore, the positive Behavior Intervention Supports, PBIS, framework will be implemented school wide. PBIS encourages positive student behavior by teaching appropriate behavior, instead of simply issuing punitive consequences as a response to inappropriate behaviors. Consequently, a tiered approach to responding to behaviors, data collection for the purposes of making data driven interventions, role playing to teach positive behaviors, are all among the components of a school wide PBIS framework.

CPS Student Code of Conduct will be adopted, to address misconduct to address (inappropriate student behavior). This Code of conduct will be distributed to every student a handbook will be developed to highlight the behavioral expectations along with other school protocol such as graduation requirements, attendance and truancy policies, electronic device policies and more. In addition, we will supplement this through restorative justice practices.

Data will be gathered on student behaviors and certain trends, regarding behavior challenges. A CARE team will be established within KLA to address students' mental health and behavioral health concerns, which are impacting student performance. With a CARE team in place, a wide range of intervention strategies, within a three-tiered system, are readily available and implemented, as needed, to address student behavior challenges, where universal classroom interventions have proven unsuccessful. These interventions range from male mentorship programs to group therapy. When all tier one/ universal interventions have been utilized, teachers will fill out a "Request for Assistance Form" (RFA) document, which will detail the student's behavior, the students' strengths, and interventions previously attempted by the teacher. These RFA's will be reviewed at regularly held Student Support Team Meetings. Teachers, counselors and other school staff will meet, regularly, to review RFA's. At this meeting,

Individual student strengths, and best practices, regarding the student being discussed, will be shared. A plan of action will be put in place, as an intervention, to change and improve student behaviors. After an agreed upon period, the effectiveness of this intervention will be reviewed, at a following SST meeting (has the behavior changed). However, if it is determined that a student needs a tier 2 or 3 intervention, he will be referred to the CARE team for interventions such as group therapy, or individual counseling.

Kemet Care Team Services

The services we provide to address the socio-emotional needs of students include the following intervention methods:

These standards have been developed in accordance with **Section 15(a) of Public Act 93-0495**. This Act calls upon the Illinois State Board of Education to "develop and implement a plan to incorporate social and emotional development standards as part of the Illinois Learning Standards."

The Illinois State Board of Education partners with [Illinois Classrooms in Action](#) to provide a wide variety of resources, including social emotional learning competencies organized by grade band.

- [Introduction](#)
- **Goals**

- Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.
 - [Goal 1 PDF](#)
- Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.
 - [Goal 2 PDF](#)
- Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
 - [Goal 3 PDF](#)

CHECK IN: Daily/weekly check in with a designated staff member to problem solve minor issues and discuss current functioning. This is a non-clinical, non-intensive level of support given to students who need more management than intensive intervention.

Think First: 15-week anger management group that teaches problem solving and anger management skills to promote academic and social-emotional success.

CBITS: 10-week group that uses cognitive-behavioral therapy to help students process a traumatic event and reduce symptoms of PTSD.

SPARCS: 16-week group that uses cognitive-behavioral therapy to help students process past trauma, without addressing a single event, as well as manage ongoing stressful situations.

Grief Group: 6-week group to help students process the loss of a loved one.

Individual Counseling: weekly/bi-weekly therapeutic service with a targeted treatment plan to improve overall social-emotional functioning.

UCAN 360 Community: (Referrals only) Direct or indirect Individual mentoring and connection to community agencies/programs to support academic and social-emotional success. This is a service provided exclusively OUTSIDE of school time and is managed by a youth development coach employed by the UCAN agency.

UCAN Project Visible Man: Runs throughout the school year. A group mentoring program for young men of color designed to encourage self-respect and transform dysfunctional behaviors through the exercise of will power, positive reinforcement and real-life role models.

Youth Outreach Services: Provides individual therapy and housing assistance to students struggling with any level of homelessness.

Also, a handbook will be developed to highlight the behavioral expectations along with other school protocol such as graduation requirements, attendance and truancy policies, electronic device policies and more. These

activities will be implemented by the School Counselor, SPED staff and Vice President/Dean. We will also establish partnerships with other agencies to deliver services at the KLA site.

<p>Restorative Justice</p>	<p>When students misbehave in our restorative justice program they will be asked specific questions including, “What happened? How did it happen? What can we do to make it right?” Through their discussions, with trained staff they will all gain a better understanding as to what happened, why it happened and how the damage can be fixed. Students will also be asked, “What can be done to repair the harm,” Using this process will help students develop the skills needed to create plans to solve problems. Students will also be expected to repair the harm they caused under the supervision of an assigned administrator or support staff member.</p>
<p>Peer Mediation</p>	<p>Peer Mediation: A form of conflict resolution in which trained student leaders help their peers work together to resolve everyday disputes. Participation in peer mediation is voluntary, and except for information that is illegal or life-threatening, all matters discussed in mediation sessions remain confidential. Student mediators do not make judgments or offer advice, and they have no power to force decisions upon their peers. Because mediation is sensitive to the underlying causes of conflict, the clear majority of peer mediation sessions (@ 85%) result in lasting resolutions.</p>
<p>Peace Circle</p>	<p>A peace circle is a Restorative Justice model that, like other Restorative Justice practices can be used to address conflict holistically and solve problems. Peace circles emphasize healing and learning through a collective group process, aiming to repair harm done and assign responsibility by talking through the problem. Peace circles combine victim reconciliation, offender responsibility, and community healing.</p>

<p>Rites of Passage</p>	<p>Rite of passage is a celebration of the passage which occurs when an individual leaves one group to enter another. It involves a significant change of status in society. As it relates to Kemet, different grades will represent passages.</p>
<p>Mentorship and Intervention</p>	<p>Mentorship is a relationship in which a more experienced or more knowledgeable</p>

	man helps to guide a less experienced or less knowledgeable boy in the virtues of manhood and being a pillar of his community.
Care Team Services	(see definition and explanation in narrative)
PBIS (Positive Behavioral Interventions and Supports)	PD and resources for teachers in classroom management

Furthermore, to teach and establish school wide norms of behaviors, KLA will develop a universal set of behavior expectations in an effort to guide student behavior. These expectations and behaviors will clearly be listed and defined in the schools PBIS Matrix as it looks in the classroom setting, hallways, cafeteria, bathrooms, and the overall school community. The KEMET WAY will be the “in-house code of conduct”. The pillars of the Kemet Way are to 1) Be Respectful 2) Be Responsible 3) Be Prepared 4) Be Peaceful 5) Be Unified 6) Engage In Collective Works and Responsibility.

	Classroom	Hallways	Computers / Library	Cafeteria	Extra-Curricular Activities	School Wide & Community
Be Responsible	-Do your work, participate in class, and keep your head up -Use class time for class related activities only -Ask questions when you don't	-Always walk -Travel with a pass during class time and return to class promptly	-Save your files on the server -Log on and off of your student account -Return all library	-Keep food in cafeteria and on your tray -Clean up after yourself and push chairs in when	-Attend events you are expected to be at -Take care of KLA property and the property of others	-Be on time -Adhere to cell phone and electronic device policy

	understand	-Place trash in garbage cans	materials in a timely manner	finished		
Be Respectful	-Take turns and listen when others are speaking	-Keep moving to destination -Use appropriate language and volume	-Use technology for academic purposes only -Leave food and drink in cafeteria -Use the library as a quiet work	- Wait your turn patiently in line -Say please and thank you to staff and peers	-Practice good sportsmanship with teammates and opponents	- Follow directions of all staff -Honor the personal space and safety of others

			space			
Be Prepared	-Bring all required materials and assignments -Be in your seat when the bell rings -Use your planner	-Know your class schedule -Use only your assigned locker	-Know your passwords	-Have school ID and money ready when in line	-Be mindful of academic eligibility - Have a positive attitude and come willing to participate	-Be in uniform - Stay organized
Be Peaceful	-Use nonviolent words, body language, and tones -Be understanding and patient -Promote peaceful solutions to conflict	- Respect the workspace of teachers and students with nonviolent words and actions	-Share computer equipment -Notify staff of inappropriate content -Encourage a peaceful environment by example	-Be welcoming and inclusive	- Encourage others -Cheer in an appropriate way	-Seek adult assistance if conflict arises -Have a peaceful mindset -De-escalate conflict

Be Unified	-Help your fellow classmates.			-Include others.	-Include others.	
Engage in Collective Works & Responsibility	-Work in groups when appropriate. -Willing to help your peers.	-Proceed through the hallways in an orderly fashion.		-Clean after yourself.		

2.8.2. Social, Emotional, Mental and Physical Health Needs

**Describe how your school will identify, address and monitor the social, emotional, mental, and physical health needs of all students on an ongoing basis, including students in at-risk situations (such as homelessness, exposure to violence, alcohol or drug addiction, etc.) What programs, resources, and services (both internal and external) do you plan to provide related to these needs? *Identify the member of the leadership team and/or staff who will be responsible for implementing, monitoring, and assessing the components of this section.*

The Principal as the Instructional leader of the school is designated and responsible for the culture and climate of the school. The mission of safety, inclusiveness and stakeholders input is key to SES (Social Emotional Services) for students, staff and the community of learners. An intake process for all students, surveys with student input asking the question on their fears and aspiration plays a pivotal role in the beliefs of the students. The team of staff that will lead and monitor the SES climate will include Admin. Team, Social Workers, Counselors, Deans, Clinical Staff as well as community agencies.

Social Emotional Learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging and meaningful.

Social and emotional skills are critical to be a good student, citizen and worker; and many risky behaviors (e.g., drug use, violence, bullying and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction; student engagement in positive activities in and out of the classroom; and broad parent and community involvement in program planning, implementation and evaluation.

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.
A. Identify and manage one's emotions and behavior. B. Recognize personal qualities and external supports. C. Demonstrate skills related to achieving personal and academic goals.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships
A. Recognize the feelings and perspectives of others. B. Recognize individual and group similarities and differences. C. Use communication and social skills to interact

effectively with others. D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts. A. Consider ethical, safety, and societal factors in making decisions. B. Apply decision-making skills to deal responsibly with daily academic and social situations. C. Contribute to the well-being of one's school and community

As a result of the [Children's Mental Health Act of 2003](#), the Illinois State Board of Education adopted the [Illinois Social and Emotional Learning \(SEL\) Standards](#). Drafting of the 10 SEL standards, along with goals, age-appropriate benchmarks, and performance descriptors, was a collaborative effort between ISBE and the Illinois Children's Mental Health Partnership with technical support from the Collaborative for Academic, Social, and Emotional Learning (CASEL).

Integration of SEL into systems and practices is highly recommended. Integration can occur by:

- examining existing systems and structures to determine how social and emotional learning efforts can be integrated into them;
- embedding SEL instruction into existing curricula;
- embedding SEL instruction into existing curricula;
- taking advantage of teachable moments that occur naturally throughout the day
- promoting students' feelings of autonomy, relatedness, and competence; and
- providing opportunities for students to practice social and emotional competencies.
-

The Illinois State Board of Education partners with [Illinois Classrooms in Action](#) to provide a wide variety of resources, including social emotional learning competencies organized by grade band.

Section 2.9: Human Capital

2.9.1. Recruitment and Selection

**Briefly describe the staffing model (number of administrators, co-teachers, aides, etc.) and explain how it will support student achievement. Provide teacher-student ratios. *Provide an organizational chart for year one and for when the school is operating at all proposed grade levels. Explain the lines of reporting and accountability between the board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and the Management Organization, please detail who will manage the relationship and the interaction with different staff. *Describe your design teams' strategy, process, and timeline for recruiting and hiring the proposed school's teaching staff, including conducting criminal background checks. Include the selection criteria, planned combination of experienced and new teachers, and any unique considerations to support your school design. *Explain your strategy for recruiting bilingual-certified, special education and other high-need teaching specialties. *Discuss the proposed salary ranges and benefits (including pensions) listed in the attached budget (Section 4.1) and explain any financial incentives or rewards that may be included in the compensation system. Explain how the salary and benefit plans will enable the school to compete with other schools to attract and retain high-quality staff.*

Recruitment will include timely participation in social media and online recruitment sites, job/career fairs, local universities, Teach for America and HBCU's. We will partner with city/state universities for student teachers at (Chicago State, UIC, North Eastern, National Louis, Roosevelt, Columbia College etc. A key to our successful teacher base will be identifying multi-skilled staff with multiple disciplines in content specific pedagogy. We will pursue teacher apprenticeship in student teaching in all subject areas while students are pursuing teaching degree; English teacher with language skills, a Science teacher with a passion for Robotics, DNA research etc., and multiple other combinations that will support our student base. A Special Needs teacher that also coaches' sports. These combinations will support the many needs that will support and drive students and teachers to higher expectations and achievement in and outside of the classroom.

All staff members will be required to apply for teacher positions as well as para-professionals. Resumes, college transcripts, background checks and fingerprinting will be part of this process. Certification and letters of recommendation will also be required. A team of leadership, staff, parents and students will be part of the process.

for the application process.

- Chart showing school staffing model that lists all administrative, instructional and non-instructional staff positions over the school’s first five years of operation
- A school-level organizational chart that shows the lines of authority and reporting within the school and clearly delineates the roles and responsibilities of staff members over the school’s first five years of operation
- job descriptions for all leadership positions, teachers, and key support staff

Kemet Leadership Academy Charter School will follow all applicable Charter, Federal, State, and local laws. KLA follows all other constitutional provisions prohibiting discrimination based on race, disability, creed, sexual orientation, color, gender, national origin, religion, ancestry, and marital status. KLA follows a fair hiring process. Employees of KLA will work under the terms and conditions of KLA personnel policies and procedures. The Board of KLA adopts and implements policies and procedures covering the terms and conditions of employment for all its employees. Employees of KLA are not employees of District #299. Employees do not have tenure rights or other rights as provided by the Illinois School code, except those specifically provided for in Article 27-A of the Illinois School code and such rights as may be adopted by the Board of KLA as policy.

KLA teaching and administrative staffing will be paid at levels necessary to be competitive with CPS over three to five years. We have budgeted for overall salary increases for 4% each year during this first five-year period, as well as participation in the Chicago Teachers Pension Fund.

Position	Type	2020	2021	2022	2023	2024
Principal	Administration	1	1	1	1	1
Assistant Principal	Administration	1	1	1	1	1
SPED Teachers	Teaching Faculty	2	2	2	2	2
Teaching Faculty	Teaching Faculty	12	15	18	18	18
Paraprofessionals	Teaching Faculty	4	6	6	6	6
Other Support staff	Administration	4	4.5	5.5	6	6
Lunchroom Staff	Support Staff	2.5	3	3.5	4	4
Engineer/Custodial	Maintenance	1.5	1.5	2.5	2.5	2.75
Security	Security Staff	2	3	3	4	4
Total Administrators		6	6.5	7.5	8	8
Total Teaching Faculty		18	23	26	26	26
Total-Non-Teaching Staff	12		13.5	16.5	18	18
Total Employees		30	36.5	42.5	44	44

Students Per Teacher	14	16	19	19	19
Students Per Employee	8	10	12	12	12

Leadership and Staff Roles and Responsibilities

Staff	Roles and Responsibility*
Principal & Assistant Principal	Budget, Staffing, Oversight, Community Networking, Curriculum Fidelity
Curriculum Coordinator (part of Administrative team)	Provide PD to staff Instructional Support through PLCs Data Team Leads Assessment Coordination
Assistant Principal/Dean	SEL, Culture and Climate, Promotion Behavior, Discipline, Student Code of Conduct
Sped Teachers/Paraprofessionals	Counseling, Behavior, Discipline
Other Support Staff	Classroom Assistance

* Job descriptions will closely align to CPS, ILCS and the KEMET Way educational roles and duties.

2.9.2. Professional Development

At the network level, professional development will be in collaboration with the strategies for alternative student populations at-risk and high-risk culture; student engagement, school design and communities of practices; which supports organizational learning. Progress monitoring, strategy walks, and technical assistance will be evaluation tools used. All staff will receive workshops, coaching and personalized mentoring from seasoned, effective principal leaders & teacher leaders. The induction period is two years for both groups. These meet in addition to other professional development offerings provided by the network to support strategies, learning models, policy development, performance.

KLA shall ensure that their certified and non-certified instructional staff will receive in-service, continuing education and professional development, in accordance with the professional development standards set by Illinois State Education Code, and specified as follows:

- Certificated Instructional Staff
- Type 9, and other teacher certifications, exclusive of Basic Skills and Type 39 certifications:

- Certificated instructional staff shall show continuing education as required by state and local laws for the maintenance of teacher certification

KLA shall ensure that Basic Skills/Subject Matter instructional staff show continuing education toward gaining and maintaining Article 21 Teacher certification. Additional PD shall include:

- Mandated Reporting Policies and Procedures/ Child Abuse and Neglect
- Hazardous materials handling, labeling, and storage
- Execution of the safety plan including, infectious diseases reporting
- Administration of Medication
- Safety Drills including Allergen Drill
- Due Process Procedures for Discipline Policy
- Bullying, Cyberbullying, and Suicide Prevention

Staff Professional Development Plan

Session Title	Objective	Tentative Schedule
Problem/Project Based Learning Curriculum Integration Part 1- Part 4	PBL Curriculum Integration will be required by all instructors. These Professional Developments will take place once each quarter and provide grade level teams with guidance and common planning time to ensure that PBL projects are completely integrated into their lessons and assessments.	Summer Ongoing
Understanding the		Summer

Kemet Way and Community Integration		ongoing
Competencies & Indicators	The YCCS Cross Cutting Indicators, Cross Curricular Performance Indicators, and Subject Level Performance Indicators will all be completely integrated into classroom instruction and assessments. This professional development will show staff members how to understand, implement, and assess these systems. Staff members will also gain a deeper understanding of how the competencies and indicators can be used to prepare students to succeed on exhibitions of learning presentations.	Summer

	All KLA curriculum is based around the competencies which integrate CCSS. This professional development will provide teachers with a refresher on how to properly use common core and backwards planning (Ubd) instructional strategies to prepare students for assessments and success inside and outside of the classroom	
Special Education Compliance	This session will be specifically designed to ensure that all school administrators, instructors, and staff members are prepared to provide special education services to all students according to IEP and regulations related to special education services. All participants will learn how to review IEPs for important information and discuss their roles in ensuring that the school is in compliance with all regulations.	August yearly
Data Driven Instruction	This session will provide instructors and administrators will an opportunity to review and discuss best practices related to data driven instruction as well as effective ways to integrate data into the classroom to develop a culture of accountability and achievement for all students and instructors.	Summer monthly
Mentoring Urban Males	This session will provide all instructors, staff, and administrators with an opportunity to review and discuss best practices in urban male mentoring. All employees will be expected to reflect on their personal practices and identify ways to better engage students and continue to develop a school wide mentoring culture.	Summer ongoing

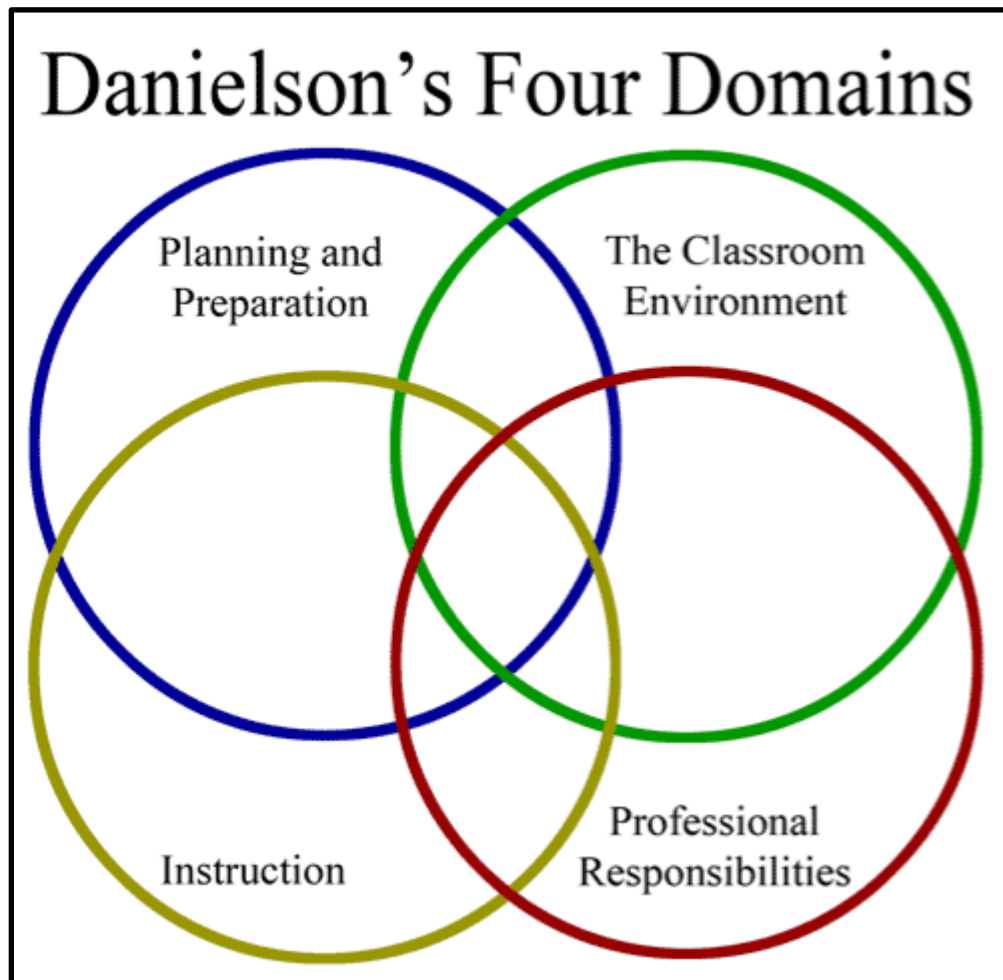
Supporting Bilingual and Language Programming	ELL, Dual	This session will provide all instructors, staff, and administrators with an opportunity to review and discuss the best practices and supports for English Language Learners inside and outside of the classroom.	August ongoing
Behavior Management		This session will provide all instructors, staff, and administrators with an opportunity to review and discuss the best practices in behavior management. Session topics will provide parents, students, and instructors with an opportunity to evaluate the discipline system employed by the school. All school employees will review this report and work together to continue to improve the school's behavior management system on all levels.	August ongoing
Rites of Passage		A necessary and core value of KLA bringing young boys	August

	of color back to a fundamental process of development from boy to manhood. Refining the measure of manhood, from prince to king.	Ongoing
AVID (Advancement Via Individual Determination)	Essentials focus on the four necessary areas to ensure that all students are poised for academic success: Instruction, Culture, Leadership, and Systems. incorporates: Student Success Skills – encompassing communication skills (e.g. listening, speaking, writing), self-advocacy skills, note-taking strategies, critical thinking, and study skills. Organizational Skills – both mental and physical; students learn to use organizational tools, as well as learn and practice skills around time management and goal-setting. WICOR Lessons – emphasize instruction on writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas. Partnerships – among students, classrooms, grade levels, schools, feeder patterns, families, and communities.	Summer ongoing
Facing History	Social Justice curriculum providing extensive PD for teachers and resources https://www.facinghistory.org	Ongoing
Dual Language	Research and training to develop a two-way dual language program with the goal to have all students exit Kemet bilingual and biliterate	Year 1 - research and professional development, Year 2 - design and implementation

2.9.3. Staff Evaluation

Describe how school leader(s) and staff performance will be monitored and evaluated, including the calendar, staff roles, and supplemental documents, explain how the school intends to handle unsatisfactory teacher and staff performance, as well as leadership/teacher changes and turnover.

Use a model like the evaluation process focused on the Four Domains by Charlotte Danielson Teachers and administrators are evaluated annually. Performance and compliance relative to KLA Fundamental Design Principles is used as the basis for the evaluation along with the Charlotte Danielson Framework. This Framework for Teaching is a research-based set of



components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility which include preparation, classroom environment, instruction, and professional responsibilities. All administrators and department chairs will be responsible for providing department based professional developments to help prepare instructors to be evaluated with this framework.

Administrators will perform 2 scheduled formal and 2 informal recorded observations, 1 per semester with each teacher during the school year. These evaluations should include pre-evaluation meetings to discuss planning, observations, and post observation meetings with feedback. The administrators will be expected to provide constructive feedback that helps instructors develop. Sufficient time will be given between observations for adjustments to be made. Adequate growth and improvement in quality of instruction will be expected by the final observation at the end of the school year.

The Board of Directors will take the lead role in evaluating principals. A Principal Evaluation Rubric developed by Kim Marshall will also be used to evaluate the school administrators in the areas of Diagnosis and Planning; Priority Management and Communication; Curriculum and Data; Supervision, Evaluation, and Professional Development; Discipline and Parent Involvement; Management and External Relations. In addition to this rubric, input will be gathered from parents, students, instructors. These evaluations will take place at the end of each semester. School administrators are expected to show improvement based on feedback received by the end of the second semester.

<http://usny.nysed.gov/rtt/teachers-leaders/practicerubrics/Docs/MarshallPrincipalRubric.pdf>

Section 2.10: Design Team Experience and Capacity

KLA was founded by a group of Chicagoans with over 180 years of combined successful education experience. Additionally, the founders have substantial experience in community/neighborhood relations; business/nonprofit management; law; construction; fundraising; finance/accounting; real-estate; and marketing. The experience of the founders was augmented by others who make-up KLA’s Design Team. Most of the members of the Design Team and Board have had firsthand experience with successfully managing a school or a program within the public schools’ system and operating a school.

2.10.1. Experience

- Summary/bio of each team member’s experience and credentials, role during design phase, intended role in the proposed school, (Board member resumes required in Section 3.2.1 Governance Start up)
- Describe each team’s individual and collective qualifications for implementing the school design successfully, including in areas such as:
 - School leadership
 - Curriculum, instruction and assessment
 - Operations
 - Finance
 - Accounting and internal controls
 - Fundraising and development
 - Law

Appendix 2.10.1 MUST provide resumes of all design team members and candidates for positions in the school

Board and Design Team Member include:

Name	Design Team	Staff	Advisory Board	Board Member	Qualifications at a Glance
Philip Craig			X		Former Exec. Dir Concerned Christian Men, responsible for program that mentors over 600 boys annually, former Special Education specialist at Urban Prep Charter School for Boys
Derrick Taylor			X		Financial Management, Owner/Operator of 9 McDonald's restaurants; Former Asst. Commissioner City of Chicago
Donnie Brown	X				Real Estate Developer w/> \$125 million in grants and private fundraising, financing
Brian Smith			x		Pres of Simeon Alumni Association., Chicago Police Department., Chicago State Univ. lecturer
Eddie Phillips	X	X			Former STEP Transition Manager for Office of Specialized Services CPS, KLA Dean, SEL Specialist

Kemet Leadership Academy 2018 Tier 1 Narrative

Fr. David Jones			X		Pastor of St. Benedict the African Church in Englewood, Educator & Administrator for k-12
Ronnie Mosley				x	Simeon alumni, activist, member of Simeon LSC
John Michael Johnson Sr.	X		X		Founder of Project Simeon 2000 and Simeon Alumni Association, Founder KLA, Former Project Manager City of Chicago, Community Leader of New Simeon Career Academy, Raised over \$55 million for capital development and scholarships.
Lorraine Cruz	X			X	Dual Language expert, Certified Principal Coach/Mentor, AVID & APIP trained, Turnaround Specialist, Safety Summit Community development
Jude Laude			X		HS Counselor North Lawndale College Prep, Post-Secondary Coach Clemente HS, KLA SPED .
Leonard Kenebrew	X	X			Former CPS Central Office Administrator, CPS High School Principal, CPS Athletic Director, multilingual, STEM and Robotic Instructor, KLA School Leader

Dr. Mona Hicks			X		Math and Physics instructor at CICS Longwood, Turnabout Specialist
Joseph Wells			X		27 yr. Laborer - IBEW Local 134, community activist and Pres of Electrical Workers Minority Caucus
Sheila Venson			X		Youth Connections Charter School Founder and Leader. Liaison for YCCS, our
Ysmin K Johnson			X		Officer Project Simeon 2000, Corporate Tax Accountant for over 30 years Consultant
Robert Fletcher				x	Manages school budgets
Alvin Boutte				X	Charter school management organizations, banker
John Bonds			x		Development corp president and operator, Safeway Construction
Adam Thomas	x	x			Mindset Performance Coach and Former Addictions Counselor; Masters, KLA Administrator

2.10.2. Leadership

- Describe leadership structure, citing roles and responsibilities of the school's leadership team beyond the principal/head of school
- Briefly describe the identified school leader(s), including experience and training. How qualified to launch and lead the proposed school? Describe plans to address any gaps in skills or experience in order to ensure success in given role.
- Include additional info about other member of the proposed leadership team, if identified.

KLA's board of Trustees and Design Team is most closely connected to the Auburn Gresham community by KEMET founder & CEO John Michael Johnson Sr. who is founding board President of Simeon Project 2000 (PS2). Additional, Co-Founders Leonard Kenebrew, Director of Education and Eddie J. Phillips Sr., Director Student Support Services work and live in the Auburn Gresham community. Notably, the number of KEMET Leadership Academy Southside Campus residents of the Auburn Gresham community will increase each year until it reaches its maximum number of 500 students. [See previous grids]

2.10.3. Evidence of Success

See previous charts and attached resumes.

Domain 3: Financial Plan

Domain 3: Financial Plan assesses whether the proposal and budget present a sound fiscal plan and policies to ensure responsible management of public funds.

Section 3.1: School Budget

Complete the budget workbook. Instructions are provided on the first tab of the budget workbook. Include a budget narrative that summarizes the budget and explains how the budget reflects the mission and philosophy of the school. Detail key assumptions and revenue and cost estimates. Discuss contingencies for if revenues are lower or costs are higher than anticipated.

The budget was completed in conjunction with potential administrators and the design team for KLA. Budget numbers are highly conservative and based on previous experience of the design team and YCCS. The key assumptions of this budget are our ability to reach enrollment numbers. Enrollment is being maximized by using multiple recruitment strategies and because this is a new and innovative design model. Additionally, due to our structure, we have the option of reaching out to the Juvenile Justice system for student referrals. The budget reflects our commitment to wraparound services and program options. The budget does not reflect pro bono services being delivered by our partners, such as Girls and Boys Clubs, Concerned Christian Men, Chess Masters, and community residents committed to the mission.

The budget is primarily based on CPS committed per child resources. We have secured the services of a seasoned grant writer to supplement and build upon this base of support. The success of the budget is based on past fundraising success of PS2 and our other not-for-profit community partners, and the desire of government and private funding partners committed to seeing the success of this model. Funders especially love that targeted services will be delivered in one cohesive fashion to this population and their families. Community development and family development services will now operate under the umbrella of KLA, within one building/framework. This creates synergy and overarching reach, which is a long-term desire, but was lacking a model of service delivery.

The KLA Design Team includes Banker Alvin Boutte, whose family previously owned Independence Bank and Drexel National Bank. In addition, Derrick Taylor is the owner of several McDonald's franchises on the southside of Chicago and grant writer Donnie Brown has raised over \$125 million for Chicago real estate and not-for-profit operations. In the event KLA reaches a point in time of needing to borrow funds to operate, YCCS has agreed to provide short term lending assistance. In addition, the Chicago Community Loan Fund is considering a working capital line of credit for Kemet. In the initial enrollment numbers aren't reached, the leadership of Kemet will be authorized to allow addition students closer affiliated with

the Juvenile Justice system to enroll as students. These students have greater social emotional needs; however they also produce additional support dollars from another source of funds. Beyond potential short-term deficits and increasing enrollment numbers, KLA is retaining the services of a grant writer/fundraiser. This position is included in the budget. Current research has identified the Illinois Board of Education, Citibank, JP Morgan Chase, Allstate Foundation, Bradley Foundation, Boeing Foundation, and Surdna as potential sources of additional grant and non-recourse funding for KLA. ISBE is aware of KLA and in the past has indicated an interest for the start-up phase of the charter.

In addition to our revenue projections, our expenses are based on past knowledge of costs (as provided by YCCS and administrators on the design team) and costs associated with the KLA model. These include specific costs for studio classes and our social emotional design model. No additional funds or loans are being taken for the targeted school facilities, as site are fully renovated and meet ADA requirements.

Budget Narrative Highlights -

- 1) Teacher and administrator salaries are designed to be competitive on the market, but also manageable for persons committed to our target population
- 2) There is a robust paraprofessional line, reflecting our social emotional focus and programming.
- 3) Security will be performed by coaches, allowing for smooth transition to after school programming
- 4) Engineer is reflected as a part-time person, as we anticipate shared facilities
- 5) Revenue is based on using a CPS owned facility - this is our preference, but the CPS per child rate increase will allow us to change locations without having to scrap the budget
- 6) We have envisioned some ELL students, but this template would not allow us to add data
- 7) An ISBE start-up grant totaling \$950,000 spread over 36 months is reflected in our budget.
- 8) Simeon/Hip Hop artists who we anticipate supporting Kemet include famous basketball and football players who are former Simeon students. Additionally, we have famous alumni with family ties associated with entrepreneurial Hip Hop artist known for contributing to CPS schools.
- 9) Our studio expenses are for both materials and for building spaces necessary to operate programs
- 10) The Simeon Connection, former CPS teachers and leaders will provide substitute teacher services
- 11) CPS selected sites already have cameras, therefore we budgeted for being able to tap into system
- 12) Food services and transportations costs are estimates provided by potential vendors
- 13) Education Management Organization fees are negotiable based on need

Section 3.2: Financial Controls and Monitoring

Describe the policies and procedures that the proposed school and Board will use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain financial health of the organization and ensure legal compliance with any requirements and restrictions for the use of public funds. Include the following information in your response: Identify how the Board will monitor the school's financial position. Identify who is responsible for directly managing and overseeing the school's budget and a description of how they will do so. Describe the school's plan to comply with the Illinois Charter Schools Law's (105 ILCS 5/27A-5(f)) requirement that charter schools submit an annual audit of school finances conducted by an outside, independent contractor

The KLA Board of Directors will be responsible for all receipts checks and operational expenditures. Fiscal monitoring and control will occur under the financial guidelines and assistance of YCCS. It is anticipated that CPS will provide funding for KLA directly, with YCCS being aware of all receipts. YCCS will prepare all necessary reports for CPS, with KLA Principal signing off on all reports prior to submittal. YCCS will also assist KLA as it undertakes an annual audit in compliance with federal OBM and CPS standards.

YCCS will serve in a financial oversight and back-up role to KLA operations. As our MO they will be responsible for ensuring KLA properly pays out workman's comp and other insurances, pension, and payroll costs. Additional responsibilities of YCCS as it relates to the KLA financials are detailed in Domain 6: Management Organizations. It is preferred all payroll checks will be direct deposited, but all will be prepared by a third-party vendor, who will also be responsible for taxes and fiscal record-keeping. Payroll checks and payment of taxes will be signed off on by this third-party payroll operator.

As it relates to day to day operations, PS2 currently operates with a QuickBooks System. Initially KLA will operate under QuickBooks, which allows for monthly, quarterly and annual budgeting and for running comparison reports. Entries into the system will take place by the office administrator or a bookkeeper, as contracted. For KLA we are also investigating Fundraiser as another software to be used for monitoring and reporting. All checks will be signed by the School Principal after being prepared by the Vice-Principal. Additionally, a second signature, that of the administrator/bookkeeper will be required for all checks. The KLA Board will receive monthly reports, with quarterly in-depth analysis. Monthly reports will include cash flow statement, profit and loss statements and monthly projections. Quarterly reports will include these and a budget to actual comparison. Semi-annually we will conduct a budget analysis and revision if necessary. Annually we will conduct a third-party audit and create a new budget for the upcoming fiscal year. Reports will be prepared by the administrator responsible for placing entries into the QuickBooks system or the third-party bookkeeper. The Principal, in conjunction with the Board of Directors, will be responsible for managing, updating, and maintaining the budget.

Domain 4: Operational Plan

Domain 4: Operational Plan assesses whether the applicant has the operational and governance systems in place to ensure responsible planning, spending, and oversight decisions and prioritize student success.

Section 4.1: Operations

4.1.1. Operational Management and Leadership

Describe how non-academic services will be managed once the school opens and who will be responsible for overseeing which operational aspects of the school, including, but not limited to, transportation, food services, building operations, purchasing processes, students records and school safety.

Explain the school's plan to define roles and responsibilities for operational priorities and organizational decisions, including personnel policy.

Kemet Leadership Academy will be a Charter School authorized and comply with the State of Illinois under the Charter School Act. As such, the Charter School Act requires all charter schools to comply with applicable Federal, State and Local School District laws, codes and regulations governing the operation of a charter school. KLA is bound by this covenant, which includes but is not limited to students with students with disabilities, ELL, homeless or other at-risk conditions.

KLA is being organized under the authority of the Project Simeon 2000 Board of Directors with KLA being formed with a separate governing Board of Directors as its governing body. In addition, to maximize community input and support, KLA will utilize an advisory board who are committed to implementation of the design as developed and changes over time. The Advisory Board will not have authority but will serve in an advisory nature and provide resources to the effort. The KLA Governing Board is responsible for the delivery of the education and non-academic services for students under its auspices. These items will be reflected in the Annual Budget and will be carried out operational by the Principal and the

Administrative staff of KLA. KLA is going to contract with an EMO (YCCS) for certain service, which is elaborated in Domain 6 MO's. The KLA Board's governance authority includes, but is not limited to:

- Establishing policy regarding all aspects of KLA
- Adherence to the terms and conditions of its agreements, including its agreement with CPS
- Entering into contractual agreements with vendors for the delivery of educational services
- Establishing standards of student and vendor performance with vendor services
- Assessing and monitoring student and vendor performance
- Meeting fiduciary responsibilities for the management of KLA

The Governing Board has the authority to determine how it will deliver the services for the students under its auspices. The Board also has the authority to determine its fiscal policies and procedures and the disbursements of funds. The Governing Board's authority relative to the delivery of educational services to KLA students extends to the following:

- Selection of vendor for delivery of educational services
- Ensuring that vendor/campus meet all provisions of charter school law
- Ensuring building and safety requirements of campus
- Required qualifications and certifications of teachers
- Required qualifications and certifications of non-instructional staff
- School calendar of campus
- Establishing and monitoring pupil performance standards
- The enrollment and dismissal of students
- Enrollment and funding levels
- Curriculum content, content standards, pupil performance standards, and grading procedures
- Policies and implementation of the lottery process for applicants
- Graduation requirements for KLA's students
- The method for awarding credit / grades

The method and procedures for testing students using district and state mandated tests, as well as, local assessment measures

- Policies regarding the education of special needs students
- Handling and maintenance of student records
- Establishing policies relative to the discipline and suspension of students
- Expulsion of students
- Policies and procedures for reporting and recording student achievement information
- Reporting of student achievement and other information to the public

4.1.2: Start-up Plan

Describe the activities that your team will undertake in the planning year(s). Explain who will work on a full-time or part-time basis between approval and school opening and how the school/network will compensate these individuals during this period. In an attachment, provide a timeline for completing the array of activities required to successfully open a new school, including: *defined tasks with identified owners, start dates and deadlines; *the hiring process and schedule; *the creation of non-academic documents and policies; *procuring supplemental services such as food service, insurance, technology support, etc.

Appendix 3.1.2 MUST provide a START UP PLAN

During the planning year (2019) KLA will maintain its design team in place, with the goal of transitioning to staff positions prior to teacher hiring months of March 2019. At that time, the Principal / Director will be employed at a minimum of part-time, with one full-time assistant. They will be paid as a result of active

fundraising prior to that period of time. Sources for funds for these positions include ISBE, Circle of Service Foundation, Ara & Ida Crown, Joyce, And Polk Bros Foundation. Members of the KLA Design Team have approached staff at these premier institutions and received positive feedback on the KLA model. The staff hired for the planning year will be responsible for securing contracts necessary for school operations. In addition to the identification and hiring of staff by the Principal, additional areas to be addressed include transportation, insurance, technology, etc. The KLA School Leader, Leonard Kenebrew has extensive history with CPS vendors and PS2, as a community action organization has vendors they've used in the past. Lastly, YCCS, will provide alternative resources to those normally subscribed and allow us access to group discounts normally reserved for their own schools. Attached is the projected timetable for activities for the planning year, from January 2019 to August 2019. We are opening doors in September 2019, to coincide with the CPS school year.

4.2.1: Student Enrollment

Number of Students

Grad	Year 2020	Year 2021	Year 2022	Year 2023	Year 2024
5th	125	125	125	125	125
6th	125	125	125	125	125
7th		125	125	125	125
8th			125	125	125
Total	250	375	500	500	500

Section 4.2.2: Student Recruitment

*Complete this enrollment projection chart for the first five years of the proposed charter school, citing the enrollment capacity for each grade. Discuss attrition assumptions, grade configurations, and other considerations as needed for the chart. Describe the strategy to recruit the targeted student population. Who will be responsible for student recruitment in the startup and ongoing years? *explain how the school will attract and retain all students, including those with disabilities, students with IEPs, ELL, and HHM students? *describe the process, timeline and requirements for parents and students to apply to the proposed school.; *describe the process for enrolling and registering students; *explain how the proposed school will conduct into lottery if oversubscribed. Explain policies and procedures for waiting lists, withdrawals, re-enrollment, and transfers. *Describe the process for enrolling and registering students. Appendix 3.2.2 MUST provide copies of application, registration and enrollment forms.*

KLA's leadership is conservative in approach, recognizing its need to be successful for the long term of its students and for the good of the community. KLA will begin with grade 5th & 6th, adding 7th in year two and 8th grade in year three. The primary rationale for starting with 5th & 6th grade allows KLA time to establish itself as an institution and resource within our community. It allows KLA time to absorb its true start-up over a longer period, ensuring that any unforeseen challenges regarding facilities, recruitment, etc., can receive undivided attention of the KLA leadership. Finally, this allows us to build an internal core of student leaders for our first graduating class. We believe students need to be active in the Kemet model for two years to maximize their future success and that starting at the lower grades will allow us to build leaders without recruiting older kids whose identities are already formed. This will help create the most positive and supportive physical environment for our student and graduates. We

anticipate a minimum attrition of students due to the uniqueness of our model and support teams, and any attrition can be addressed by developing a waiting list of students.

KLA will provide educational opportunities to all students regardless of race, language, or abilities. The curriculum, facility, programs and support structure reflect this commitment and we view it as one of the school's biggest strengths. Therefore, in marketing KLA, this commitment to inclusion will be communicated to all prospective students. The sponsor, Project Simeon 2000, is an engaged member of the Education Committee of the Greater Auburn Gresham Community Development Corporation, RAGE and the CAC of Englewood and a host of other residential based education groups. In addition of our partnership for recruitment includes the Jackie Robinson West baseball league, Southside Wolverines (pee-wee football), Cowboy Youth Football League, Chicago Kings AAU basketball, and Concerned Christian Men. These male lead projects already have access to the students and parents frequently ask these leaders for additional support. Project Simeon 2000 is also an approved partner for the City of Chicago Male Mentoring Initiative, targeting boys. These resources, many of which service our target population will all aid in recruitment.

KLA will be marketed to the community by distributing periodic newsletters; submitting funding proposals to appropriate corporations and foundations; giving school tours; fostering relationship with the media; developing and distributing collateral material (School Profile, brochures, applications, etc.); developing relationship with local and state elected officials; and issuing regular email updates regarding the school.

PS2, KLA's community sponsoring agency, has a history of community service and has assisted families in being resettled in new living situations, despite the lack of funds. KLA anticipates and is organized on the premise of wraparound support and not letting students fall through the cracks. Attraction and retention of ELL and STLS is a result of the KLA design. Students will have retained based on the ability to progress towards mastery of their studio classes and mastery. As such pass-fail will not be used but assessment of skills learned will be monitored. Therefore, grades will not be a determinant of enrollment, instead retention is based on our ability to provide effective supportive wrap-around services. If KLA lacks sufficient wrap-around services for these students, KLA staff will participate in a referral and follow-up process to ensure the student receives the services that could not be delivered via KLA. This retention is part of our program design and Kemet is based on approaching these and other distressed students.

Our pre-admission activities are aimed at informing prospective students about the school. Prospective students will attend an informational session, complete an application and have an interview with KEMET staff. These tools will not be used to admit or deny admission to particular students (all students who complete the process will be admitted or entered into the lottery for admission), but rather to ensure that student and parent/guardian have a clear understanding of KLA 's unique program, requirement and expectations.

Students will be expected to submit completed applications by a predetermined date. If the number of students submitting applications exceeds the number of available space in the class, an admissions lottery will be held. This lottery will be open to the public and will be conducted by school administrators with students and parents present. When the class is filled, the remaining students will be placed on a wait list and admitted as space becomes available (i.e., if lottery winners decide not to enroll). If the number of applicants does not exceed the number of available spaces, a lottery will not be conducted, and all applicants will be admitted. Additional students will be admitted on a rolling admission basis until the class is filled. Depending on student attrition rates and issues related to school climate and culture, a small

number of spaces may be available for transfers into grades 5th, 6th, 7th, and 8th. If this is the case, then a waitlist will be created, and students will be admitted for transfer from that waitlist.

At this time, we are starting the process of reaching out to students and parents. Final enrollment will occur in March of 2019, as reflected in our start-up plan.

Section 4.3: Operational Compliance

4.3.1. Transportation

Briefly describe how the school will meet the transportation needs of all of its students, including low-income and at-risk students, students with disabilities, and students who are in temporary living situations. Specify which staff members will be responsible for overseeing transportation services and supports. Include transportation costs in the five-year budget

KLA will retain a relationship with a bus company, making daily transportation possible for all students living outside of one mile to school, both to and from. This is included in the budget under transportation and will coincide with the extended school day for the students. We anticipate a high number of parents will transport students to and from school, but our transportation budget will ensure no one falls through the cracks.. Oversight of transportation needs will be under the purview of the office administrative staff of KLA. KLA will require that activities requiring transportation for field trips, work experience, internships, community service activities do so using school buses and that drivers be certified in accordance with Section 11-1414.1a of the Illinois Vehicle Code.

4.3.2. ADA Compliance

Briefly describe the processes the school will implement to ensure ADA compliance. The American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of disability and require accessibility in all aspects of school operations, including employment, buildings, programs and activities, communications, and information technology.

KLA will follow the Americans with Disabilities Act (ADA) (Based on Section 504 of the Rehabilitation Act of 1973 that was passed in 1990) which covers five barriers that those with disabilities face, when trying to fully participate in mainstream America. The five areas are as follows:

EMPLOYMENT
STATES AND LOCAL GOVERNMENT
PUBLIC ACCOMMODATIONS
TELECOMMUNICATIONS
TRANSPORTATION

KLA will focus our ADA concerns on the area of Public Accommodations. Our desired locations, Englewood and Harper High Schools, were designed in such a way as to eliminate any physical, communications and procedural barriers to educational access, thus ensuring students with disabilities the access to educational institutions that most Americans take for granted in the routine activities of their daily lives.

4.3.3. Safety Plan

Provide a school plan to protect the safety of students, the facility, and the property. Describe any safety policies and plans to employ security personnel, technology, or equipment.

KLA policies requires that we comply with all applicable laws that apply to Health and Safety laws of City of Chicago, the State of Illinois, and the Federal Government. All Health and Safety compliance documents are reviewed by July 1st of the upcoming school year, on an annual basis. KLA must have in place at the

beginning of the school year, a safety plan detailing how we will handle emergency situations (i.e. fire, tornado, bomb threats, assaults, shootings,) and who will be responsible for contacting the authorities (i.e., police, parents) in case of an emergency. The safety plans include the special precautions and procedures the campus will employ to ensure the safety of special education students. We will develop policies and procedures for search, seizure, and the use of metal detectors on our campus. A more detailed safety plan will be developed upon commitment of site from CPS.

All staff is to be trained on the policies and procedures outlined in the safety plan. We are also required by law to invite all emergency response units to a yearly meeting in order to evaluate the school's emergency response plans and to file a report stating the results of the evaluation. We will hold seasonal fire drills (minimum 3 times a year) in accordance with the Fire Drill Act. Fire Drills are defined as a practice or rehearsal of the evacuation of the occupants of a building according to a plan designed to accomplish such evacuation as quickly as possible and to avoid panic, injury or loss of life in the event of a fire or other emergency.

KLA fire drill policy requires:

- A drawing showing all exit routes
- Fire extinguishers and fire alarms
- Time schedule reflecting when the fire drills are to be conducted
- The law requires campuses to complete 3 fire drills per year. One of these drills must include participation by the local fire department.
- KLA will provide access to the state and local fire marshals for inspection of the fire drill plans

KLA will develop and maintain a plan for the evacuation of students and faculty in case of a tornado. The law requires campuses to complete 1 tornado drill per year. The first Tuesday in March is Tornado Preparedness Day and it is recommended that a tornado drill take place on this date.

The core of our safety plan will include metal detectors, desk monitoring of all doors, and utilization of coaches as security. Currently entry doors to the schools desired by KLA operations have metal detectors and we will likely use wands to add comfort to the students. Coaches for football and all sports will serve as security for the school. Should the need arise private security will be provided by AGB Services, another support partner for KLA.

4.3.4. Insurance Plan

Provide an attachment that lists the types of insurance coverage the school will secure and describes the levels of coverage. Include workers' compensation, liability, property, indemnity, and any other anticipated insurance.

KLA shall purchase and maintain such insurance as shall protect the school, the board and its members, officers, agents and employees from claims and to the single occurrence and aggregate limits as set forth below:

- General Liability - \$2,000,000 limits

- School Board Legal/Professional Liability - \$2,000,000 limits
- Umbrella (Excess Liability) - \$2,000,000 limits
- Boiler and Machinery Insurance - \$1,000,000 limits
- Property Insurance/Leased Property Insurance - \$1,000,000
- Automobile Liability Insurance - \$1,000,000 limits

4.3.5 Asset Inventory Plan

Describe the process that the school will implement to ensure proper documentation, monitoring, and disposal of all assets purchased for the school, including the process to document and maintain records of assets purchased with public funds.

KLA will engage in direct labelling and inventorying all equipment, desks and furniture, and materials purchased with public funds. This will be supplemented by computerized record keeping. Disposal of all assets will be in keeping with the rules governing not-for-profit organizations - first to other organizations to continue our mission, secondly to other nonprofits.

4.3.6: Student Records

Briefly describe the processes that the school will implement to ensure that it will properly maintain its students' permanent and temporary records, including how the school will ensure that it will properly transfer such records as needed.

Student records will be maintained by a computerized system. Currently we are researching and planning to use PowerSchool and Mastery Connect. These systems will allow us to trace and transfer records as needed; including grades, attendance, behavior and competencies. YCCS will serve as mentor and facilitator for the management of this aspect of KLA.

Section 4.4: Governance

4.4.1: Governance Start-up

Identify (at minimum) the Board Chair, Vice Chair, and Treasurer. Summarize the experience and diversity of the governing board, and explain why the members of the governing board are qualified to serve on a public charter school board, highlighting any educational, financial, legal, fundraising, governance, or other special experience or skill 2017 Request for Proposals – Operators New to Chicago Page 27 sets for unique school models. Note whether any board members have close ties to the proposed community.

Describe recruiting plans to build a diverse and qualified board, including the timeline and procedures for selecting new board members, and how you will ensure the board's ability to provide proper oversight and governance throughout its growth from year 1 through year 5, including a description of board training.

Project Simeon 2000 will serve as the sponsor of KLA and will be the charter holder for KLA. KLA will be formed under PS2's 501(3) c. KLA will form a Board of Trustees which will determine the membership of their advisory board that will consist of parents, students and community members. The KLA Board will have responsibility for the oversight of operation, evaluation of school leadership, fundraising, finances and strategic planning, will have experience in finance, facility management, development and nonprofit management. Currently PS2 board and the KLA design team will serve in a leadership capacity until the KLA organization is established. Because of their individual backgrounds, which is steeped in community service and financial management, they are qualified.

The board membership will expand two ways - first organically, based on interest of potential new persons and the skillsets they possess. Secondly under a plan audit of skills around the board and noting that which

is missing and needed. At that time, we will undertake a recruitment plan. The frequency and expediency will be based on the initial skills after the organization is formed. Orientation for board and make-up will take place through the Chicago Law Project, formerly the Chicago Economic Development Law Project. This group links lawyers with not-for-profits needing pro-bono legal assistance.

The key characteristics that enable YCCS school partners to fulfill their mission is to network level governance and leadership providing ethical and highly competent stewardship and oversight, as well as network-wide professional development and collaborative supports that sustains a focus on instructional improvement and embedding in each campus a school culture that is college and career focused.

KLA identified and applied Board Members are:

Board Chair/President - Robert Fletcher

Vice-Chair - Lorraine Cruz

Treasurer - Alvin Boutte

Others currently include Brian Smith, R. L. Mosley and John Michael Johnson.

The currently identified members create capacity and expertise related to effective school operations. Additional projected growth includes a legal person and a parent of a KLA student. Board training will take place in conjunction with YCCS and the Chicago Community Law Project. The capacity of the current members includes:

Robert Fletcher - Senior Financial Specialist with Chicago Public Schools

Consulting with 12 CPS principals on managing school budgets

Chicago White Sox College Coordinator and Associate Baseball Coach Simeon High School

Business Manager for Marcus Garvey Charter School and

Head Tournament Coach - Jackie Robinson Little League

Lorraine Cruz - Turnaround Expert with Chicago Public Schools

Curriculum Coordinator, Principal trainer Youth Connections Charter School

Leadership (Principal) Coach for University of Illinois cohorts

Middle School Principal, Bilingual Education Leader

Founder & President Learning With Lorraine, Inc.

Alvin Boutte, Jr - Board of Chicago State Foundation and two Charter Schools

Family Ownership - Independence Bank and Drexel National Bank

Co-Founder of Schoolmates, managing the finance and operations of 2 CPS charter schools

Property Tax consultant, Oppenheimer & Co. broker, Director for Grigsby & Associates

Brian Smith - Adjunct Professor - Forensic Science - Chicago State University

Police Forensic Investigator - Chicago Police Department

President Simeon Alumni Association

John Michael Johnson - Founder Project Simeon 2000, KLA Design Team Leader

Project Manager - Streets and Sanitation, Tradesman - City of Chicago

Industrial Engineer, Site Manager - Simeon Alumni Village

Ten-year leader of Simeon Career Academy Local School Council

All members have extensive ties with the City of Chicago, with programs of Project Simeon 2000 and Simeon Career Academy being located within the target communities of Auburn Gresham. Past programs have also taken place in the communities of Englewood and West Englewood.

4.4.2: Governance Structure and Ongoing Oversight

Describe the size, structure, powers, and duties of the proposed governing board. Identify Board officer positions and clearly state the roles and responsibilities for each member. Describe any committees, school advisory bodies, or parent/teacher councils (if applicable) and their roles and responsibilities, and how your proposed structure will ensure that there will be active representation of key school stakeholders. Note that charter schools are required to describe the nature and extent of parent, professional educator, and community involvement on the Board (105 ILCS 5/27A-7(10)). Outline the relationship and reporting authority among the school leadership, management organization (if applicable), and any school advisory bodies or parent/teacher councils (if applicable) to the governing board. Explain the rationale for the proposed structure. Outline formalized procedures for the Board to run effective, outcomes-focused meetings that consistently monitor the school's progress. Explain how the board will monitor academic, financial, operational, and organizational progress of the proposed school. Describe how the board will ensure that it provides effective oversight of itself. What would trigger a member's removal from the board and what process would guide removal? Describe the role of the board in evaluating the school leader(s) and holding them accountable for school performance.

The Board of Directors consists of the President, Vice-president, Treasurer, Secretary, and Trustees. A parent of a KLA student will serve on the governing board. The Board maintains the following committees:

Standing Committees	Roles
Executive Committee	Is Comprised of Board chair, other officers and/or committee chairs; Oversees operations of the Board; acts on behalf of the Board during on-demand activities that occur between meetings (and these acts are later
	presented for full Board review); performs evaluation of chief executive.
Finance Committee	Led by the Board Treasurer Oversees development of the budget; ensures accurate tracking/monitoring/accountability for funds; ensures adequate financial controls; reviews major grants and associated terms.
Compliance/Evaluation	Guides development of compliance and evaluation related policies; ensures overall Charter and vendor school compliance as it relates to charter school law and the policies of KLA. Reviews vendor school performance data, compliance, and outcomes on a yearly or as-needed basis; recommends Board actions related to vendor school non-compliance and/or non-performance, reviews and recognizes schools and student achievement. This committee may include school representatives.
Human Resources Committee	Guides development, review and authorization of personnel policies and procedures and leads evaluation of the chief Executive; sometimes assists chief executive with leadership and management matters.
Program Development	Guides development of the educational enterprise; promotes capacity

Committee	building activities designed to strengthen the educational enterprise; serves as a link between the Board, administrative staff, and school on programmatic activities and issues. May identify and solicit funds from external sources of support. This committee may combine efforts with the Compliance and Evaluation Committee. This committee includes campus representatives.
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Ad Hoc and Advisory Committees: The following descriptions are intended to portray various functions often conducted by ad hoc board committees and advisory committees to the Board.

Ad-hoc Committees	Roles
Curriculum and Assessment Advisory Committee	Comprised of content area instructors to evaluate, reviews curriculum; and testing instruments; makes recommendations to the board on changes
Program Advisory Committee	Comprised of Campus Administrators from the various campus sites; plans, evaluates, and reviews the educational program and initiatives; makes recommendations to the board on program related issues
Events (or Programs)	Plans and coordinates major events such as fundraising, retreats, (non-

	profits), team building or planning.
Nominations	Identifies needed Board member skills, suggest potential members and orients new members.
By-Law Committee	Reviews and amends the Board’s Bylaws.
Annual Meeting	Plans and facilitates annual meetings.

The Board of Directors will initially meet once a month, with all meetings subject to the Open Meetings Act. KLA maintains general liability and board errors and omissions insurance policies. The Youth Connection Charter School is nonsectarian in its programs, admissions policies, employment practices, and all other operations; does not charge tuition, and does not discriminate based on race, ethnicity, religion, national origin, gender, sexual orientation or disability.

The KLA Board of Directors operates in accordance with the following:

- Its Governance Statement
- Its Articles of Incorporation and bylaws
- Established Fiscal Policies

- Established Policies and Procedures
- The Charter Application
- Accountability Agreement with District #299

KLA will adopt a Whistle Blower policy as its first order of business after establishing operating parameters. This policy will enable all board members, employees to come forward with issues of concern for the full board. Meetings will be governed by Robert's Rules of Order and will be chaired appropriately by the Board Chairman. KLA will conduct an annual audit, defining any irregularities and operations. Board removal may take place through means of misfeasance, malfeasance, and nonfeasance. The process for removal will be defined within the bylaws of the organization. The School Leaders will operate under a contract, with performance standards. Removal process will be negotiated prior to hiring and board members, including former principals will be responsible for drafting and negotiating terms.

4.4.3. Board Legal, Compliance and Ethics Policies

*Specify where and how frequently the board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meetings Act and the Freedom of Information Act. *Provide a draft Ethics Policy for the proposed school's board members, directors, officers, and employees. *Please identify any existing actual or perceived conflicts of interest among the proposed founding Board members and explain how the design team/founding Board plans to address them.*

*Appendix 3.4.3 MUST provide: *a board calendar; *an ethics policy, *a formal Conflict of Interest policy*

- Initially Board Planned Meetings will occur the 2nd Wednesday of each Month. They will take place within the school facility of KLA and will be in keeping with Compliance of Open Meetings Act per Section 203.1 BR-10-0825-P01
- Freedom of Information Act per Section 503.1 BR-11-0525-P02
- KLA is sensitive to perceived conflict of interest. Therefore, potential conflict of interests will be noted among board members and each member will sign the CPS OII conflict of interest forms. In addition, Board members, directors, officers and employees will be required the sign off on the ethics statement currently included as part of the KLA personnel policies and procedures.
- All members of KLA board of directors will recuse themselves on votes whereas the board deems there is a conflict

Domain 5: Business Plan

[NEW OPERATORS DO NOT HAVE TO COMPLETE THIS DOMAIN]

NOT APPLICABLE

Domain 6: Management Organizations (MOs)

Section 6.1: MO Contract

Discuss the criteria and review process that the design team used to select the MO and the due diligence that the applicant conducted on the MO prior to submission of the proposal. How will the MO help further the mission, vision, and goals of the proposed school(s)?

Criteria and Review Process to Select the MO

KEMET LEADERSHIP ACADEMY CHARTER SCHOOL has been discussed with and presented to CPS and community leaders since 2011. During this time PS2 and the founding members assessed our strengths and weaknesses. We determined a partner was needed to help address a recognized learning curve as it relates to CPS requirements, for example, to maintain positive operations during tight cash flow periods,

to be better accountable to the ourselves and the community and to develop and maintain a quality education product. This partner would need the financial stability and capacity to help us in the short-term to maintain cash flow, but also have the integrity to identify and prepare us for the unknown. Over the past three years we assessed school networks in Chicago and the nation, analyzing their strengths and weaknesses. What we determined, based on this three year assessment, is that YCCS has those capacities, plus we see that the YCCS mission, vision and success in serving those students who had not found academic success in the CPS traditional schools, were most aligned with our vision of providing an alternative school intervention to younger students in grades 5-8 who, though not at the official “drop-out” age of 17, have multiple barriers to their academic success, and without robust interventions were likely to be high school drop-outs down the line. Since our initial meetings, YCCS has become, in an unofficial capacity, a mentor and management support organization to PS2 and the KLA design team. They have helped us clarify and document our mission, student population, learning model, goals and professional development. In their official capacity as our EMO, YCCS will provide compliance, fiscal management and oversight, thereby ensuring that KLA develop a financially sustainable model and approach. In addition, YCCS will provide technical assistance and support in such areas as professional development, performance management, school improvement and curriculum design. The EMO agreement will not follow the traditional EMO school management agreement but will rather operate under an agreement as reflected in our decision-making attachment. For sake of this application, we will use this section to further delineate our relationship.

When the Project Simeon 2000 team committed to opening an alternative charter middle school that would serve brown and black boys on the Chicago south side, we knew that we wanted to be closely affiliated, if not a part of, Youth Connection Charter School. The reasons for pursuing this partnership were clear: (1) YCCS has the history and the experience as a charter school that not only governs, provides oversight and manages the performance of multiple small community-based alternative high school campuses serving the same demographics (although older) that we plan to serve, but also provides a menu of services, including research-based professional development, coaching, evaluation and school improvement resources that are delivered to its campuses; (2) YCCS demonstrates the best practices of engaging and successfully graduating disconnected, high risk and vulnerable youth.[1] Visitors come to visit YCCS from across the country (Florida, Boston, Honolulu) and around the world (Chile, Denmark) to copy YCCS best practices; (3) YCCS has deservedly earned not only the reputation but the evidence of being a Level 1 high performing school, demonstrating the high level of proficiency of its governance, monitoring and management structure; (4) YCCS has community partners that provide wrap-around support to the campuses; (5) YCCS has demonstrated its fiscal and compliance accountability, as demonstrated by its high performance on the annual Chicago Public Schools fiscal and compliance scorecard; and (6) YCCS has the infrastructure to provide financial accountability support and reporting to CPS to ensure fiscal accountability.

Moreover, YCCS and KEMET have very similar mission, visions and goals, with two significant differences: (1) YCCS serves at-risk high school students ages 16-21, whereas KEMET will serve the same demographics but with interventions at a younger age; and (2) KEMET is designed as a single-gender academy.

The Project Simeon design team has looked at other middle school and alternative school partners and school management organizations and has not found the deep level and infrastructure of support that it finds to be available through Youth Connection Charter School. Without question the collaboration with YCCS, in which YCCS provides KLA with selected educational services and back office support, will enhance the ability of the KEMET Leadership Academy Charter School to succeed. Although YCCS serves high school

aged students from age 16-21 and KEMET will serve students in grades 5-8, we see the connection as ideal, since most students that YCCS serves at some point disconnected from their educational development, some as early as 4th grade. It is the same students that disconnected at the 3rd or 4th grade level that we expect to serve. They will benefit from many of the same teaching interventions that YCCS has developed and perfected in their 18 years of existence.

Describe the scope of services that will be provided by the MO.

YCCS will be contracted with to provide a discrete set of educational and back office support services, with the primary areas of service being provided in the areas of Compliance & Financial Oversight (with YCCS acting as a fiscal sponsor, managing and disbursing KLA funds as well as providing accounting and financial management and compliance oversight); Professional Development, School Improvement & Curriculum Design; Facility and Resource Development; Technology & Data Services; and Technical Assistance. Upon receipt of its disbursement of funding from CPS, YCCS will be informed and the funds will be entered into a fund -management system and fully segregated from any other funds. YCCS, as fiscal manager, then would assist KLA by managing our internal vouchering and reporting, thus keeping KLA leadership and board abreast of all school spending, providing monthly reports, and preparing all CPS reports for KLA review, approval and submission. YCCS will also provide similar assistance in student record keeping and all compliance issues, thus allowing KLA to maintain an excellent reporting record with CPS.

The principal and school leadership will be hired and employed by the KLA Board of Trustees. The school leaders report back to the KLA board, but YCCS has agreed to lend their expertise at the board level to assist with our development.

Which decisions and services the MO will be responsible for:

The KEMET Board of Directors and the KEMET Leadership will have all authority, responsibility, and decision-making power over the KLA charter school. YCCS will have a voice in the selection of the Principal, but not decision-making authority. YCCS, as EMO, will be responsible for providing the following services:

COMPLIANCE & FINANCIAL OVERSIGHT

- Fund Oversight and Reporting
- Accounting & Financial Management Assistance
- Human Resources Technical Assistance
- Contracting policy development
- Short-term loans and advances
- Compliance training
- Compliance technical assistance
- Compliance monitoring and internal auditing
- Compliance auditing (external)

- Fiscal reporting to ISBE and CPS – Quarterly & Annual

PROFESSIONAL DEVELOPMENT, SCHOOL IMPROVEMENT & CURRICULUM DESIGN SUPPORT

- Literacy Professional Development
- Keytrain (career exploration) curriculum and support
- Curriculum development support
- Teacher/staff evaluation system – technical assistance
- Quality School Evaluation
- School Improvement teams support
- Special Education Technical Assistance
- Participation in YCCS Communities of Practice
- o Participation in YCCS New Principal Institute
- o Participation in YCCS New Teacher Institute
 - Participation in YCCS Circle of Courage Community of Practice & Professional Development (Peace Circles, Restorative Justice, Social-Emotional Learning)

FACILITY & RESOURCE DEVELOPMENT

- o Facility advisory and technical support assistance
- o Introductions to YCCS Community partners

TECHNOLOGY & DATA SERVICES

- Mastery Connect Reporting, Data Analysis, and Technical Assistance
- Mastery Connect Implementation, support and maintenance
- Data Analysis to inform school improvement
- IT Technology Support Technical Assistance

OTHER TECHNICAL ASSISTANCE

- Lottery technical assistance
- Local Authorizer/CPS reporting – technical assistance
- Immunization documentation – technical assistance

- Student Records – technical assistance
- How the MO's services will further the mission, vision, and goals of the proposed school

As discussed in response to question 6.1.1, YCCS will provide a depth of experience and expertise in serving disconnected and vulnerable youth that will prove invaluable for serving a very similar population at a slightly lower age. We expect that KEMET will benefit from being able to take and adapt the highly engaging hands-on-learning educational design that YCCS has developed over its 20 years of existence, permitting KEMET to have a “leg up” on making its own school a success.

- The compensation structure and/or fees that the proposed school will pay to the MO

KEMET will pay YCCS from its student tuition revenues for the set of services that YCCS will provide. We are proposing a five-year term, starting with 8% of basic CPS revenues and ending at 5% as we become more familiar with processes. This is still being negotiated with YCCS but is reflected within our submitted budget.

- Whether the MO has a role in selecting the school leader, who employs the school leader, and whether the school leader reports to the MO

The school leader is employed by Kemet Leadership Academy Charter School. The school leader reports to the Kemet Leadership Academy Charter School board of Directors. YCCS will be allowed to have a voice in the selection of the Principal and KLA will notify YCCS be notified as soon as a decision has been made to terminate the Principal and they are allowed a voice in the selection of any future principal so long as YCCS is an Educational Service Provider/ MO for the KEMET Charter.

Section 6.2: MO Oversight

Describe how the proposed Board will monitor and evaluate the performance of the MO to ensure quality service. Include the following in your answer: What academic, operational, and/or financial performance metrics will the Board use to evaluate MO performance? How frequently will the Board monitor MO performance? What benchmarks will define successful MO performance? What are the consequences if these benchmarks are not met? What are the conditions for renewal and termination of the contract?

The full contract and operations agreement with YCCS has not been finalized and CPS will be asked to agree to all terms prior to signature. Currently we are envisioning YCCS serving as fiscal manager, and the earliest we would like to consider termination of agreement will be after three years of operations. Specific benchmarks for termination have not been defined and will be structured through the contract to be developed. The anticipated components of termination include inability to deliver services, an unknown or manifested conflict of interest, and/or the misrepresentation of capacity/competency. The KEMET Board will have a standing Education Service Provider ESP/MO performance report provided at every meeting, primarily focusing on KLA fiscal and legal compliance activities, as detailed by the MO. The KEMET Board will require a financial report at each meeting, which will require YCCS input into the monthly financial reports. They will fully review and discuss any matters of concern reported to the Financial Committee, and then to the full Board by the Board Treasurer. The KEMET Board will establish a Compliance Committee which will oversee all compliance and performance areas, including fiscal position, performance and compliance with state and federal charter law.

Monthly the Board will review financial and compliance reports and adherence to the MO agreement. Success of the MO will be reflected in the student outcomes and effective communications with CPS. Using the CPS Compliance ScoreCard, YCCS will need to meet at least a 3 on the 4-point scale, 4 being highest. If these benchmarks are not met, the Compliance and Financial Committees will meet with the

MO and discuss what has caused the MO/KLA to not meet the benchmarks and the development of a remediation plan to correct the situation will be put into place.

The MO must perform at a minimum level of 3 (Average) on the four-point scale, with 4 being highest score, in all measures on the Chicago Public School Annual Performance Financial Management and Compliance scorecard to be recommended for renewal. Termination of the contract may occur prior to the end of the contract if the MO does not correct or remediate conditions leading to the less than satisfactory performance within a six-month probationary period.

YCCS does not have any school on financial probation and past experiences the corporate offices of YCCS has supported individual schools during any financial shortfalls. We are unaware of any active civil or criminal investigation into YCCS operations. YCCS past operations are well detailed within CPS record keeping and documentation.
