DISTINCTIVE
SCHOOLS

Charleston > excellence is our standard
County SCHOOL DISTRICT
OCTOBER 2019 | SFI | INNOVATION PARTNERS

Organization	Contact	Group Type	Experience
Distinctive Schools	910 W. Van Buren St., 315	Chicago, IL 60607
Scott Frauenheim	Chief Executive Officer	sfrauenheim@distinctiveschools.org	312.332.4998
501c3 Non-Profit Education Innovation Group
9 years: school innovation, turnaround and restart

Resumes of School Leadership - Appendix A
• Scott Frauenheim, Chief Executive Officer, Katie OConnor, Chief Schools Officer, Erin Lanoue, Chief Operating Officer, Monique Langston, Chief of Staff, Amanda Rychel, Executive Director of Strategy

Summary of Educational Philosophy, Educational Curriculum & Achievement - Appendix B
Distinctive Schools' learning model, which aims to prepare capable, high-achieving, future-ready students, is intentionally delivered through three core lenses: Social Emotional Learning; Student-Centered Design and Rigor and Relevance. We believe that education is most effective when it incorporates the needs of the whole child, our pedagogical mindset is one that values the integration and intertwining of social, emotional, and academic learning. To ensure all students find success in our Distinctive Schools Learning Model, we incorporate a Multi-Tiered System of Supports, a prevention-based framework for improving learning outcomes for all students through a layered (tiered) continuum of evidence-based supports. These supports integrate the academic and social emotional needs of our students to foster lifelong success.

Distinctive Schools is committed to closing the opportunity gap and positioning students for success in college, career, and life. As early adopters of the national movement towards personalized learning, DS creates learning environments that honor each individual and nurture the whole child through community meetings to start the day, opportunities for voice and choice, personalized learning plans for each learner, deep independent, small-group, and whole class learning opportunities, and ending each day with a closing circle reflection. Identity affirming practices and developing a sense of belonging for students, families, and staff are woven into the academic and social-emotional learning. These practices support students in developing a strong agency, sense of self, and deep understanding how they learn and work best in order to master grade level standards. The DS model has resulted in students that exceed national norms on both growth and attainment targets annually. One unique aspect of the DS model is that it combines fixed network elements such as core beliefs, best practices, structures, tools, and shared goals with local context to personalize and adapt to local needs and challenges of each community and region.

Key components of the Distinctive Schools education model include:

- Explicit Social Emotional Learning (SEL) opportunities, supports, strategies, and instruction are integrated into the child's academic day to promote wellness, understand and manage emotions, develop and maintain relationships, and make decisions and solve problems.
- Balance of independent, small-group, and whole-class learning opportunities to support the unique needs of each learner and community.
- Leverage digital tools to amplify the learning experience for each child and personalize instruction. Digital tools combined with high-quality instruction to promote a blended learning experience.
- Access to grade-level assignments and standards, deep learning opportunities, and high-quality tools and materials.
- Emphasis on identity affirming and culturally relevant pedagogy and practices to support students in developing a sense of self, belonging, and identity.

- Dedicated time for data analysis, conversations, and design instructional and behavioral responses and supports.
- Time for instructional coaching, professional development, and opportunities for feedback and reflection.
- Academic Innovation Cycle honors network elements and core beliefs and promotes innovative practices, design thinking, stakeholder voice, and opportunities for feedback and refinement.

To support and improve the implementation of our learning model, our talented faculty collaboratively created Distinctive Schools Teaching Framework. The framework explicitly identifies the teaching attributes we value and expect from our teachers.

Our Distinctive Schools Learning Model has successfully shifted from one with a traditional focus on teaching to one with a focus on deep learning. Using a strengths-based approach, coupled with real-time feedback generated from short-cycle assessment data, our educators coach our students in their development of strong and positive student identity and agency. In turn, our students become confident, well-rounded, resilient members of our learning community and are well-positioned for success in college, career, and life.

Distinctive Schools curriculum, resources, and instructional practices are key to supporting the network mission of success in school, career, and in life. All DS learning resources work in tandem with instructional staff to support students in mastering grade-level state standards, close skill gaps, and support students in achieving success in school, career, and in life.

Humanities

- Benchmark Advance is a comprehensive English Language Arts focusing on foundational phonics skills, reading, writing, and word study are integrated to create a balanced literacy model using a workshop approach. Students read closely, annotate text, support thinking with evidence, and discuss their thinking and analysis with peers within independent, guided, and collaborative learning opportunities. Social studies content is integrated into the curriculum. Weekly, unit, and interim assessments provide multiple opportunities to demonstrate mastery and provide personalized instruction. Benchmark Adelante is used to provide native language support for English Learners as they gain proficiency in English.

- Lexia Core5, a digital literacy tool, provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources for individual or small-group instruction.

- Imagine Learning Language & Literacy, a digital literacy tool, provides explicit, targeted instruction on critical language and literacy concepts such as reading, comprehension, listening, vocabulary, academic language, grammar, phonological awareness, phonics, and fluency within an individualized learning path that adjusts to student needs. Native language support is used strategically to support students in gaining proficiency in English.

- Summit Learning program is an online curriculum platform that enables middle school students to learn content at a personalized pace, complete meaningful learning projects, track progress towards

  goals, and reflect on learning through academic mentoring. Teachers utilize the platform to customize instruction according to student needs and interests. The Summit Learning Cognitive Skills Rubric is an assessment and instruction tool that outlines the continuum of 36 interdisciplinary, higher-order thinking skills necessary for college and career readiness.

- EngageNY English(Expeditionary Learning) combines novels, short stories, and various resources to support mastery towards grade-level reading, writing, listening, speaking, and language standards within whole group, small group, and individual instruction.

Science & Mathematics

- EngageNY (Great Minds, Eureka) is a standards aligned math resource that articulates modules of study through a rigorous, differentiated and targeted approach to ensure every domain of the Common Core

Learning Standards for Math are addressed in a year-long scope and sequence. Mathematical Practice Standards are interwoven to enrich and deepen student learning.

- STMath provides a game-based instructional math methodology that is engaging, visual, and personalized. It is aligned to Common Core Learning Standards and based on applied neuroscience research. The scope and sequence of the program is aligned to EngageNY modules to support rich conceptual understanding..

- Box Cars & One-eyed Jacks are math manipulatives and games to help students develop a strong conceptual understanding of mathematics and to strengthen their process skills aligned to the Standards of Mathematical Practice.

- Mystery Science is an inquiry-based, online resource aligned to the Next Generation Science Standards. Each lesson begins by asking a question and uses children's natural curiosity to help them develop a plan to systematically investigate and collect evidence and guides them to develop an independent conclusion.

- Summit Learning Program is an online curriculum platform that enables middle school students to learn content at a personalized pace, complete meaningful learning projects, track progress towards goals, and reflect on learning through academic mentoring. Teachers utilize the platform to customize instruction according to student needs and interests. The Summit Learning Cognitive Skills Rubric is an assessment and instruction tool that outlines the continuum of 36 interdisciplinary, higher-order thinking skills necessary for college and career readiness. Summit Learning is used at CICS Bucktown, CICS Irving Park, CICS Prairie (6-8), CICS West Belden, and Art in Motion (7-8) in grades 5-8.

- Thinking Maps are a Language for Learning across all contexts and content areas. They are visual patterns connected to eight specific thought processes. In visualizing thinking, teachers and students create concrete images in maps of their abstract thoughts. These patterns and maps help students creatively and critically think. Write From the Beginning and Beyond builds on Thinking Maps to integrate effective writing across all content areas. Thinking Maps are used at all DS campuses.

Distinctive Schools students are active partners in their education, and teachers strive to design learning experiences that provide students with the right content, at the right time, in the right place, using the right mode of instruction. Students are encouraged and expected to own their learning with opportunities for voice and choice, goal setting, monitoring progress, and creating personalized learning paths. Students learn strategies and structures that promote independence, reflection, and promote learner agency.

Student-centered personalized learning promotes pleasantly frustrating learning, and through practice, persistence, and the effective and creative use of available resources resulting in students developing a growth mindset and academic identity over time. Social-emotional learning structures such as explicit lessons, community gatherings, and self-directed learning provides opportunities for students to learn and apply strategies and navigate the challenges of rigorous learning.

Personalized learning promotes student-centered opportunities that promote students owning the cognitive lift and developing agency and a strong identity. Four core PL practices can be seen in DS classrooms: Learner Profiles, Personalized Learning Paths, Flexible Learning Environments, and Competency-Based Progressions.

Learner Profiles: The learner profile is an essential component of personalized learning because it strengthens the relationship between student and teacher. It serves as a two-way communication tool as well as a vehicle for students to convey and advocate for their learning needs and preferences. Learner profiles capture important information about each learner beyond test scores and achievement levels and convey personal stories, attributes, strengths, and growth areas to guide planning and instruction. Students are engaged in the development of a learner profile and strengthen their self-awareness and their ability to engage in metacognition and reflection. Learner profiles also contribute to the building of meaningful relationships within the class, which in turn, strengthens the learning community and sense of belonging among students. In a healthy learning community, a culture of trust and openness is established, and learners are better able to take risks, overcome challenges, and develop a strong sense of academic and social identity.

Personalized Learning Paths: Building on the relationship that is developed between the learner and the teacher through the learner profile, teachers and students co-create/co-inform customized learning plans that accommodate each learner's specific goals and motivations. Personalized Learning Paths (PLP) are plans that adapt to learner needs and outline clear next steps/goals and practice opportunities to support individual growth. Digital tools are a key component to the PLP. Lexia Core5, Imagine Learning, and ST Math are tools provide students with individualized learning path that adjusts to student needs based on a core assessments. Each learner is provided digital and teacher-led lessons to support their individual goals and explicit skills to master.

Flexible Learning Environments: With student needs as the primary driver of the learning environment design, all operations in a flexible learning environment adapt and flex based on what the students need to achieve their goals. Distinctive Schools teams reimagine their learning environments to support a successful personalized learning environment with creativity and ingenuity. The physical space is altered to open classrooms for more centers-based instruction and free-flowing movement between learning spaces for both students and teachers and a variety of seating options and working spaces depending on the learning tasks at hand and personal preference. Traditional schedules are adapted to create longer instructional blocks and to protect common plan time for instructional teams. Innovative staffing models are created to increase collaboration and promote co-teaching models to more effectively offer real-time personalization and support to more students. Cross-grade collaboration and teaching allows teachers and content area experts to provide highly personalized support and instruction based on short-cycle assessment data.

Competency Based Progression: To ensure that students learn and grow toward well-defined targets and goals, students are continually assessed and learning is monitored to ensure that students advance toward new targets and goals as soon as they are ready. Competency-based progressions are integrated into the PLP. Teachers design specific lessons, practice opportunities, and skills that are just right. Deeper learning occurs as students move through their learning plans at a flexible pace, with a choice in how they learn, and with culminating assessment. Digital tools and programs such as Lexia Core5, Imagine Learning, and ST Math design a personalized, competency-based progression for each student.

At Distinctive Schools, data is paramount to continuous growth and improvement. DS leaders, teachers, staff, and students review data and design responses and decisions based on the best evidence possible. Through personalized goal setting and rich data dashboard conversations, DS continually improves it's data-informed practice at the classroom, campus, and network level.

The NWEA MAP Growth assessment is the primary academic achievement tool that DS uses in schools for external accountability. It is a great instructional and longitudinal tracking tool and DS values it as a reliable predictor of future success in college and career. Each student works towards an annual goal based on 8th grade college readiness targets. This approach allows students to find success over a longer period of time, which is particularly helpful for students with large attainment gaps to fill. However, DS recognizes that the measurement of discrete skills alone does not provide us with sufficient information for effective planning. As a companion to NWEA results, DS also uses a variety of assessment results to monitor students' progress towards rigorous, complex problem-solving, and to inform curricular and pedagogical practices. These tools in combination provide useful information to guide DS practices and development to ensure the deep and contextualized learning necessary for students' success in college and career.

Curricular & Programmatic Data Sources	Local, State & Federal Mandated Assessments
- Benchmark Advance weekly, unit and interim assessments K-5 - EngageNY (Eureka) exit slips, mid-module, and end of module assessment K-5 or K-8 - Wonders weekly and unit assessments K-6 - EngageNY English exit slips, mid-module, and end of module assessments 7-8 - Summit Learning content, focus area assessments, and Cognitive Skills Rubric 5-8 - Digital program data (Core5, Language & Literacy, ST Math, Summit) K-8 - Dean's List behavior and culture data K-8 - Student information system - Surveys: Upbeat, Youth Truth, LEAP PL, etc. - External reviews and feedback	- NWEA Measures of Academic Progress (MAP)Growth in Math & Reading K-8 - NWEA MAP Reading Fluency K-4 or 5 - Illinois Assessment of Readiness (IAR), Chicago schools 3 - 8 - Illinois Science Assessment - MSTEP - ACCESS for ELLs - required for all English Learners. 5Essentials Survey

We know that just meeting typical growth targets do not ensure high school readiness and success for students. Thus, to close the achievement gap for our students and ensure high school success, we develop "stretch" growth targets for our students to be at grade level. These "stretch" goals focus on three main areas including, below grade level students will be on grade level (NWEA 50th percentile) by 8th grade, above grade level students: reach 75th percentile or above and 80th percentile or above students will sustain similar or higher percentile.
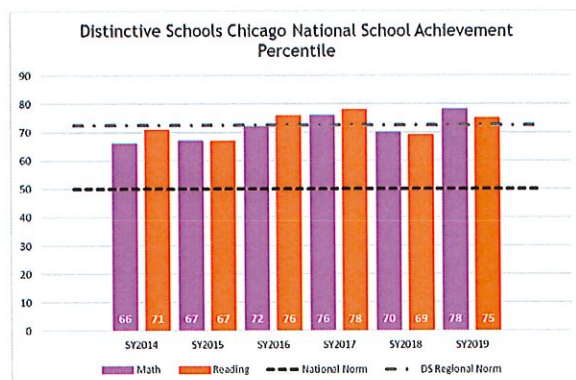
As DS continues to innovate in the field and seek to find new means of measuring some of the essential and often overlooked indicators of student and school success. Since the goal is to see students grow in a variety of ways, DS holds itself to a higher standard for assessment and has begun exploring and will continue to develop systems to assess progress in each of the MyWays domains: Habit of Success; Creative Know How; Wayfinding Abilities; and Content Knowledge. Moving beyond the notion of the "average child" DS aims to explore and aggregate data for each individual so that customized decisions and plans for improvement can be developed. The ultimate vision is to use learner profiles to provide students and teachers with a whole child snapshot of information (academic, social emotional, learner preferences and interests, strengths, weaknesses, etc.) so that they can effectively set goals and plan just right instruction.
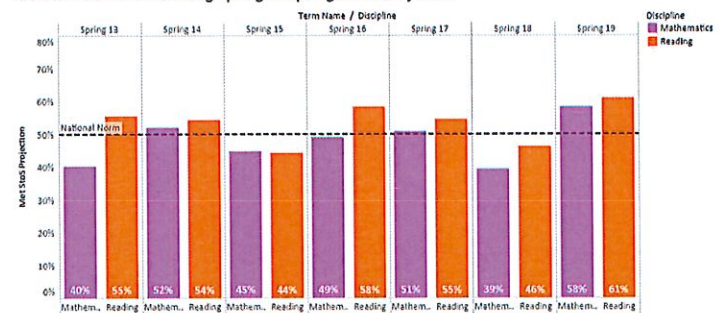
Schools In Management Portfolio

CICS Bucktown
Chicago, IL
690 Students
Black: 13%
Caucasian: 3%
LatinX: 80%
Other/Non Disclosed: 4%
Special Education: 11%
English Language: 20%
Low Income: 71%
Restart Campus

CICS Irving Park
Chicago, IL
535 Students
Black: 3%
Asian: 5%
LatinX: 73%
Caucasian: 15%
Other/Non Disclosed: 4%
Special Education: 14%
English Language: 27%
Low Income: 60%
Restart Campus

CICS Prairie
Chicago, IL
425 Students
Black: 55%
LatinX: 43%
Other/Non Disclosed: 2%
Special Education: 14%
English Language: 24%
Low Income: 95%
Restart Campus

CICS West Belden
Chicago, IL
535 Students
Black: 13%
Caucasian: 6%
LatinX: 92%
Other/Non Disclosed: 2%
Special Education: 11%
English Language: 42%
Low Income: 85%
Restart Campus

Plymouth Education Center
Detroit, MI
490 Students
Black: 100%
Special Education: 11%
English Language: 0%
Low Income: 90%
Restart Campus

Art In Motion
Chicago, IL
202 Students
Black: 98%
Caucasian: .5%
LatinX: 1%
Other/Non Disclosed: .5%
Special Education: 18%
English Language: 20%
Low Income: 85%
New Start Campus

DCP Harper Woods
Harper Woods, MI
424 Students
Black: 99%
Caucasian: .5%
Other/Non Disclosed: .5%
Special Education: 10%
English Language: 0%
Low Income: 92%
New Start Campus

DCP Redford
Redford, MI
177 Students
Black: 99%
LatinX: 1%
Other/Non Disclosed: 4%
Special Education: 11%
English Language: 0%
Low Income: 91%
New Start Campus

Restart Student Achievement, Growth & Retention Data

Distinctive Schools has consistently performed above the national norm on NWEA MAP Growth. The organization continues to push for academic excellence, and thus equality of opportunity for low income students of color. As our overall school achievement has improved, we've seen cycles of Spring to Spring growth that push us to support students in growing year-over-year and not just in the cycle of one academic year.

Distinctive Schools Chicago National School Achievement Percentile

Percent of Students Making Spring to Spring Growth by Term

Average of Met StoS Projection for each Discipline broken down by Term Name. Color shows details about Discipline. The data is filtered on Growth Measure YN, Grade Level, Campus, SY19 IEP Status and SY19 EL Status. The Growth Measure YN filter keeps True. The Grade Level filter has multiple members selected. The Campus filter keeps Null, Bucktown, Irving Park, Prairie and West Belden. The SY19 IEP Status filter keeps Null, No and Yes. The SY19 EL Status filter keeps 19 of 19 members. The view is filtered on Term Name, which keeps 7 of 25 members.

Calculated using normal distribution of weighted average RIT against 2015 School-Level Status Norms.

In 8 years at Distinctive Schools, our cumulative student retention rate is 97%.

| Student Retention Rate			
CICS Bucktown: 96.6%	CICS Irving Park 97.2%	CICS Prairie: 96.4%	CICS West Belden: 97.6%

Turnaround Experience - Academic - Appendix C

When Distinctive Schools started, we inherited four amazing schools whose academic results were stagnant, and staff morale and building culture was low. We saw significant impact in our MAP scores, and attribute success to our innovative model, shared leadership, and emphasis on collaboration. While student assessment results have remained strong, the school culture, staff morale, and instructional coaching has also steadily improved. Appendix C shows academic achievement and growth in our restart campuses. The school culture data below is inextricably tied to those results. Chicago Public Schools School Quality Rating Policy (SQRP) Ratings 2014-2019, based on prior year data. SQRP ratings are scored based on multiple measures of school success including attendance, academic achievement and growth, school culture, and data quality. The scale from highest to lowest is "Level 1+, Level 1, Level 2+, Level 2, and Level 3." The 5Essentials school culture survey is a cornerstone of the CPS School Quality Rating Policy and surveys teachers, staff and students on elements ranging from teacher and leader relationships, to the safety of the school and neighborhood community, to the level of rigor in instruction.

SQRP RATINGS 2014 - 2019

Campus	SY14	SY15	SY16	SY17	SY18	SY19
Bucktown	2+	2+	2+	1	1	1+
Irving Park	1+	1+	1	1	2+	1+
Prairie	2+	2	2+	2+	2	2
West Belden	1+	1	1+	1	1	1+

5 ESSENTIALS SCHOOL CULTURE SURVEY 2014-2019

Campus	SY2014	SY2015	SY2016	SY2017	SY2018	SY2019
Bucktown	Organized	Organized	Well Organized	Well Organized	Well Organized	Well Organized
Irving Park	Well Organized	Well Organized	Well Organized	Well Organized	Organized	Well Organized
Prairie	Mod. Organized	Mod. Organized	Part. Organized	Organized	Part. Organized	Organized
West Belden	Well Organized	Well Organized	Well Organized	Well Organized	Well Organized	Well Organized

Turnaround Experience - Culture and Retention

Distinctive Schools has proven to be a great place to teach and impact the lives of children. UpBeat is a validated survey that draws on teacher retention research. The tool also serves as a formative data source around school culture and educator satisfaction. Semi-Annual results for the national UpBeat survey show Distinctive Schools significantly outperforming the national norm on metrics essential to retaining & engaging quality teachers. My Voice, My School Parent Survey Results from University of Chicago Urban Education Institute shows multiple years of parent satisfaction with no fewer than an average of 9/10 parents recommending Distinctive Schools to other families.

3-Year Average on UpBeat Educator Retention and Satisfaction Survey against National Norm

My Voice, My School Parent Survey Results
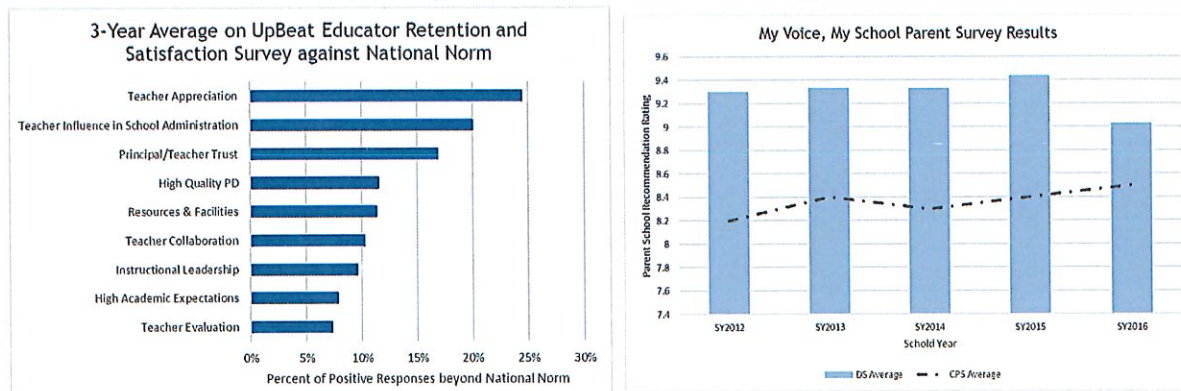
Culture is the driving factor at Distinctive Schools and as an organization we are continuously working to ensure our work is by teachers, for teachers and with teachers. When the organization was founded in 2011, the four CICS campuses were managed by a different school management organization (SMO), but since the transition to DS was led by campus based staff, over 90% of staff returned for the 2011-2012 school year. Teacher retention is an important element to student academic success however, sometimes changes are needed within a building. Due to circumstances outside the school's control, some staff members elect not to return or are not asked to return.

At the end of the 2018-2019 school year, DS made a significant investment in all school based staff and offered 2 year staff contracts and raises from 8-12% over the two years. In order to make such a financial commitment with no corresponding increase in funding, the academic and operational models in the buildings had to shift. Some positions were eliminated or not filled so funds could be re-allocated to staff raises. From August 2018 to August 2019, 65% of CICS campus staff returned for the new school year.

Retention Strategies

- DS Network Staff and Campus Staff all participate in Upbeat surveys to measure staff culture and retention data. DS Leaders use this formative data to respond to trends and themes to support the most positive and enjoyable workplace possible.
- DS is focused heavily in the development of our Diversity, Equity and Inclusion practices across our organization to ensure the priority of focus in the onboarding, retention and experience our staff feels and values alongside our leaders.
- We strive to ensure teacher/staff voice is present in every network decision we make.
- We are prioritizing ongoing efforts to ensure compensation equity is at the forefront of our strategic vision for the next 5 years.
- We have initiated an expanded design team across our network with representation from every campus and various roles throughout the organization. We use this team to help us inform network priorities focused on, Compensation/benefits/perks, DEI Efforts. Celebrating staff, Hiring efforts, Retention efforts and Feedback/Improvement.
- Distinctive Schools Leaders also review 5 Essentials data from SQRP to align summative trends/themes to our work throughout each year across our network.
- Distinctive Schools has initiated an exit survey/interview process to learn from staff leaving our organization on ways we can improve and be better.
- Distinctive Schools launches an Intent to Return survey in the spring/winter every year to gain a better understanding of who is/is not returning. For those who indicate that they are not returning, following up conversations are had. Staff who campuses do not want to lose, receive 'stay' conversations.

DS works continuously to recruit and attract top quality talent at all levels of the organization. There is a talent acquisition team that supports and collaborates with all campus hiring teams to ensure the strongest certified candidates are in front of students. Recruitment efforts include creating an employee centered recruitment video, partnering with local universities, building pipeline internship and residency programs, internal employee referral programs, social media marketing, radio advertising, developing community partnerships, career fairs and open employment events, promoting openings on various public job boards, using tools and systems to attract and engage both active and passive job seekers, and engaging with all stakeholders.

In the last 3 years, DS has expanded from 4 to 8 schools. With the increasing national teacher shortage, DS has managed to be 100% successfully staffed by Day 1 of school at all 4 CICS campuses and both Distinctive College Prep Michigan campuses. It has become more difficult to fill certain positions, particularly middle school math, middle school science, bilingual-Spanish, and special education. However, we have strong and innovative approaches to find teachers and support strong retention.

To combat the challenge to the hard-to-fill subject areas, this school year, DS has partnered with a Detroit alternative certification program to recruit staff and assist those that need to complete the certification process to become state licensed teacher, and will be looking to do the same for Illinois staff. Additionally, during the 2019-2020 school year, DS has launched a tuition reimbursement pilot program for existing teachers that are interested in returning to school

for additional certifications in hard-to-fill areas.

In 2017-18 school year, DS implemented a rigorous hiring process to ensure that the best candidates are selected. The process is mapped out so that it should take no longer than a 31-45 day hiring cycle to maintain a culture of urgency that attracts high qualify candidates and create a positive candidate experience. Distinctive Schools also integrates assessments into the hiring process for student support, instructional leadership, and teaching positions to help mitigate bias during the interview and selection process. This school year, DS has worked to create a more positive and training centered employee onboarding experience by conducting pre-schedule weekly onboardings at respective campuses that allow for a paperless onboarding experience and shadowing before day 1 in the classroom.

The Culture and Retention Design Team collaboratively engages in design thinking to inform culture and retention strategies and provide formal recommendations to the Distinctive Schools leadership team.

As part of this evolving work, the Design team conducted a literature review of compensation and recognition structures across various sectors in addition to education. The team also looked at various forms of compensation and recognition and the effects it had on performance and retention while also taking time to explore and recognize the unique contexts of each of our campuses. This team continues to inform adjustments being made to systemic compensation, professional development, benefits, staff culture, and equity development for the network of schools.

Turnaround Experience - Finance & Operations - Appendix D

Distinctive Schools is organized to regularly monitor and evaluate each school's programs and budgets. The financial management team currently includes our Chief Operating Officer, Chief Financial Officer, Controller and Director of Finance and Operations. In addition, we have a strong financial model and team that supports all day to day receivables, payables, payroll, accounting, audits and compliance for our schools and our network. At the campus level, the Director of School Operations helps manage the schools' finance and budget and reports to the Network Director of Finance and Operations. We begin building financial projections in the spring of each year using an analysis model from 5 year projections that are built and revised annually. We like to look ahead and design backwards based on our current data, school needs and community needs. We monitor annual budgets closely with monthly financial reporting to our partner districts, local and national boards (as necessary), and budget meetings with campus leaders on a monthly basis. Our budget to actuals, balance sheet and P&L are reviewed by senior leadership monthly and quarterly.

Distinctive Schools is always working to ensure cost-saving measures are constantly explored and that we are finding the most efficient processes and systems to support our schools. We have strong programs implemented to track financials and incredible controls in place. We are in full compliance with all authorizing partner districts and ensure fiscal transparency for every school we operate. In 9 years of managing our innovative schools, we have not had any major audit findings and work to have a break even budget while also building a healthy fund balance across our campuses year after year. Our finance team also supports our payroll functions and we have strong employee satisfaction on all payroll and finance related functions that affect our staff.

Our team has in-depth experience building school budgets, financial models, quarter closes, budget to actuals and variance reporting. We have a strong relationship with various finance partners and auditors who support us with proactive decision making in alignment to local, state and federal policies, laws and compliance standards.

In reflecting on the nine year history, we are incredibly proud of the work we have pioneered, the team we cultivated, and the families and communities that we serve. Our recipe for success is anchored in an aligned organizational purpose and a belief in tested frameworks and practices that promote continuous learning for students and staff based on individual needs. Our historical performance demonstrates that our students are at the forefront of academic growth and attainment, and a deep focus on regular data review and analysis highlights dedication to long-term student success through iterative, innovative instruction. From the implementation of expanded academic programming to the pursuit of heightened student agency and family engagement, we look forward to strengthening and refining the DS model into the future. And, in consideration of additional growth opportunities, We are committed to making responsible, sustainable decisions that are in the best interests of students, families, and staff.

Scott Frauenheim

5202 WEST EDDY STREET • CHICAGO, IL 60641

Passionate, sincere educator and high integrity individual who believes that all students can succeed in grade school, high school, college and life; holds a devotion for educational opportunities for young people. Proven track record in addressing business inquiries, and overseeing processes and initiatives from conception to implementation. Strategic, visionary leader and facilitator, with expertise in managing processes, improving projects, and innovative thinking. Promoter of positive learning environments for students and educators, and a recognized leader of transformational work in charter schools, pushing innovation as a high priority.

CORE COMPETENCIES:

•Relationship Building	• Proposal Writing	• Coaching	• Complex Negotiations
• Budget Forecasting	• Document Preparation	• Process Improvement	• Problem Solving
•Communications	• Research and Analysis	• Development/Coaching	• Innovation
• Community Engagement	• Project Management	• Educational Leadership	• Cross Functional Collaboration

PROFESSIONAL HIGHLIGHTS:

Chief Executive Officer, Distinctive Schools Chicago, IL (January 2019 - present)

- Articulates the mission for all aspects of the organization, upholds academic, operational, fiscal and ethical standards
- Serves as official spokesperson for the organization with all its constituencies including students, staff, parents, faculty, neighbors, business, community, governmental agencies, and local/state/regional and national educational organizations and accrediting agencies
- Reports directly to CEO and oversees all stakeholders and contributors of the Academic, Strategy, & Operations teams in service of organizational development and growth
- Heavy focus on Philanthropy & Development, Financial oversight, Governance of Chief Operating Officer, Chief Schools Officer and the Chief Strategy Officer, in addition to the Academic and Operational advisory supports
- Responsible for gathering, analyzing & defining business requirements documentation that meets the strategic requirements of the Accounting & Finance departments
- Distinguishes self by serving on a variety of internal and external committees and task forces to represent the organization through participation in conferences, panels, institutes and other educational leadership events nationally
- General authority to act in all matters pertaining to the order, instruction, discipline and curricula of the school; leads high level meetings and presentations that advance mission, vision and values of the organization
- Communicates regularly with the national board of directors, informing members of all matters relating to DS through reports and immediate communication following major school/network events or happenings directed by the CEO
- Makes final decisions on leadership staffing, terminations of employment across the organization
- Directs implementation and technical support of management systems; responsible for both short & long term strategies while overseeing all DS financial budgets and development requests
- Establishes and maintains funder relationships with primary focus on closing funding gaps for schools and network priorities
- Cultivates a diverse, healthy and positive working environment for all staff
- Responsible for ensuring that business is well coordinated and productive by managing procedures and coaching people
- Intentionally ensures that the company runs with legality and conformity to established regulations

Chief Operating Officer/Vice President/President, Distinctive Schools Chicago, IL (2016-2019)

- Strategically developed best practices and bettered complex issues within network and school level operations, providing tailored support to individual school leaders
- Liaised with C-suite superiors to make decisions for operational activities and set strategic goals to meet targets, growth and organizational objectives
- Provided leadership and management to a service organization that mirrors the adopted mission and core values of the organization
- Collaborated with management team to develop plans for the operational infrastructure of systems, processes, and personnel designed to accommodate the rapid growth objectives for organization
- Motivated and led a high performance management team; attracted, recruited and retained required members of the executive team not already in place; provided mentoring as a cornerstone to the management career development program
- Spearheaded the development, communication and implementation of effective growth strategies and processes
- Drove funder relationships and engagement, fostering success oriented accountable environment within the company
- Improved company accounts payable, accounts receivable, cash management & inventory control by demonstrating active problem solving
- Managed all operations efforts by overseeing work led by the Finance, Campus Operations, Talent, Legal, Technology, and Marketing and Communications teams acting as direct supervisor
- Supervised budgeting; monitored revenue, expenses, investments, cash flow maintenance of appropriate records, and assisted school auditors
- Oversaw accurate and timely submissions of all compliance related requests across Distinctive Schools and CICS network

School Principal, Chicago International Charter Schools – West Belden, Distinctive Schools Chicago, IL (2013-2016)

- Transformed school model to support the implementation of Next Generation Learning
- Partnered with all stakeholders to ensure strong teacher/student/family relationships
- Developed and implemented campus schedules, programs and budgets

SF

Scott Frauenheim

5202 WEST EDDY STREET • CHICAGO, IL 60641

- Designed and lead implementation of curriculum and assessment
- Fostered and maintained a cohesive team with a strong focus on positivity and culture; established policies designed to attract, retain, develop and evaluate qualified faculty and staff
- Regularly used qualitative and quantitative data to coach teachers within and instructional teaching framework
- Responsible for submitting mandatory reports to district, state and federal organizations
- Oversaw the implementation of the human resources policies, procedures and practices including the development of job descriptions for all staff
- Established opportunities for emotional, physical and creative growth for students
- Managed all campus staffing, engagement and decision making

Director of Special Education & Student Services, Distinctive Schools Chicago, IL (2012-2013)

- Collaborative member of the Shared Leadership Team supporting 5 Chicago International Charter School campuses
- Supervised and supported network deans and campus operations teams and student services staff
- Implemented and monitored all safety and security issues on campuses by preparing leadership teams with procedures and plans for crisis and emergencies
- Managed campus leaders and case managers to ensure appropriate support for students with disabilities was provided
- Oversaw and ensured compliance mandates for CICS, CPS and ISBE
- Monitored special education instructional planning and delivery, improving student services delivery and protocols

Dean of Students, Chicago International Charter Schools – Bucktown, Distinctive Schools Chicago, IL (2010-2012)

- Assisted the Campus Director with school operations and procedures
- Handled all student discipline incidents by following the student code of conduct
- Promoted positive behavior with incentive based rewards and accomplishments and reduced office referrals and Category Three violations by 60%
- Sourced and implemented/supported social emotional curriculum, Character Counts, through modeling lessons, gathering resources and evaluating classroom implementation
- Proactively prepared and monitored all safety and security issues on campus with procedures and plans for crisis and emergencies
- Communicated with local officials, partners, politicians and community representatives to promote school and student interest
- Provided administration and leadership support to staff and students as needed

Physical Education & Health Teacher/Student Activities Coordinator, Passages Charter School, American Quality Schools Chicago, IL (2008-2010)

- Performed assessments of each student's physical abilities through testing while holding a thorough knowledge of medication, first aid and emergencies; hands on experience of the unique physical and social development needs of students
- Developed and implemented a comprehensive health awareness program for middle school students
- Instructed over 500 students two times per week with a remarkable ability to motivate each student to cultivate physical fitness
- Executed a student activities program including after school opportunities, sports teams and school clubs
- Coordinated daily with academic teachers and clinical staff to determine adaptive physical education needs of each child
- Maintained records pertaining to specific skills, fitness and health related information
- Established standard behavior and discipline that had to be of a sportsmanship
- Conducted training sessions in order to utilize and effectively roll out unorthodox ways of learning regarding the different at home environments
- Taught students exercise techniques, mechanisms on how to stay fit and healthy through exercise, the right diet and sports; provided student motivation

Physical Education Teacher/Athletic Director/Student Activities Coordinator, Christ the King Elementary School Manville, NJ (2006-2008)

- Effectively communicated with parents, coaches and staff to assist in the implementation of core standards of physical fitness; employed strategies and instruction to improve student engagement and lifestyle
- Developed and enacted lessons for grade PK-8 Physical Education
- Conserved school wide athletic programs and student extracurricular activities
- Created, developed and managed all student activities and teach moderators
- Managed all athletic facilities and equipment
- Handled all discipline issues upholding school policies and procedures

EDUCATION: BS, Sports Management, Minor Sales Management, 2007, Johnson & Wales University, Providence, RI Alternative Route Certification for Teaching, 2009, Rutgers University, New Brunswick, NJ Masters of Education – Administration and Supervision, 2014, University of Phoenix, Chicago, IL **COMPUTER SKILLS:** MICROSOFT OFFICE, VARIOUS ACCOUNTING SOFTWARE, GOOGLE SUITE ADVANCED USE

ML

Monique Langston

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LinkedIn: https://www.linkedin.com/in/monique-n-langston-04b209a

Business Operations Strategist | Staff Motivator | Focused Leadership | Performance Driven

Career Summary

A results-oriented professional with a strong operational and administrative management background. Monique is hands-on and comes to you with a track record for driving successful relationships between staff, C-level executives, key stakeholders, and motivates staff to optimize productivity, as well as the bottom line. Demonstrated ability to strategically plan, manage, and improve projects, in addition to detailing project information to determine effective operations.

Extensive experience in Microsoft Office Suite, SalesForce, PeopleSoft, Oracle, Hubspot, GoDaddy, Slack, and other various CRM systems, as well as other SaaS and on-premise applications.

Education

Roosevelt University
Master of Science in Journalism
Bachelor of Arts in Public Relations

Experience

Chief of Staff to CEO   Jul 2019 - Present

Distinctive Schools

Reports directly to the Chief Executive Officer and acts as his shared voice, joining the Senior Leadership and C-Suite Teams; providing leadership and operational oversight of the CEO's office. Assuming day-to-day responsibility for projects and tasks. Creating and maintaining cross-departmental relationships to enable leadership success. In addition, working generally behind the scenes to solve problems, mediate disputes and deal with issues before they are brought to the Chief Executive. Acting as a confidante and advisor as well as a sounding board and thought partner for ideas. Setting the Chief Executive's strategic priorities, helping to identify the areas where they must direct their focus and identifying metrics for success. Attending and conducting meetings by bringing together multiple stakeholders to help drive decisions. Gatekeeper between top management and other stakeholders, allowing the CEO to scale, giving him back his most important resource: time.

KEY RESULTS:

- Management, operation and development of local and national board of directors;
- First in command for team-building (culture), strategic oversight including communications, but not limited to public relations; reviewing internal and external communications in the CEO's voice;
- Consult and collaborate on project management initiatives across network and campuses;
- Ensure follow through on critical decisions by working closely with Senior Executive Assistant to CEO;
- Assist with creation of presentation materials for high level meetings as well as board meetings, connecting teams that are working on similar initiatives;
- Researching, benchmarking, analyzing data and making recommendations;
- Maintain full comprehensive knowledge of the overall functions of each department;
- Track all network related compliance efforts to ensure full compliance for all local, state and federal requirements;
- Coordinate and plan school based and network wide events in collaboration with Development Team
- Partner with funders, investors, grant makers and additional partners with fundraising and strategy efforts;

- Attend and participate in city-wide and national conferences;
- Build and develop network wide Diversity, Equity and Inclusion goals, professional learning and network culture priorities related to DEI efforts,
- Lead, deliver and support team development efforts, retreats and various executive strategies in partnership with the full c-suite team for our network.

Chief of Staff to Co-Founder, CEO and Chairman   Nov 2016 - Jul 2019

Distinctive Schools, Acceleration Academies, Education Research and Development Institute

Reported directly to the Chief Executive Officer and Co-Founder of all Suite 315 organizations and acts as his "#2," working closely with the Executive Leadership Team across all entities and accompanying Board of Directors to set strategy and build key relationships for organizational development. Servers as a critical lever in providing strategic research and support and preparatory details by performing diverse and confidential administrative support including: composing CEO's emails, presentations, and documents, coordinating the CEO's daily schedules/calendars and ensuring CEO is prepared and on time for various meetings and activities, communicating on behalf of the CEO to both internal and external partners.

KEY RESULTS:

- Planned and directed all administrative and operational activities for the Co-Founder, CEO and Chairman
- Organized and prioritized critical issues and required information for the Co-Founder, CEO and Chairman to facilitate efficient decision making across all orgs
- Attended meetings and conduct presentations as needed across all orgs, serving as a trusted face representing the Co-Founder, CEO and Chairman;
- Worked with leadership across all orgs to maximize efficiency and productivity, leading day-to-day strategy as an extension of the CEO Co-Founder, CEO and Chairman;
- Researched what other organizations across the country are doing to build shared responsibility for improving public education in order to constantly build efficiency across all organizations;
- Consulted and collaborate on project management initiatives across all orgs as needed;
- Served as a key contact to local and regional staff teams (all orgs), particularly as it relates to fielding questions, coordinating projects, and downloading key information – in addition; acts as a point of contact or gatekeeper between top management and other stakeholders;
- Managed and support initiatives owned by the office of the Co-Founder, CEO and Chairman;
- Acted as a "jack of all trades" to the CEO;
- Acted as an advisor to the CEO;
- Was responsible for the management of executive support staff (as needed);

Business Operations Manager   Oct 2012 –Nov 2016

TeacherMatch, a PeopleAdmin Company, Chicago, IL

Oversaw office operations at Chicago Headquarters by planning and implementing office systems, manage HR functions, layouts/build outs and maintain and replenish inventory and equipment procurement. Also serves as point of contact for facilities including utilities, property manager, office security, parking and other office functions.

DELIVERED RESULTS:

- Supported CFO and Account team with AP/AR tasks
- Assisted Accounting Manager with payroll, including voluntary payroll deductions and bi-weekly 401K disbursements
- Played an instrumental role with accounting needs through QuickBooks, Paycom, Concur and managed daily deposits

- Managed HR functions for a staff of 60 employees including: on/off boarding of all employees, managed benefits plan enrollment and administration, manage COBRA administration and enrollment, set up payroll and manage dual 401k plans
- Maintained HR records by recording all new hires, terminations, promotions, pay increases, and updates to personal information. Maintain personnel forms and file compliance, I-9 compliance, and Federal and State compliance
- Managed vendor and consultants including contractor agreements and detailed term sheets, securing NDAs and W9 forms
- Managed recruitment including job postings, pre-employment assessments with leadership team

OPERATIONAL RESULTS:

- Managed and maintained scheduling of day to day meetings, conferences and other events for Executive Chair
- Booked travel and transportation
- Managed all expense reimbursements
- Assisted with creation of presentation materials for sales meetings and Board of Directors

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Manager, External Communications   Jul 2011 - Oct 2012

Chicago Public Schools Office of Communications, Chicago, IL

KEY RESULTS:

- Coordinated all Listening Tours for the Chief Executive Officer and other special CEO public engagement activities
- Managed Speakers Bureau for all CEO, Leadership Team, and Board of Education— research and vet speaking opportunities city-wide
- Managed district wide CPS special events and high level appearances by CEO/Leadership Team
- Maintained lists of parent/teacher advocates and managing those relationships
- Managed relationships with key external partner organizations
- Managed Communications office planning calendar and external facing CPS Newsletter

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Director of Partnerships   Nov 2010 - Jul 2011

Chicago Public Schools, Chicago, IL

KEY RESULTS:

- Worked with the Deputy CEO for External Affairs and Partnerships to define the strategies of the Partnerships Office
- Supervised partnership development staff of 4
- Identified and recruit businesses to develop partnerships with schools and become supporters of multiple school and system –wide programs
- Oversaw tracking of contributions made to CPS of time and material resources by businesses and individuals
- Worked with staff, departments, schools and prospects to access and facilitate support for CPS

Scheduler to Chief Executive Officer Jan 2009 - Nov 2010

Chicago Public Schools, Chicago, IL

KEY RESULTS:

- Maintained appointment scheduling for the Chief Executive Officer of the 440,000 student district
- Directed decision making process on the strategic use of the CEO's time by prioritizing key events, assigning substitutes when conflicts existed and ensuring the schedule was adhered to
- Prepared itinerary for all meetings, speeches, and public events to ensure the CEO was organized to have discussion on a diverse range of topics
- Ensured prompt follow up on CEO related initiatives to strengthen relationships with key partners
- Served as liaison for the CEO on questions that he was unable to answer due to time constraints
- Managed all correspondence and emails
- Greeted senior public officials, corporate executives, and various media personalities for appointments with the CEO

References available upon request.

Erin Lanoue, M.P.P.

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erin.lanoue@gmail.com | www.linkedin.com/in/erin-lanoue-68772610/

Senior Operations Executive

Fiscal Management | Strategy & Operations | Communications

Professional Summary:

- Experienced leader with more than 15 years in school and school-network operations
- Proven ability to stay within the lines while innovating and managing superior solutions in hiring, budgeting and school operations
- Manager with sharp focus on teams and budgets, tracking to budgets and fiscal efficiency
- Confident and proven partner to Executive Officers and Board of Directors
- Calm, focused problem-solver
- Extensive experience managing relationships with various stakeholder groups, serving as the go-to person for solving crises where others have been unsuccessful

Areas of Expertise:

- People management
- Budgeting and fiscal efficiency
- State and district compliance
- Stakeholder management
- Hiring and developing top-performing school leaders
- Setting and managing school and leadership goals and expectations

Career Experience

Chief Operating Office | June 2018 – Present
Distinctive Schools | Chicago, IL

Manage procurement, finance, technology, marketing, enrollment, human resources and talent acquisition for 8 schools in Illinois and Michigan. Administer annual network operations budget of $8M-$10M.

Highlights:

- Support opening of new school in Chicago, expansion of 2 existing schools in metro Detroit and the restart of a school in Detroit
- Manage relationships with local school boards and charter authorizers
- Manage school and network level budgets

Vice President, Operations | November 2017 – June 2018
Charter Schools USA | Chicago, IL

Manage procurement, transportation, food service, contracts, categorical grants and school business managers for 85 schools in seven states from Illinois to Florida. Responsible for performance management and goal-setting for school leadership, which oversees 85,000 K-12 students. Administer annual network operations budget of $8M-$10M.

Highlights:

- Supervise operations for the network support center in a system of 85 school in Illinois, Indiana, North Carolina, Louisiana, South Carolina, Georgia and Florida. Manage five direct reports, who help oversee a total team of 175 people.
- Inherited school network $2.5M in the red; now running surpluses after streamlining positions, implementing spending management and improving management of entitlement funds.
- Designed new regional operations center to maximize operation efficiency; created position of regional business managers to monitor, train, support and audit school-level spending.
- Known as the "operations guru" for devising and managing solutions in a complex organization (innovating in hiring, budgeting and streamlining operations).
- Advocate for principals at the corporate level to ensure budgetary and staffing requirements are met in order for individual schools to be successful in achieving goals.

Regional Director of Education | March 2013 – October 2017
Charter Schools USA | Chicago, IL

Managed and supported school leaders in Illinois, Indiana, Michigan and Georgia to deliver an effective educational model built on data-driven instruction and student achievement. Accountable for problem-solving within schools, identifying gaps and designing solutions.

Highlights:

- Responsible for 20 direct reports (including 9 school principals) working with 7,000 students across 14 K-12 schools each with different legal structures (including charters, turn-around and LEA schools).
- Developed a regional support network that enabled success at the school level.
- Liaised with school boards and parent organizations.
- Set and monitored strategic planning and performance goals annually with each school principal.
- Collaborated with principals to determine staffing and development needs at individual schools.
- Advocated for principals at the corporate level to ensure adequate budget, staffing and resources (including professional development and consulting help) to achieve goals.
- Moved two schools off the CPS warning list (on in just a year and the other after two years) by improving the staff and support to principals.

Chief of Staff | July 2008 – March 2013
Chicago International Charter School | Chicago, IL

Drove thoughtful and effective growth of school sites throughout challenging parts of Chicago. Managed and supported the network office, serving as the primary liaison with school management organizations. Translated Board and CEO objectives into administrative procedures to ensure success. Managed RFP process that resulted in opening x new schools through the CPS Renaissance 2010 Initiative. Collected and analyzed regulatory guidelines, survey data, demographic data and employment trends to accurately forecast enrollment patterns, improving budgeting and strategic planning.

Associate Director | 2002 - 2008
Chicago International Charter School | Chicago, IL

Managed the charter renewal process through Chicago Public Schools. Served as liaison and chief-problem-solver between network office and school management organizations. Oversaw enrollment and lottery process.

Education

Master of Public Policy, Public Policy | University of Chicago

Bachelor of Arts, Political Science | Providence College

Additional Experience

Trustee, Facilities Committee / Strategic Visioning | Alcuin Montessori School | 2010-2011 | *Volunteered expertise and network of professionals to help this community school plan for future growth, identify facilities and work with brokers and architects for creative repurposing of facilities to school use.*

KATHERINE ADAMS O'CONNOR

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PROFESSIONAL EXPERIENCE

DISTINCTIVE SCHOOLS

Chief Schools Officer (August 2018-Present)

- Lead strategic plan based on prioritized data sets and network priorities
- Supervise network Academic Team
- Oversee district program development, implementation and evaluation
- Coach school principals aligned to leadership standards and personalized professional growth goals

Executive Director – Curriculum & Instruction (June 2016-August 2018

- Develop, plan, coordinate and provide professional development on district curriculum
- Design and train on network-wide instructional strategy and framework
- Conceptualize and articulate network goals to ensure strategy is aligned to mission and vision
- Communicate network strategic goals to administrators and outside network stakeholders

Director – Curriculum & Instruction (June 2011-June2016)

- Assist campus leadership teams in strategic planning and goal setting aligned to district goals
- Design and articulate district comprehensive literacy model
- Lead district Curriculum Council of teachers and coaches in reiterative curriculum mapping process
- Develop and empower council members as network experts in the Common Core
- Empower teachers through design and utilization of professional growth plans and ongoing collaborative learning cycles
- Design and lead implementation of district curriculum and assessment plan
- Develop and facilitate Professional Learning Communities to foster collaborative opportunities among teachers
- Utilize qualitative and quantitative data to coach teachers within an instructional teaching framework
- Collaborate on and articulate a district initiative for student agency and personalized learning
- Lead teachers to create personalized learner profiles and individualized learning targets for all students
- Promote and foster a dynamic mindset to empower cohesive teamwork with a strong focus on positive school climate and culture
- Ensure the most positive teaching and learning environment through direct communication with teachers and leadership
- Analyze normative and standards-based student performance data to inform professional dialogue and collaborative decisions
- Examine school growth aligned to accountability targets to ensure overall school growth at 130% on NWEA Map
- Strategize with team on implementation of Next Generation Learning Challenge grant award
- Exercise Design Thinking strategy to create innovative, personalized learning environments for next generation learners
- Implement full-scale models of personalized learning in grades Kindergarten-Eighth
- Enhance the work of personalized learning with a focus in four key areas: learner profiles, flexible learning environments, personal learning paths and competency based progression
- Collaborate on a fully integrated Multi-Tiered System of Support for all learners

AMERICAN QUALITY SCHOOLS, Chicago, Illinois

Literacy Director (June 2010-June 2011)

- Articulated network literacy curriculum goals for teachers, administrators, students and families
- Observed and coached Kindergarten-Eighth grade teachers in seven Chicago schools
- Mentored new and experienced teachers regarding best instructional practices in reading and writing
- Encouraged teachers to reflect upon instruction and explore evidence-based methods
- Provided support and training for under-performing teachers through modeling, conferencing and the use of video
- Acknowledged and celebrated teachers strengths as teachers of literacy
- Facilitated professional development in reading and literacy to strengthen teacher capacity
- Fostered opportunities for collaborative dialogue among teachers to raise the level of teaching and learning in charter schools
- Coordinated and supported the implementation of Lucy Calkins *Units of Study for Teaching Writing* across network
- Designed district curricular plans using Collaborative Learning's Curriculum Mapper and Instructional Planner
- Planned and targeted instruction based on normative, formative and standardized assessments

PASSAGES CHARTER SCHOOL, Chicago, Illinois

Team Leader grades Pre-Kindergarten-Sixth grade (June 2009-June 2010)

- Mentored and coached fifteen teachers through modeling instruction, curricular planning and assessment preparation

- Built school-wide philosophy of balanced literacy through ongoing research and professional training from Fountas and Pinnell
- Developed and implemented school vision and mission statement including the integration of a student-friendly vision
- Collaborated daily with teachers, team leaders and school Director to maintain a shared educational purpose
- Supported teachers through weekly professional development, gathering resources, grant writing and curricular planning
- Led Bilingual/EL team, including facilitation and implementation of professional development in EL strategies
- Directed and oversaw Chicago Public Schools Community Partnership Pre-Kindergarten classroom
- Developed and implemented a process of administering common formative, summative and standardized student assessments
- Planned, modeled and co-taught various unites of study in reading, writing and enrichment classes
- Evaluated teachers formally and informally using an instructional framework and individual teacher goals
- Planned curricular field trips and assemblies
- Mediated conflicts through a culturally responsive and restorative process
- Actively contributed to Curriculum and Instruction committee particularly through planning and implementation digital curriculum
- Positively inspired teachers and staff members through demonstration of professionalism and a commitment to education

CHICAGO INTERNATIONAL CHARTER SCHOOL—BUCKTOWN, Chicago, Illinois
First and Second grade looping teacher (February 2003-June 2009)

- Created a balanced literacy classroom to enable foundational development of literacy for all students
- Annually achieved goal of over ninety-percent of students performing at or above grade level in core subjects on NWEA
- Differentiated instruction to meet the needs of all learners though adaptive grouping and delivery mode of instruction
- Conceptualized, created and supervised unique and specific student-centered learning stations
- Mentored and coached teachers within the primary grades
- Advocated for and awarded over $8,000 for classroom resources through small grant writing
- Facilitated and led teacher study groups on Lucy Calkins' Units of Study and Debbie Diller's philosophy of Literacy Work Stations
- Collaborated with grade and curricular team members and leaders to create assessments, lessons and units
- Assessed student performance using both formative and summative metrics to guide instruction
- Fostered student growth both academically and social-emotionally through common respect and student-learned independence
- Increased Autism awareness within classroom from frequent professional development and a support coach
- Founded chapter and led *Girls on the Run* promoting self-esteem and self-awareness through fitness and community involvement

LEADERSHIP & LEARNING PROFICIENCY

- Curriculum Mapping
- *Understanding by Design* by McTighe & Wiggins
- *Units of Study for Teaching Writing* by Lucy Calkins
- Collaborative Learning's *Curriculum Mapper & Instructional Planner*
- *Google Apps for Education*
- Running Records
- *Lessons That Change Writers* by Nancie Atwell
- *The Continuum of Literacy Learning* by Fountas and Pinnell
- *Benchmark Assessment System* by Fountas and Pinnell
- *Guided Reading* and *Text Gradient* by Fountas and Pinnell
- *Interactive Read-Aloud* by Linda Hoyt
- Debbie Diller's *Literacy Work Stations*
- *Everyday Mathematics*
- Harvey's Daniels' philosophies of *Literature Circles*
- Michael Heggerty's Phonemic Awareness curriculum
- *Thinking Maps* and *Write from the Beginning and Beyond*
- Rosetta Stone's *Lexia Core5*
- *ST Math*
- *Think Through Math*
- The *Paideia* method
- The *SIOP* Model for EL
- *Reading Assistant* and *Fast ForWord* by Scientific Learning
- *Words Their Way* and *Vocabulary Their Way*
- *Opening the World of Learning (OWL)* for Pre-K
- *ThinkCERCA*
- NWEA Map

CHICAGO FOUNDATION FOR EDUCATION, Chicago, Illinois
Study Group Grant Coach, Primary grade teachers (June 2006-December 2009)

- Coached district teachers through the implementation, management and assessment of data-informed learning centers
- Collaborated with teachers to promote differentiation of instruction through engaging and relative learning centers

EDUCATION

CONCORDIA, Chicago, Illinois (June 2011- June 2013)
Master of Education in Educational Leadership
DEPAUL UNIVERSITY, Chicago, Illinois (March 2003-November 2008)
Master of Education in Literacy -Bilingual/Bicultural Education Master's research in Literacy Acquisition
MIAMI UNIVERSITY, Oxford, Ohio (August 1998-August 2002)
Bachelor of Science in Early Childhood Education

CREDENTIALS

State of Illinois Professional Educator License

AMANDA RYCHEL

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ABOUT

I am a lifelong learner and my passion in education is rooted in voice and choice for all stakeholders through the lens of equity. I seek continuous improvement and growth for myself and the communities I serve. My entry point to school innovation is through understanding the community and it's context. I believe that authentic school transformation will occur through the intersection of varied industries and perspectives. As an educator, artist and instructional designer, I believe that art and culture can catalyze community growth.

EXPERIENCE, EDUCATION & CERTIFICATION

CONCORDIA UNIVERSITY
CHICAGO, IL 2012
M.Ed Education Leadership

DEPAUL UNIVERSITY
CHICAGO, IL 2008
M.Ed Special Education

MOUNT UNION UNIVERSITY
ALLIANCE, OH 2005
BA Early Childhood Education

ILLINOIS EARLY CHILDHOOD
Type 3

ILLINOIS LEARNING BEHAVIOR SPECIALIST
Type 10

ILLINOIS ADMINISTRATIVE
Type 75

EXECUTIVE DIRECTOR OF STRATEGY DISTINCTIVE SCHOOLS
2016-PRESENT

- Lead exploration and execution of future growth opportunities within the network
- Research, prep and execute applications and partnerships with new or redesign school applications
- Lead grant research, writing, and submissions
- Source, project manage, vet and write grants with the team
- Build relationships with state and local agencies, organizations, philanthropic communities for funding
- Planning, execution and relationships for new school facilities
- Research, prep and execute events and meetings with new partners, board etc
- Lead vision, strategy and execution of school restart and launch activities
- Support external communications planning and strategy

CHIEF OF STAFF DISTINCTIVE SCHOOLS
2014-2016

- Lead of strategic planning and accountability resulting in over 150% student growth in math and reading
- Design and implementation of school growth and start-up activities
- Planning, Creation and coordination of all Distinctive Schools web and digital content
- Accelerate student achievement through coordinating the work of the operations, finance and academic team through the lens of instruction and accountability
- Lead solution seeker and decision maker when mid-course correction is needed
- Solve and support daily ongoing challenges and needs on a daily basis for all stakeholders
- Manage, organize and curate all organization documents and digital collateral
- Create, Plan and execute all staff and community events

DIRECTOR OF INSTRUCTIONAL DESIGN DISTINCTIVE SCHOOLS
2013-2014

- Specialized in leveraging time, talent and technology to drive student learning
- Designed and Supported pockets of innovation at each of 5 campuses to determine growth and next steps of technology implementation and blended learning in classrooms
- Development and Implementation lead of 1:1 and blending learning devices, programs and rostering
- Supervised accountability for fidelity of implementation of programming for MTSS model
- Vet and Research potential partner organizations to support our theory of action as Project Manager
- Design and execution of professional development to expand knowledge of Next Gen Learning to advise and influence campus programming

SCHOOL RESTART PRINCIPAL DISTINCTIVE SCHOOLS
2012-2013

- Developed and implemented policies, programs, curriculum, schedules, and budgets for K-6 school startup and turnaround effort
- Created and implemented Social and Emotional programming
- Developed and implemented coaching and professional development for all staff members to build teacher practice
- Evaluated student progress of instructional programming through self created data dashboards
- Developed new school model and building plans for opening of new campus
- Developed new school learning lab tech model to personalize instruction
- Developed and built relationships with families to create community
- Developed and executed marketing plan to recruit over 220+ new students
- Developed and implemented 1:1 program in middle grades and new technology programs in pilot classrooms

SPECIAL EDUCATION TEACHER CICS WEST BELDEN CAMPUS
2006-2012

- Special Education Resource Teacher grades K-6 and Inclusion Teacher grades K-8
- Developed and implemented Response to Intervention (RTI) and assessment model across K-8
- Developed, wrote and executed Individual Education Plans and case management for 50+ students
- Chicago Teacher Advancement Program (TAP) classroom teacher

DISTINCTIVE SCHOOLS

APPENDIX B: TEACHING & LEARNING MODEL

DISTINCTIVE SCHOOLS
Teaching & Learning Model

OVERVIEW

Distinctive Schools is committed to closing the opportunity gap and positioning students for success in college, career, and life. As early adopters of the national movement towards personalized learning, DS creates learning environments that honor each individual and nurture the whole child through community meetings to start the day, opportunities for voice and choice, personalized learning plans for each learner, deep independent, small-group, and whole class learning opportunities, and ending each day with a closing circle reflection. Identity affirming practices and developing a sense of belonging for students, families, and staff are woven into the academic and social-emotional learning. These practices support students in developing a strong agency, sense of self, and deep understanding how they learn and work best in order to master grade level standards. The DS model has resulted in students that exceed national norms on both growth and attainment targets annually. One unique aspect of the DS model is that it combines fixed network elements such as core beliefs, best practices, structures, tools, and shared goals with local context to personalize and adapt to local needs and challenges of each community and region.

Key components of the Distinctive Schools education model include:

- Explicit Social Emotional Learning (SEL) opportunities, supports, strategies, and instruction are integrated into the child's academic day to promote wellness, understand and manage emotions, develop and maintain relationships, and make decisions and solve problems.

- Balance of independent, small-group, and whole-class learning opportunities to support the unique needs of each learner and community.

- Leverage digital tools to amplify the learning experience for each child and personalize instruction. Digital tools combined with high-quality instruction to promote a blended learning experience.

- Access to grade-level assignments and standards, deep learning opportunities, and high-quality tools and materials.

- Emphasis on identity affirming and culturally relevant pedagogy and practices to support students in developing a sense of self, belonging, and identity.

- Dedicated time for data analysis, conversations, and design instructional and behavioral responses and supports.

- Time for instructional coaching, professional development, and opportunities for feedback and reflection.

- Academic Innovation Cycle honors network elements and core beliefs and promotes innovative practices, design thinking, stakeholder voice, and opportunities for feedback and refinement.

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MISSION, VISION, VALUES

The mission of Distinctive Schools, an educational practice leader committed to social justice and the elevation of access and achievement in underserved communities, is to support each child in becoming an engaged and curious learner, a confident self-advocate, and a creative problem-solver by setting high expectations and nurturing a positive culture that honors diversity, collaboration, and optimism.

We will innovate, trailblaze and collaboratively lead a public education transformation that positively impacts the greater education community and ensures that each and every one of our Distinctive Schools students thrive in college, career and life.

Culture: We value and protect our positive, high-energy culture built on optimism, meaningful relationships, transparency, and mutual accountability as we collaboratively serve our school communities.
Innovation: We imagine and incubate new ideas and actively encourage risk-taking, inquiry, entrepreneurial thinking, and learner-agency.
Wellness: We nurture and strengthen the social, emotional, and physical well-being of each member of our school community and intentionally develop habits of success.
Social Justice: We prioritize and engage in the work of equity and access and boldly promote and protect the rights of others.

COMMITMENTS

- We recruit, retain, and support a diverse talent pool that is representative of our school community.
- We foster safe, joyful learning places for professional and academic risk-taking.
- We build strong home-school-community connections to support our children.
- We honor and actively seek voice and input from all stakeholders in our Distinctive Schools community.
- We provide a coherent continuum of supports responsive to the needs of all learners.
- We ensure alignment between and among network and campus initiatives and efforts.
- We communicate intentionally about our efforts and ensure transparency in our work.
- We inform policy decisions at the local, state, and federal levels.
- We share our collective learning with others to ensure improved education for all.
- We support initiatives and changes with high-quality professional development.

ASSURANCES

- We provide safe, supportive learning and working environments.
- The scope of our programming attends to the whole child (social, emotional, physical, academic).
- We use a variety of measures to consistently assess our progress toward the achievement of our strategic objectives.
- No program, service, or resource will be retained unless it makes optimal contribution to our mission and the benefits continue to justify costs.
- We practice fiscal responsibility.
- School plans align with the Distinctive Schools Strategic Plan.
- We set personalized rigorous NWEA MAP targets based on student status with campus aggregate growth of 125-135% of typical growth, Spring to Spring.

STRATEGIC PLAN

Distinctive Schools engaged in a comprehensive strategic planning process in 2017-18 to guide its work and to position for successful scaling and growth. A diverse stakeholder group contributed to the development of the plan, which frames the work and ensures that all members of the DS team are pointing in the same direction as it innovates and incubates creative ideas for a reimagined public school experience. The core objectives and strategies guide planning, development, and collective efforts to achieve specific results and to reach the DS mission and vision for the future. The strategic plan has strengthened the organization's identity and provides the guidance and direction that allows for campus autonomy, innovation, and trailblazing. All Campus Growth Plans are aligned to the Distinctive Schools Strategic Plan, and school-based efforts, which reflect their local contexts, complement and enhance the work of the network. The Strategic Plan is updated on a quarterly basis and accomplishments are recorded for each Specific Result and Action Plan.

OBJECTIVES

1. Every child will be equipped to thrive in college, career, and life and will be able to adapt and succeed in new and unknown contexts.

2. Our school community will cultivate, practice and celebrate our values through teamwork and interpersonal relationships to build the kind of enriching community it wants to benefit from and support.

STRATEGIES

1. Learner Agency & Social Emotional Learning
Foster healthy, well-rounded, and successful global citizens by developing students' habits of success and learner agency.
1. A comprehensive Distinctive Schools Social-Emotional Learning Framework guides classroom practices and strategies to support student development and learning.
2. Staff members proactively use classroom management strategies and effective practices to support students' self regulation and problem solving.
3. Decisions are made through the lens of restorative justice.
4. A strong sense of belonging is developed and nurtured through meaningful community time and authentic relationships.
5. Students utilize a variety of tools and strategies to problem-solve and persevere through challenges.
6. Students are empowered to self-advocate and respectfully convey their unique perspectives and beliefs.

2. Student-Centered Design (Personalized Learning)

Center learning around students to ensure that each learner is accessing rigorous and developmentally appropriate learning opportunities in culturally, linguistically, and emotionally responsive classrooms.

1. A comprehensive Distinctive Schools System of Supports guides student-centered teaching, learning, and assessment. (e.g. the right content, time, place, supports, and mode of instruction)
2. Educators have a deep, ever-evolving understanding of the student-centered best practices.
3. Learning environments are designed to promote and celebrate inclusivity.
4. Students are partners and co-designers of their learning.
5. Co-teaching leverages the strengths of highly qualified educators to create the most optimal learning environment.
6. High quality goals drive rich, meaningful learning for students, and strategies, accommodations/modifications, and interventions are in place to ensure that goals are met.
7. Educators understand the nuances of culture and are equipped to build inclusive classrooms and respectfully navigate differences.
8. Educators utilize effective instructional practices, strategies, and supports to promote students' language acquisition.
9. Schools, educators, and students are supported in their transformation efforts to enhance the learning experience.

3. Rigor & Relevance (Deeper Learning)

Design deep, relevant learning experiences that empower students and develop their skills, understandings, mindsets, and identities.

1. A comprehensive Distinctive Schools Curricular & Teaching Frameworks define students' core competencies and guide teaching and learning across content areas.
2. Educators have strong content knowledge, understand the principles of deeper learning, and are equipped to purposefully plan, instruct, assess, and provide feedback.
3. A Distinctive Schools Instructional Coaching System supports teacher growth and student achievement (growth & attainment) through meaningful partnerships, feedback, and professional dialog.
4. High-quality instructional materials, resources, tools, opportunities, and partnerships support the learning process for students and teachers.
5. Multiple measures and data sets are used to monitor student progress, establish rigorous learning goals, and inform instruction.

4. Identity & Sustainability

Ensure strong organizational identity and sustainability through systems, structures, and best practices.

1. All staff members have ready access to user friendly resources that provide essential information and guidance.
2. Clearly articulated and similarly navigated processes exist among all departments and schools within the organization.
3. Highly talented, industry-best talent is recruited and retained.
4. Thoughtfully developed brand identity is evident throughout the organization, aligns with Distinctive culture, and is readily accessible to all staff.

5. Culture
Cultivate a healthy working and learning environment which fosters positive culture, collaboration, inclusion, and continuous improvement.

1. Multiple measures are used to monitor the organization's well-being and inform improvement planning.
2. Members of the organization have opportunities for rich, personalized professional development and growth activities.
3. Staff members, at every level of our organization, are engaged and empowered through storytelling.
4. The value of diversity, equity, and inclusion is authentically interwoven throughout our organization.

6. Partnerships
Elevate our collective commitments and resources by building, nurturing, and protecting partnerships.

1. Partnerships augment initiatives and are aligned to the values and commitments of our organization.
2. Partners serve as DS ambassadors and genuinely feel they contribute to our organization's mission and work.
3. Schools leverage the strengths of their families and communities to foster strong home-school-community partnerships.

CURRICULUM OVERVIEW

Distinctive Schools curriculum, resources, and instructional practices are key to supporting the network mission of success in school, career, and in life. All DS learning resources work in tandem with instructional staff to support students in mastering grade-level state standards, close skill gaps, and support students in achieving success in school, career, and in life.

Humanities

- Benchmark Advance is a comprehensive English Language Arts focusing on foundational phonics skills, reading, writing, and word study are integrated to create a balanced literacy model using a workshop approach. Students read closely, annotate text, support thinking with evidence, and discuss their thinking and analysis with peers within independent, guided, and collaborative learning opportunities. Social studies content is integrated into the curriculum. Weekly, unit, and interim assessments provide multiple opportunities to demonstrate mastery and provide personalized instruction. Benchmark Adelante is used to provide native language support for English Learners as they gain proficiency in English. Benchmark Advance is used in K-5 at CICS Bucktown, CICS Irving Park, CICS Prairie, CICS West Belden, DCP-Harper Woods and DCP-Redford.

- Wonders, a comprehensive literacy program, provides daily opportunities for foundational skills, accessing complex texts and writing to sources within a workshop model. Weekly and unit assessments provide multiple opportunities to demonstrate mastery and provide personalized instruction. Wonders is used at Plymouth Educational Center in K-6.

- Lexia Core5, a digital literacy tool, provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources for individual or small-group instruction. Lexia Core5 is used at CICS Bucktown, CICS Irving Park, CICS Prairie, CICS West Belden, DCP-Harper Woods, DCP-Redford, and Plymouth Educational Center in grades K- 5.

- Imagine Learning Language & Literacy, a digital literacy tool, provides explicit, targeted instruction on critical language and literacy concepts such as reading, comprehension, listening, vocabulary, academic language, grammar, phonological awareness, phonics, and fluency within an individualized learning path that adjusts to student needs. Native language support is used strategically to support students in gaining proficiency in English. Imagine Learning Language & Literacy is used at CICS Irving Park, CICS Prairie, and CICS West Belden.

- Open-Source Michigan Social Studies Curricular units developed by Oakland Schools and Michigan Association of Intermediate School Administrators integrates content literacy (reading like a historian, etc), inquiry, and social studies processes and skills. Units provides students with a year-long study of history, geography, economics, civics and government, and civic participation. Open source curriculum maps are used at Plymouth Educational Center in 6-8.

- Summit Learning program is an online curriculum platform that enables middle school students to learn content at a personalized pace, complete meaningful learning projects, track progress towards

goals, and reflect on learning through academic mentoring. Teachers utilize the platform to customize instruction according to student needs and interests. The Summit Learning Cognitive Skills Rubric is an assessment and instruction tool that outlines the continuum of 36 interdisciplinary, higher-order thinking skills necessary for college and career readiness. Summit Learning is used at CICS Bucktown, CICS Irving Park, CICS Prairie (6-8), CICS West Belden, and Art in Motion (7-8) in grades 5-8.

- EngageNY English(Expeditionary Learning) combines novels, short stories, and various resources to support mastery towards grade-level reading, writing, listening, speaking, and language standards within whole group, small group, and individual instruction. EngageNY English is used at Plymouth Educational Center in grades 7-8.

Science & Mathematics

- EngageNY (Great Minds, Eureka) is a standards aligned math resource that articulates modules of study through a rigorous, differentiated and targeted approach to ensure every domain of the Common Core Learning Standards for Math are addressed in a year-long scope and sequence. Mathematical Practice Standards are interwoven to enrich and deepen student learning. EngageNY (Eureka) is used at CICS Bucktown, CICS Irving Park, CICS Prairie, CICS West Belden, DCP-Harper Woods, and DCP-Redford in grades K-4/5 and Plymouth Educational Center in K- 8.

- STMath provides a game-based instructional math methodology that is engaging, visual, and personalized. It is aligned to Common Core Learning Standards and based on applied neuroscience research. The scope and sequence of the program is aligned to EngageNY modules to support rich conceptual understanding. EngageNY (Eureka) is used at CICS Bucktown, CICS Irving Park, CICS Prairie, CICS West Belden, DCP-Harper Woods, DCP-Redford, and Plymouth Educational Center in grades K-5.

- Box Cars & One-eyed Jacks are math manipulatives and games to help students develop a strong conceptual understanding of mathematics and to strengthen their process skills aligned to the Standards of Mathematical Practice. Box Cars & One-Eyed Jacks is used at CICS Bucktown, CICS Irving Park, CICS Prairie, CICS West Belden, DCP-Harper Woods, and DCP-Redford in K-6.

- Mystery Science is an inquiry-based, online resource aligned to the Next Generation Science Standards. Each lesson begins by asking a question and uses children's natural curiosity to help them develop a plan to systematically investigate and collect evidence and guides them to develop an independent conclusion. Mystery Science is used at CICS Bucktown, CICS Irving Park, CICS Prairie, CICS West Belden, DCP-Harper Woods, DCP-Redford, and Plymouth Educational Center in grades K- 5.

- Summit Learning Program is an online curriculum platform that enables middle school students to learn content at a personalized pace, complete meaningful learning projects, track progress towards goals, and reflect on learning through academic mentoring. Teachers utilize the platform to customize instruction according to student needs and interests. The Summit Learning Cognitive Skills Rubric is an assessment and instruction tool that outlines the continuum of 36 interdisciplinary, higher-order thinking skills necessary for college and career readiness. Summit Learning is used at CICS Bucktown, CICS Irving Park, CICS Prairie (6-8), CICS West Belden, and Art in Motion (7-8) in grades 5-8.

Multi-Disciplinary Tools

- Thinking Maps are a Language for Learning across all contexts and content areas. They are visual patterns connected to eight specific thought processes. In visualizing thinking, teachers and students create concrete images in maps of their abstract thoughts. These patterns and maps help students creatively and critically think. Write From the Beginning and Beyond builds on Thinking Maps to integrate effective writing across all content areas. Thinking Maps are used at all DS campuses.

DS LEARNING MODEL

DS believes that education is most effective when it incorporates the needs of the whole child and values the integration of social, emotional, and academic learning. Strong content knowledge, best practices, high-quality tools are combined with a deep commitment in strong student-to-student, student-to-teacher, and home-school relationships. The DS Learning Model includes three core lenses: Student-Centered Personalized Learning (PL); Social Emotional Learning; and Rigor and Relevance.
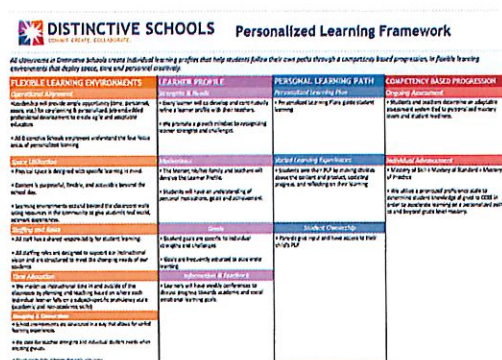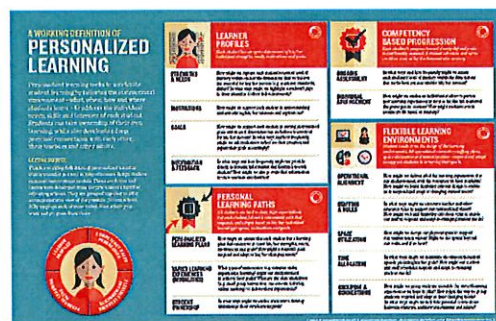
STUDENT-CENTERED PERSONALIZED LEARNING

Distinctive Schools students are active partners in their education, and teachers strive to design learning experiences that provide students with the right content, at the right time, in the right place, using the right mode of instruction. Students are encouraged and expected to own their learning with opportunities for voice and choice, goal setting, monitoring progress, and creating personalized learning paths. Students learn strategies and structures that promote independence, reflection, and promote learner agency.

Student-centered personalized learning promotes pleasantly frustrating learning, and through practice, persistence, and the effective and creative use of available resources resulting in students developing a growth mindset and academic identity over time. Social-emotional learning structures such as explicit lessons, community gatherings, and self-directed learning provides opportunities for students to learn and apply strategies and navigate the challenges of rigorous learning.

The 2011 Distinctive Schools model was born out of an existing and ever developing research base and continues to evolve each year. As the organization launched into the world PL, the team focused on the Gates Foundation's Working Definition of Personalized Learning as its base, Distinctive Schools developed a personalized learning framework to guide the work and identified an implementation continuum of practices. Each component Distinctive Schools Personalized Learning Framework is clearly defined, and one can visualize how personalized learning evolves from novice to expert implementation. This approach is strengths-based and complemented the DS Teaching Framework and instructional coaching growth model.

Personalized learning promotes student-centered opportunities that promote students owning the cognitive lift and developing agency and a strong identity. Four core PL practices can be seen in DS classrooms: Learner Profiles, Personalized Learning Paths, Flexible Learning Environments, and Competency-Based Progressions.

Learner Profiles

The learner profile is an essential component of personalized learning because it strengthens the relationship between student and teacher. It serves as a two-way communication tool as well as a vehicle for students to convey and advocate for their learning needs and preferences. Learner profiles capture important information about each learner beyond test scores and achievement levels and convey personal stories, attributes, strengths, and growth areas to guide planning and instruction. Students are engaged in the development of a learner profile and strengthen their self-awareness and their ability to engage in metacognition and reflection. Learner profiles also contribute to the building of meaningful relationships within the class, which in turn, strengthens the learning community and sense of belonging among students. In a healthy learning community, a culture of trust and openness is established, and learners are better able to take risks, overcome challenges, and develop a strong sense of academic and social identity.

Personalized Learning Paths

Building on the relationship that is developed between the learner and the teacher through the learner profile, teachers and students co-create/co-inform customized learning plans that accommodate each learner's specific goals and motivations. Personalized Learning Paths (PLP) are plans that adapt to learner needs and outline clear next steps/goals and practice opportunities to support individual growth. Digital tools are a key component to the PLP. Lexia Core5, Imagine Learning, and ST Math are tools provide students with individualized learning path that adjusts to student needs based on a core assessments. Each learner is provided digital and teacher-led lessons to support their individual goals and explicit skills to master.

Flexible Learning Environments

With student needs as the primary driver of the learning environment design, all operations in a flexible learning environment adapt and flex based on what the students need to achieve their goals. Distinctive Schools teams were able to successfully reimagine their learning environments to support a successful personalized learning environment with creativity, ingenuity, and Next Generation Learning Collaborative (NGLC) Breakthrough Schools funding.

The physical space was altered to open classrooms for more centers-based instruction and free-flowing movement between learning spaces for both students and teachers and a variety of seating options and working spaces depending on the learning tasks at hand and personal preference. Traditional schedules were adapted to create longer instructional blocks and to protect common plan time for instructional teams. Innovative staffing models were created to increase collaboration and promote co-teaching models to more effectively offer real-time personalization and support to more students. Cross-grade collaboration and teaching allowed more teachers and content area experts to provide highly personalized support and instruction based on short-cycle assessment data. In combination, these elements of flexible learning allowed Distinctive Schools educators more opportunities to personalize learning for their students.

Competency Based Progression

To ensure that students learn and grow toward well-defined targets and goals, students are continually assessed and learning is monitored to ensure that students advance toward new targets and goals as soon as they are ready. Competency-based progressions are integrated into the PLP. Teachers design specific lessons, practice opportunities, and skills that are just right. Deeper learning occurs as students move through their learning plans at a flexible pace, with a choice in how they learn, and with culminating assessment. Digital tools and programs such as Lexia Core5, Imagine Learning, and ST Math design a personalized, competency-based progression for each student.

Each year, a diverse group of stakeholders from the Distinctive Schools practitioner community, representing a wide spectrum of roles, content areas, and grade level expertise, comes together as a Personalized Learning Expanded Design Team (PL EDT) to review, revise, and recommit to the Distinctive Schools Personalized Learning Framework and Implementation Continuum. The PL EDT members incorporate the new knowledge they have gained from the current literature, research, and individual or collective experiences to refine the DS PL Framework. DS partners with LEAP Innovations and Next Generation Learning Challenges (NGLC) for feedback, learning experiences, and partnership throughout the implementation of personalized learning. Over the next five years, the understanding of student-centered personalized learning has evolved with the cognitive science, learning science, and student-centered design research.

The PL EDT determined that strategies and the learner experience was missing from the DS Framework and leaned on LEAP Innovations for support. The LEAP Learning Framework™ (LLF) which is designed around key questions: What does personalized learning look like in terms of teacher practice? And what is the student experience? What strategies support student and teacher practices in PL? The LLF incorporated all elements of the DS PL Framework plus strategies and focuses deeply on the learner. In the spring of 2019, the PL EDT moved to adopt the LLF as the core tool to support personalized learning.

The LLF is divided into four key elements:

- **Learner Connected:** Learning transcends location in relevant and valued ways, connected to families, educators, communities, and networks.

- **Learner Focused:** Empowers learners to understand their needs, strengths, interests and approaches to learning.

- **Learner Demonstrated:** Enables learners to progress at their own pace based on demonstrated mastery.

- **Learner Led:** Entrust learners to take ownership of their learning.

DS is proud of the student-centered personalized learning practices and mindsets that are incorporated into each DS classroom on a daily basis. The LLF provides DS an opportunity to strengthen PL practices and partner with schools and networks to improve practices and collaborate.
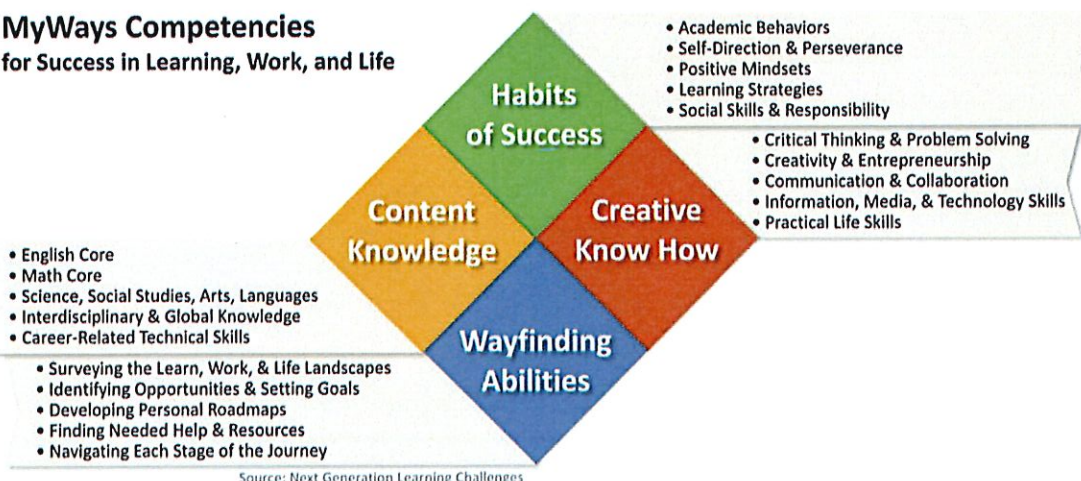
SOCIAL EMOTIONAL LEARNING

Distinctive Schools believes that strong academic instruction and learning happens best when the academic, social, and emotional needs of the whole child are addressed and met. Explicit instruction and the development of self-awareness, self-regulation, collaborative relationships and responsible decision-making skills are explicitly taught and practiced. This supports the DS mission to foster healthy, well-rounded and successful global citizens.

NGLC is a critical partner to DS and helped support educators to navigate the challenges of preparing students for an unknown future, with unknown and rapidly changing demands and circumstances, The NGLC MyWays Framework distilled research and sparked ideas for educational change that honors and nurtures the whole child. The MyWays Framework bridges personalized learning and social-emotional learning.

MyWays Competencies
for Success in Learning, Work, and Life

Habits of Success
- Academic Behaviors
- Self-Direction & Perseverance
- Positive Mindsets
- Learning Strategies
- Social Skills & Responsibility

Creative Know How
- Critical Thinking & Problem Solving
- Creativity & Entrepreneurship
- Communication & Collaboration
- Information, Media, & Technology Skills
- Practical Life Skills

Content Knowledge
- English Core
- Math Core
- Science, Social Studies, Arts, Languages
- Interdisciplinary & Global Knowledge
- Career-Related Technical Skills

Wayfinding Abilities
- Surveying the Learn, Work, & Life Landscapes
- Identifying Opportunities & Setting Goals
- Developing Personal Roadmaps
- Finding Needed Help & Resources
- Navigating Each Stage of the Journey

Source: Next Generation Learning Challenges

Inclusive of the tenets of the MyWays Framework, Distinctive Schools developed its own Social Emotional Learning Framework to guide its work alongside the Personalized Learning Framework to support the whole child.

The Distinctive Schools SEL Framework provides educators with a quality foundation to establish students' overall self-awareness, self-regulation, collaborative relationships, and responsible decision-making. Explicit guidance on student, classroom and school-wide supports promote the students' development of the following core competencies (as defined by the MyWays Habits of Success): academic behaviors, self-direction and perseverance, positive mindsets, learning strategies, and social skills and responsibilities. Social Emotional Learning in Distinctive Schools is addressed through four core areas: Community; Social Justice; Mindsets; and Culture.

Community

Students must first feel a strong sense of community and belonging, which is vital to students' sense of self, mental health, and overall well being, in order to be ready to learn. At Distinctive Schools, shared community time is a protected time within the school day and a foundational structure that helps teachers develop and nurture a strong sense of belonging in the classroom. This dedicated time is used to introduce, practice, and

develop strategies and supports that are embedded throughout the day to support students in their learning. Distinctive staff use this time to use Turnaround for Children's Building Blocks for Learning framework to conceptualize needs and develop strategies to help students access, acquire and apply the academic content prioritized in classrooms. The strong sense of community and belonging also contributes to students' positive identities as learners and people. Students are part of a happy, healthy learning environment that is united in a shared and common vision and supportive of growth and learning for all.

At the student, classroom, and school levels, elements of community are nurtured to help students develop positive, meaningful relationships with peers and staff members. To strengthen the sense of belonging, Distinctive Schools uses student to student and staff mentoring. The mentoring relationships that are established between older and younger students provides benefits to both groups. Younger children benefit from the modeling and coaching that the older students provide in the area of social emotional learning. Older children benefit from being leaders and mentors to their younger peers and feel a sense of empowerment and generosity in serving others. Through authentic and student-created experiences, both younger and older children develop skills that naturally transfer into healthy attitudes and behaviors both inside and outside the classroom. Additionally, each middle school learner has a staff mentor that provides guidance and support in meeting deadlines, navigating challenges, project planning, study habits, and developing a strong academic identity. Mentors meet weekly for 10-15 minutes or as needed. This relationship provides 1:1 time for students and fosters a trusting relationship to support academic or social goals.

Social Justice

Distinctive Schools prioritizes and engages in the work of equity and access and boldly promotes and protects the rights of others. Students and staff embrace, study, and promote social justice and overtly advocate on behalf of those who are disadvantaged. The work of Distinctive Schools is to champion equity and access, particularly in the typically underserved areas of the country, because of the deep belief that all children deserve a valuable public education experience regardless of their zip code. Through its personalized learning model, students have a voice in their learning, and they are encouraged and expected to contribute to the overall learning environment in DS schools. Connected to social justice efforts is the commitment to provide identity affirming practices, pedagogy, and mindsets. Students develop a sense of self and understand how to navigate injustice and social challenges.

Distinctive Schools faculty members are invested in restorative justice practices. As adult learners of social justice, each faculty member acknowledges the alienation and othering that many students experience in their homes, neighborhoods, and peer groups, and take proactive measures to support inclusivity at school. Most recently, Distinctive Schools has invested in a series of restorative justice trainings for all staff members to establish restorative mindsets and build educator toolkits.

School, family, and community engagement in the holistic support of students is paramount. For this reason, Distinctive Schools actively collaborates and engages families, families, and community agencies to support and nurture the whole child and to address areas of student discouragement. In service of its students, Distinctive Schools has most recently partnered with the Juvenile Protection Agency of Chicago to offer

tailored professional development to school teams based on their local context. These trainings further develop the capacity of the Distinctive Schools staff to advocate for and protect the rights of students.

Mindset

Distinctive Schools instills a collaborative spirit and nurtures a positive, growth mindset in all the members of its learning community. Learning is honored, and individuals are encouraged to take risks and to stretch by experiencing mistakes and learning from them. Emphasis is placed on growth and perseverance. To support students in their personalized learning journey, teachers proactively utilize a well-stocked toolbox to embed a wide variety of social emotional learning strategies and interventions throughout the school day. Through consistent and interwoven exposure to these strategies and interventions, students develop, strengthen, and apply what they learn in academic, social, and personal contexts.

To assist students in their development of positive mindsets, particularly when faced with challenges, Distinctive Schools created a PRIDE Framework to convey the attributes of a Distinctive Schools learner: Problem-solving, Responsibility, Integrity, Drive, and Empathy. The Distinctive Schools PRIDE Framework was built off a more traditional Positive Behavioral Interventions and Supports (PBIS) model and is used to embed, social, emotional, and behavioral supports at the student, classroom, and school levels. Using the Distinctive Schools PRIDE Framework, social emotional learning competencies are woven into the school culture in order to support student growth and

P.R.I.D.E
- **P**roblem solving
- **R**esponsibility
- **I**ntegrity
- **D**rive
- **E**mpathy

development. The language of the PRIDE Framework is consistent and common across the entire Distinctive Schools network, and school teams highlight explicit SEL instruction through the letters of PRIDE (learner attributes). The PRIDE Framework provides supports and structures to help students manage their emotions and feelings. Whether faced with anger, stress, frustration, disillusionment, sadness, inattentiveness or any number of social challenges, students learn to use the PRIDE Framework as a tool to help them cope with life's difficulties in and beyond the classroom.
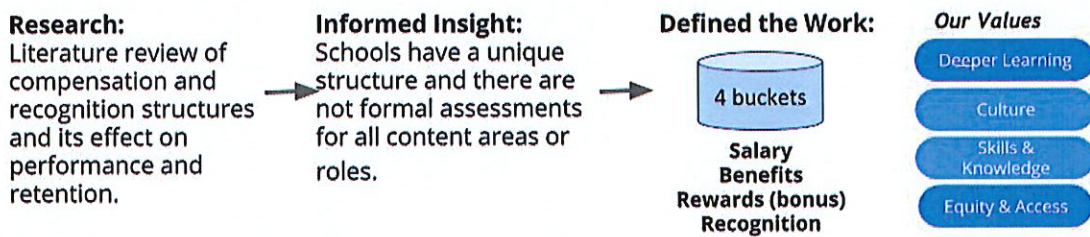
Culture

Distinctive Schools has achieved a healthy, positive, and joyful learning and working culture which fosters a real sense of community and belonging among members of the organization. Distinctive Schools aims to strengthen students' social, emotional, and cognitive capacity by explicitly developing students' self-regulation, teamwork, problem solving, responsibility, initiative, and empathy skills. Rich school-wide programs and events enhance the student experience, and robust school-family-community partnerships contribute to the development problem-solvers and critical thinkers of the future. A positive, school-wide behavior intervention and support system is in place at each DS campus to effectively convey shared values and common expectations. Distinctive School's positive culture and explicit emphasis on developing and nurturing the whole child contributes to students' learning and character development.

A positive and healthy working culture is a core value of DS. Great efforts are made to ensure that staff is well-taken care of and supported as well. The Culture and Retention Expanded Design Team (C&R EDT) is

comprised of representatives from each campus ensuring a wide range of perspectives and years of experience. The team provides feedback, critical insights, and advises on employee needs, future initiatives, and methods to maintain the positive culture. DS takes great pride in creating a healthy working environment. Teachers have daily collaboration opportunities to provide support in co-planning and data analysis. The phrase "by teachers, for teachers, with teachers," celebrates teacher voice in all processes and decision making. The C&R EDT were crucial in supporting retention and culture efforts: pay raises, increased paid-time-off for years of service, contribution to 401k, and extended family leave for the birth or adoption of children. Culture is measured through the use of the Upbeat survey two times per year and the 5Essential Survey each spring. Network and campus teams use data to identify key areas for improvement and to create action plans detailing next steps for improvement.

Research:
Literature review of compensation and recognition structures and its effect on performance and retention.

→

Informed Insight:
Schools have a unique structure and there are not formal assessments for all content areas or roles.

→

Defined the Work:
4 buckets

Salary
Benefits
Rewards (bonus)
Recognition

Our Values
Deeper Learning
Culture
Skills & Knowledge
Equity & Access

DISTINCTIVE SCHOOLS
CULTURE & RETENTION DESIGN TEAM

COMMUNITY SERVICE AGENCY PARTNERSHIPS

To strengthen the ability to support children, DS has cultivated strong partnerships with a variety of community agencies in each region. This year, DS have taken full advantage of a strong relationship with the Juvenile Protection Agency (JPA) of Chicago. JPA has partnered with Distinctive Schools to provide a number of tailored support services and trainings for Distinctive Schools' Chicago campuses. Each campus has been able to select and schedule three all-staff trainings on a wide variety of school-focused mental health issues. Additionally, many of the DS Chicago campuses participate in another JPA opportunity which provides a pragmatic Social Emotional Learning approach for kindergarten teachers aimed at equipping educators to work more effectively with young children, particularly those with no pre-school experience and those who exhibit challenging behaviors. The Distinctive Schools CICS Bucktown campus now hosts JPA's social work interns for onsite counseling services for students and families. DS is extending the benefits of the Chicago-based JPA partnership using a train the trainer model with other Distinctive Schools regions and will continue to foster strong partnerships with community service agencies in Michigan and Chicago.

DIVERSE LEARNING: ENGLISH LEARNERS

Distinctive Schools serves a diverse student population including English Learners wide range of language proficiency levels. Consistent with the DS strengths-based mindset and pedagogy, English Learners are referred to as students who are culturally and linguistically diverse (CLD). High expectations and rigorous goals to attain the highest possible levels of academic achievement and language proficiency are set for each CLD student. At DS, bilingualism and biliteracy are assets and are celebrated part of a child's identity and sense of self. Culturally responsive and identity affirming practices support student's academic and social-emotional growth. Native language is nurtured and used as a bridge to provide opportunities for all students to demonstrate proficiency in English. DS teachers and leaders leverage students' home languages, cultural assets, and prior knowledge. A home-school relationship is key for CLD students and families are engaged as participants, contributors and cultural liaisons to the school community through the school's Bilingual Advisory Committees.

A priority is that every teacher is prepared to teach academic language and challenging content to all students regardless of their language proficiency. All teachers must be skilled in how to support ELs as they demonstrate mastery of content knowledge while also progressing towards English proficiency. Robus professional learning and instructional coaching are key to supporting mindsets and instructional practices.

CLD students receive support from either an English as a Second Language (ESL) or Bilingual certified teacher, depending on the child's English language proficiency level. ESL and bilingual teams work alongside teachers in mainstream classrooms to support content and language goals. Students may receive further support outside the classroom in addition to personalized language instruction in blended classrooms based on English language proficiency levels. In order to effectively instruct English Learners, DS utilizes student centered learning approaches and scientifically-based research. Balanced literacy components are aligned with EL literacy instructional strategies as well as appropriate resources to ensure language development in all domains. Content areas also provide language acquisition instructional strategies to increase academic language and vocabulary development. All teachers provide linguistic support when assessing students' content knowledge.

DIVERSE LEARNING: SPECIAL EDUCATION

Distinctive Schools equitably engages all Diverse Learners in an accessible, rigorous, and developmentally appropriate curriculum which ignites curiosity and facilitates deeper learning regardless of disability or learning environment. DS recognizes and celebrates the diverse needs of students with a wide-range of disabilities. Diagnosed disabilities at DS schools include but are not limited to, specific learning disabilities, intellectual disabilities, autism, and speech and language impairment.

DS is committed to providing a strong inclusive model, where students with disabilities are provided instruction alongside their general education peers. On average, 80% of students with disabilities are in general education settings for the majority of the school day. The context within which instruction is delivered affects acquisition, retention, and generalization of skills, and evidence demonstrates that inclusive settings are more effective than self-contained classrooms (Causton-Theoharis, 2011).

In order to support this inclusive philosophy, Distinctive Schools has implemented a co-teaching model supported by robust professional development and ongoing instructional coaching. General education teachers and special education teachers sharing the responsibility for planning, instructing, and assessing all learners.

Distinctive Schools' inclusive service model provides all students access to high quality curriculum and instruction. Special educators set rigorous, attainable goals, and provide the necessary supports to ensure that each learner's unique needs are met. To support students in meeting their goals, appropriate accommodations and modifications are adhered to and scaffolded supports are implemented. Professional development and coaching are provided to support special education teachers with goal development.

The DS personalized learning model provides grade level, content, and special education teams able to make decisions based on the individual learner. DS implement a variety of service models to meet students' needs, which may include both "push-in" and "pull-out" supports. This strength-based approach to education provides a wide-range of options to ensure that students receive the appropriate supports they need to grow.

High Quality IEP Goals

Distinctive Schools ensures that each student with a disability is provided with high quality Individualized Education Plan (IEP) goals that meet the needs of each student. To strengthen the collective understanding of high quality IEP goals, DS plans to purchase GoalBook Toolkit subscriptions for Distinctive Schools special educators. The toolkit supports educators as they design impactful standards-based goals and instruction, and it provides them with research-based strategies and professional development. DS aim to develop a tool to measure the quality of IEP goals and commit to providing coaching and support toward continuous improvement.

Inclusive Classrooms

Distinctive Schools has a strong belief in inclusivity and will continue to build upon and strengthen that belief. On average, 80% of students with disabilities are removed for services for less than 20% of the day (LRE 1). As DS strives to strengthen inclusive practices, DS aims to increase that number. The Quality Indicator for Inclusive Practices will continue to guide DS to assess current practices, identify areas for improvement and development, and evaluate progress toward a goal of inclusive classrooms.

DISTINCTIVE SCHOOLS
Teaching & Learning Model

MULTI-TIERED SYSTEM OF SUPPORTS

Personalized learning promotes individualized supports and plans to support each child's growth but there are times that additional supports are needed. Our Multi-Tiered System of Supports (MTSS) is a systemic, prevention focused, and data-informed process that provides a continuum of academic and/or behavioral supports for individual student growth. Network MTSS practices provide consistent roles, practices, meeting structures, data analysis protocols, and tools for campus teams. The whole-child approach and strengths-based mindset are at the core of our MTSS. Campus problem solving teams are comprised of various perspectives and roles to ensure that the whole child is considered. Key roles are classroom teacher, CLD teacher, special ed teacher, psychologist, dean, social worker, and director/assistant director.

MTSS is rooted in a strong tier 1 experience, curriculum, and practices. DS is committed to data-based decision making across all tiers to ensure student growth and responsiveness to instruction and behavioral supports. Universal screeners, benchmarks, and curricular assessments are used to monitor student growth and the health of a classroom, grade level, campus, and network. Dashboard conversations occur at least five times per year and drive the work and allows DS to be agile and responsive to the needs of each school community. Dashboard meetings provide an opportunity for network and campus instructional leadership team (leaders, instructional coaches, CLD, special education, and dean) to engage deeply in meaningful conversations about student, staff, and school performance and seek to track multiple measures of progress. These meetings provide an opportunity for network and campus instructional leadership team (leaders, instructional coaches, CLD, special education, and dean) to review data and create action plans/responses as needed. Progress monitoring data is collected regularly to ensure responsiveness to supplemental instruction and supports. Data is routinely analyzed and used to plan next steps and responses to improve student growth. Grade level teams host Data & Design Meetings each week to review curricular, program, and behavior data and design next steps for instruction to support student mastery of grade level standards and close any skill gaps in learning. Tier 2 and 3 interventions, supports, and practices are utilized when the tier 1 curriculum, instruction, and personalization isn't enough. Detailed plans with clear learning goals and outcomes are created and progress is monitored over time. The school year is divided into five cycles to ensure that the interventions are in response to the latest data.

The MTSS Expanded Design Team (MTSS EDT) functions similarly to the PL and C&R EDTs. The team is comprised of representatives, teachers, campus leaders, and specialists. This team is responsible for creating the DS MTSS framework, structures, tools, and practices. The team meets on a quarterly basis and refines tools and processes based on feedback.

DISTINCTIVE SCHOOLS
Teaching & Learning Model

PERSONALIZED PROFESSIONAL LEARNING

Teaching Framework

Distinctive Schools believes that investing in and developing teachers' professional capacity is fundamental to improving student achievement and engagement. The Distinctive Schools Teaching Framework was co-created by teachers and network leaders and is based on the work of Charlotte Danielson and the Teacher Advancement Program (T.A.P.). The DS Teaching Framework defines best practices in instruction and learning environment. The framework includes eight instructional indicators, each of which is defined by a concrete set of descriptors that articulate a continuum of expertise ranging from Emerging to Distinctive.

In mirroring the work teachers do with students, DS uses a strengths-based approach to support teachers' professional growth. The framework is a tool for both teachers and leaders. While leaders use the framework for informal and formal observations and to guide conversations about instruction, teachers use the framework to identify both their professional strengths and needs and to identify their trajectory of professional growth as they continue to refine their practice. The teaching framework provides a common language for all members of the Distinctive Schools Instructional team and supports ongoing collaboration and reflection on best practice.

ASSESSMENT							
	Emerging (1)		Developing (2)		Effective (3)		Distinctive (4)
A	Student work neither aligns to the objective nor requires students to interpret information and think analytically.	A	Student work aligns to the objective but rarely require students to interpret information and think analytically.	A	Student work both aligns to the objective and usually requires students to interpret information and think analytically.	A	Student work aligns to the objective and consistently requires students to interpret information and think analytically.
B	Teacher does not use formative assessment results to drive instruction, identify differentiated student supports, or to determine student groupings.	B	Teacher uses the results of at least one formative assessment tool to drive instruction, but inconsistently uses these same results to identify differentiated students supports or student groupings.	B	Teacher consistently uses the results of multiple formative assessments (independent work, program data, etc.) to drive instruction, identify differentiated student supports, and to determine student groupings.	B	Students use formative assessments results to take ownership of their learning process by identifying and analyzing mistakes, seeking help from the teacher or a peer, and determining the support needed to achieve mastery.
C	Expectations and assessment criteria have not been determined in planning process and, as a result, are not clearly communicated to students.	C	Expectations and assessment criteria are determined in planning process, but are not clearly communicated to students.	C	Expectations and assessment criteria are clearly communicated for successful student performance. (i.e.- rubric, checklist, mastery)	C	Students self- or peer-evaluate using assessment criteria to reinforce, relearn, or extend the lesson objective.
D	Lesson does not include an assessment.	D	Lesson includes an assessment but teacher has no system for collecting assessment data, or only uses data to determine the grade rather than to inform future instruction.	D	Teacher has an efficient system for collecting and using lesson assessment data to inform future instruction (exit ticket, anecdotal notes, charts, portfolios, program data, etc.)	D	Teacher implements intentional system for using lesson assessment data immediately and creates differentiated assessments based on these results.

Collaborative Coaching Model

DS strengths-based professional growth model and commitment to teacher voice comes together to create a robust instructional coaching model. The Instructional Coach (IC) is an exemplary educator who, as a leader from within the classroom, plays a critical role in helping a school reach their student achievement goals. This person balances their schedule between two important roles: as a classroom teacher, they spend a significant portion of the day providing high-quality and rigorous instruction in a learner-centered environment; as an instructional coach, they serve as a model for their peers and devote time to developing individual teachers' professional practice in order to improve the quality of instruction and, equally important, to improve learning and achievement. Each coach is assigned a resident teacher who provides release time for coaches to provide a range of coaching support to colleagues.

The number of ICs at each campus is based upon student enrollment. The DS Instructional Coaching Model defines job responsibilities, expectations, and identifies processes for release time.

Distinctive Schools Instructional Coaching Model

-Coaching From Within Model Staffing Allocation - Classroom Assignment or Full-time Caseload with Release Time for Instructional Coaching				
Enrollment → Role ↓ FTE ↘	<250 AIM	251 - 500 CICS Prairie	501 - 674 CICS West Belden CICS Irving Park	>675 CICS Bucktown
DSES K-2nd IC	--- n/a ---	1.0	1.0	1.0
DSES 3rd - 4th IC	--- n/a ---	1.0 (3rd-5th)	1.0	1.0
DSMS (5-8) IC	1.0	1.0 (6th-8th)	1.0	1.0
Bilingual Pgm (CLD) IC	Caseload Dependent: Recommendation for 19-20 is 1.0 FTE for Campuses with state required Bilingual Programing for schools with (+20 ELs with same home language)			
Special Education IC	TBD	1.0 FTE	1.0 FTE	2.0 FTE
Mentors Teachers	2 (7-8 & Arts)	5 (K-2, 3-5, 6-8, Enrichment & SpEd)	6 (K-2, 3-4, 5-8, 5-8, Enrichment & SpEd)	7 (K-2, K-2, 3-4, 5-8, 5-8, Enrichment, & SpEd)
Resident based on university approval and placement	1.0 FTE	1.0 FTE (1 DSES, 1DSMS)	2.0 FTE (1 DSES, 1DSMS)	3.0 FTE (1 DSES, 2DSMS)
Enrollment → Role ↓ FTE ↘	<250 DCP Redford	251 - 500 DCP Harper Woods	501 - 674 PEC	
DSES K-2nd IC	1.0	1.0	TBD	
DSES 3rd - 5th IC	1.0	1.0	TBD	
Mentors Teachers	2 (K-2, 3-4)	2 (K-2, 3-5, Enrichment)	TBD	
Resident	1.0 FTE	1.0 - 2.0 FTE	TBD	

Collaborative Coaching Model

To directly support teachers in their development of best practice with regards to teaching and learning, instructional coaches at each campus lead job-embedded professional learning referred to as the Collaborative Coaching Model based on the work of Jim Knight. Teachers and coaches collaboratively identify points of practice from the DS Teaching Framework and engage in deep learning and professional development. The core of the DS Collaborative Coaching Model is relationships and communication. Trust is built over time between coaches and teachers and the teacher's voice, ideas, and preferences are valued. Teachers drive the coaching cycle and identify areas of growth from analysis of video or script of the lesson and collaboratively develop a goal. Next is the Learning phase where the coach and teacher determine the best tool, structure, strategy, or checklist to achieve the goal. The learning phase is unique to each learner; modeling may be used in one goal and a checklist may be used to support a different goal. Finally, the Improve phase is when the coach and teacher evaluate progress; in doing so, they may refine the current goal, create a new goal, or celebrate reaching the goal. The DS Collaborative Coaching model includes professional development, coaching, and opportunities for feedback for each coach. Weekly meetings are scheduled between each coach and the campus Assistant Director/Principal. These reflective meetings focus on discussing the coaching caseload by reviewing coaching log entries, problem solving around any current coaching obstacles, and identifying clear and immediate action steps. In addition, the campus Assistant Directors/Principals meet with the Director of Instructional Coaching on a monthly basis. This time is dedicated to supporting the Assistant Director/Principal in their work with the ICs. Finally,
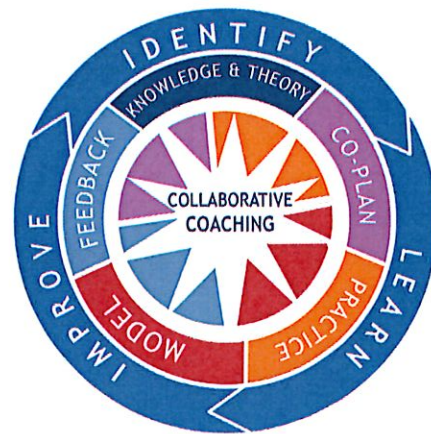
Coaching Academies are hosted throughout the year and provide time for ICs to collaborate, problem solve, and improve professional practices.

Professional Growth Plans
All Distinctive Schools teachers and leaders engage in a professional development inquiry project in an area of personal interest through the development of a Professional Growth Plan (PGP). Leaders and teachers choose a question, problem, or topic to deeply investigate and study throughout the year. The personal essential question must connects to the DS Strategic Plan for Leaders and the Campus Growth Plan for teachers. Throughout the year, leaders reflect on their learning, apply the new learning in their practice, and share their experiences, understandings, and new resources with colleagues referred to as a critical friend. Quarterly check-ins provide opportunities for reflection and to share progress and learning. The PGP concludes with a "Pay It Forward" experience and teachers and leaders sharing their learning experience and growth with colleagues. The PGP is motivating for staff and provides meaningful personalized learning that promotes continuous innovation and contribution to the positive transformation of the network and public education.

Leadership Development
A variety of meeting structures and professional learning opportunities to support the continuous development of and growth of the DS leaders.

Academic Planning
These monthly meetings are scheduled for the purpose of professional development and training to support the work of the Distinctive Schools Strategic Plan. Members of the Academic Team, Campus Directors, Campus Assistant Directors, and Coaches participate in Leadership Academies. Areas of study are determined based on the strategic needs of the organization.

Leadership Team Meetings
These monthly meetings are scheduled for the purpose of collaboration, solution-finding, data analysis, and strategic plan work. Meeting topics are determined based on the organizational needs of Distinctive Schools and . Time may be spent on team building, design-thinking, collaboration, data analysis, systems development, and problem-solving.

Leadership Retreats
Leadership retreats are scheduled two times throughout the year to build bring together the entire DS leadership team: Campus Leaders, Network Academic Team, Network Operations Team, and Regional Teams. Time is dedicated to move the work of the DS Strategic Plan, nurturing positive culture, celebrating accomplishments, building strong teams, systems-planning, strategic planning, design-thinking, and professional development. All members of the Academic, Operations and Technology Teams, Campus Directors, and Campus Assistant Directors participate in Leadership Retreats.

PERFORMANCE MEASUREMENT AND SYSTEMS OF IMPLEMENTATION

DATA SYSTEMS & PROCESSES

At Distinctive Schools, data is paramount to continuous growth and improvement. DS leaders, teachers, staff, and students review data and design responses and decisions based on the best evidence possible. Through personalized goal setting and rich data dashboard conversations, DS continually improves it's data-informed practice at the classroom, campus, and network level. The following structures are in place to support data analysis and response:

NETWORK DASHBOARD TEAM MEETING	
Organizational Layer: Network	**Frequency:** 5-6 times per year
Team: Academic Team, DSMS Lead, SEL Coach	**Facilitator:** Executive Director
Responsibilities: • Analyze all data network & campus data with an equity lens and mindset • Identify trends, patterns, celebrations and hot spots at all organizational levels (network, region, campus, grade, classroom) and student groups • Make data-informed decisions, action plans, adjustments, and responses for network, region, or campuses	

ACADEMIC PLANNING MEETINGS	
Organizational Layer: Network & Campus	**Frequency:** 3 times per year
Team: Director, Assistant Director Academic Team, DSMS Lead, SEL Coach	**Facilitator:** Executive Director
Responsibilities: • Analyze all data network & campus data with an equity lens and mindset • Identify trends, patterns, celebrations and hot spots at all organizational levels (network, region, campus, grade, classroom) and student groups • Make data-informed decisions, action plans, adjustments, and responses for network, region, or campuses	

ACADEMIC PLANNING MEETINGS - (CAMPUS DASHBOARD - Tier 1)	
Organizational Layer: Network & Campus	**Frequency:** 5-6 times per year
Team: Academic Team, Campus Director, Assistant Director, Instructional Coaches (Elementary, Middle School, CLD, Sp Ed), Psychologist, Dean, Lead Interventionist, and DSMS Lead	**Facilitator:** Academic Team
Responsibilities: • Maintain a strengths-based mindset • Analyze campus data sources (universal screeners & curricular assessments) with an equity lens and mindset • Identify trends, patterns, celebrations and hot spots (system, grade, classroom, at-risk student groups) • Make data-informed decisions, action plans, adjustments, and responses	

- Determine opportunities to share data and responses with school team members
- Engage grade level and content teams in responses to data
- Update Campus Growth Plan goals and action steps
- Close out Campus Growth Plan in June
- Draft new Campus Growth plan goals based on year end performance

CAMPUS PROBLEM SOLVING TEAM (TIERS 2 & 3)

Organizational Layer: Campus	**Frequency:** Pre, Mid, and Post Intervention Cycle
Team: Director/Assistant Director, Instructional Coaches, Psychologist, Dean, Social Worker, Related Services Providers*, Special Education & CLD Teacher(s)*, Interventionists*, and grade level team members *as needed	**Facilitator:** Asst. Director

Responsibilities:
- Analyze student data to determine the skill(s) that need to be targeted with intervention
- Design appropriate interventions to address skill development, set specific goals and monitor progress
- Improve student growth & achievement through personalized, targeted approaches
- Document all T2 & T3 interventions (who, what, where, when, why, how) in the Intervention & Monitoring Tool
- Partner with grade level teams to ensure successful intervention plans, schedules, logistics
- Communicate with parents regarding T2 or 3 supports, progress, and next steps
- Monitor intervention and progress monitoring fidelity
- Leads mid-cycle meetings to offer expertise and support to grade level teams in their efforts throughout the intervention cycle through consultation, observation, mid-cycle problem solving, and coaching

DATA & DESIGN TEAM (TIER 1)

Organizational Layer: Grade Level Team, Co-teaching team, DSMS Content Teams	**Frequency:** Ongoing, At least weekly
Team: Grade level or Content Teams, and additional staff members as needed	**Facilitator:** Teacher Leader (Instructional Coach, Mentor, Lead), or Director designee

Responsibilities:
- Work together to impact classroom practices to improve student learning and design impactful instruction
- Engage in collective inquiry and reflection around data and instruction
- Build shared knowledge on best teaching and learning practices
- Analyze data (e.g., Unit/Module/CFAs, Universal Screener, Benchmarks, Progress Monitoring, Formative Assessment, Student Work, etc)
- Make data informed plans, adjustments, and decisions
- Design whole group, small group and individual instruction based on student needs (e.g., reteaching, remediation and extension)
- Maintain strong Tier 1/core experience
- Recommend/refer students to the Campus Problem Solving Team by completing Student Problem Solving Record

DISTINCTIVE SCHOOLS
Teaching & Learning Model

ASSESSMENT SOURCES

The NWEA MAP Growth assessment is the primary academic achievement tool that DS uses in schools for external accountability. It is a great instructional and longitudinal tracking tool and DS values it as a reliable predictor of future success in college and career. Each student works towards an annual goal based on 8th grade college readiness targets. This approach allows students to find success over a longer period of time, which is particularly helpful for students with large attainment gaps to fill. However, DS recognizes that the measurement of discrete skills alone does not provide us with sufficient information for effective planning. As a companion to NWEA results, DS also uses a variety of assessment results to monitor students' progress towards rigorous, complex problem-solving, and to inform curricular and pedagogical practices. These tools in combination provide useful information to guide DS practices and development to ensure the deep and contextualized learning necessary for students' success in college and career. Below is a list of assessment and data sources used in DS.

Curricular & Programmatic Data Sources	Local, State & Federal Mandated Assessments
- Benchmark Advance weekly, unit and interim assessments K-5 - EngageNY (Eureka) exit slips, mid-module, and end of module assessment K-5 or K-8 - Wonders weekly and unit assessments K-6 - EngageNY English exit slips, mid-module, and end of module assessments 7-8 - Summit Learning content, focus area assessments, and Cognitive Skills Rubric 5-8 - Digital program data (Core5, Language & Literacy, ST Math, Summit) K-8 - Dean's List behavior and culture data K-8 - Student information system - Surveys: Upbeat, Youth Truth, LEAP PL, etc. - External reviews and feedback	- NWEA Measures of Academic Progress (MAP)Growth in Math & Reading K-8 - NWEA MAP Reading Fluency K-4 or 5 - Illinois Assessment of Readiness (IAR), Chicago schools 3 - 8 - Illinois Science Assessment - ACCESS for ELLs - required for all English Learners. 5Essentials Survey

As DS continues to innovate in the field and seek to find new means of measuring some of the essential and often overlooked indicators of student and school success. Since the goal is to see students grow in a variety of ways, DS hold itself to a higher standard for assessment and has begun exploring and will continue to develop systems to assess progress in each of the MyWays domains: Habit of Success; Creative Know How; Wayfinding Abilities; and Content Knowledge.

Moving beyond the notion of the "average child" DS aims to explore and aggregate data for each individual so that customized decisions and plans for improvement can be developed. The ultimate vision is to use learner profiles to provide students and teachers with a whole child snapshot of information (academic, social emotional, learner preferences and interests, strengths, weaknesses, etc.) so that they can effectively set goals and plan just right instruction.
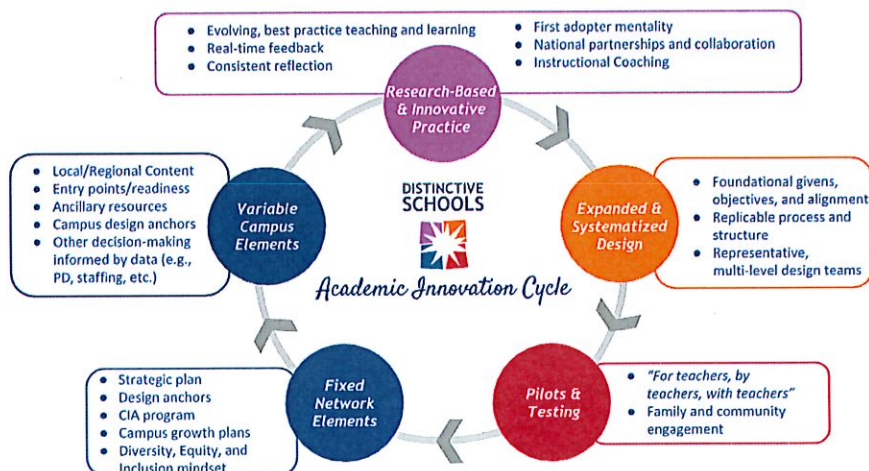
Campus Growth Plans

The Distinctive Schools strategic plan serves as the backdrop against which school performance is measured. Campus Instructional Leadership Team comprised of Director/Principal, Assistant Director/Principal, ICs, and Dean engage in engage deeply in meaningful conversations, reflection, and data analysis on about student, staff, and school performance in the spring. The team creates a Campus Growth Plan (CGP) and identifies key goals and areas of improvement for the following school year. Goals are written in SMART style and provide clear outcomes for success. The goal areas are personalized to each campus and incorporate an equity lens reviewing data by gender, race, income, and diverse learners. The 2019/20 CGP includes goal areas of Culture, Identify Affirmed Practices, Literacy, Math, Diverse Learners, and MTSS. Teams then create action plans for each goal area that define key steps, persons responsible, timeline, and supports needed. Progress is measured at the end of each quarter and the plan is updated and refined throughout the year. The Campus Growth Plan is owned by the Director/Principal and all staff contributes to the work.

2019-20 Campus Growth Plan

Goal #1A | School Culture
Goal #1B | Identity Affirmed Practices

Goal #2A | Literacy
Goal #2B | Mathematics

Goal #3A | Diverse Learners: Special Education
Goal #3B | Diverse Learners: Culturally & Linguistically Diverse

Goal #4 | Multi-Tiered System of Supports
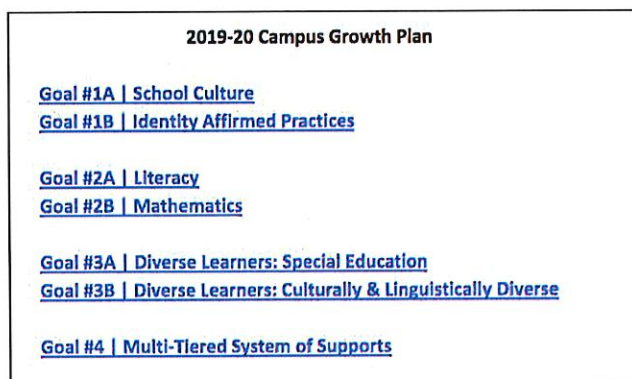
ACADEMIC INNOVATION CYCLE

One unique aspect of the DS model is that it combines fixed network elements such as core beliefs, best practices, structures, tools, and shared goals with local context to personalize and adapt to local needs and challenges of each community and region. This approach and mindset is aligned with the equity, access, and diversity efforts The Academic Innovation Cycle promotes innovation, design thinking, adaption, and growth by students, teachers, campus, or regional teams.

APPENDIX C: RESTART SCHOOLS ACHIEVEMENT

SCHOOL PROFILE

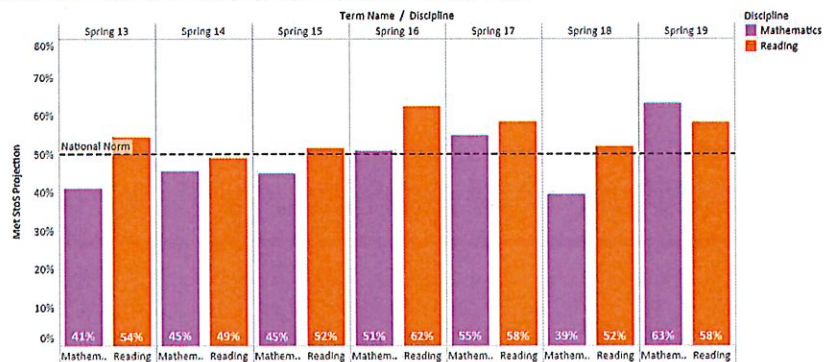## CICS BUCKTOWN: CHICAGO, IL

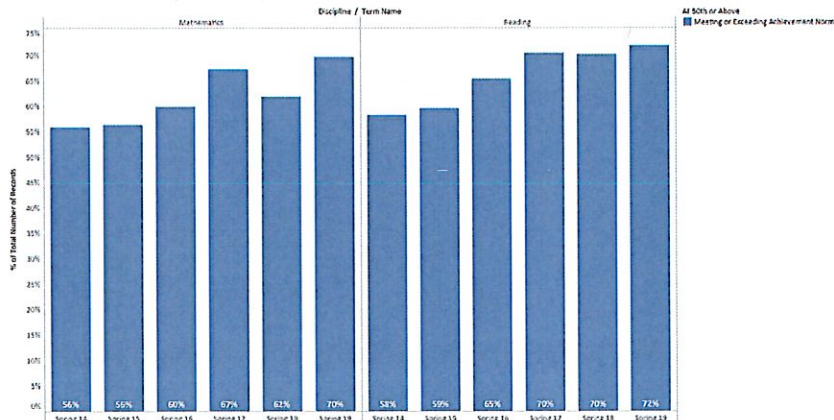| Enrollment: 690 students		Students with IEPs: 11%
Black:13%	LatinX: 80%	English Language: 20%
Caucasian: 3%	Other/Not Disclosed: 4%	Low Income: 71%
Area gentrified after opening with most students coming from less affluent neighborhood		

GROWTH & ACHIEVEMENT
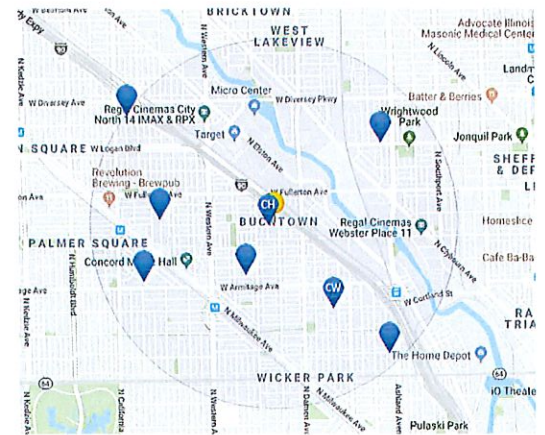
Percent of Students Making Spring to Spring Growth by Term

Average of Met StoS Projection for each Discipline broken down by Term Name. Color shows details about Discipline. The data is filtered on Growth Measure YN, Grade Level, Campus, SY19 IEP Status and SY19 EL Status. The Growth Measure YN filter keeps True. The Grade Level filter has multiple members selected. The Campus filter keeps Bucktown. The SY19 IEP Status filter keeps Null, No and Yes. The SY19 EL Status filter keeps 19 of 19 members. The view is filtered on Term Name, which keeps 7 of 25 members.

Percent of Students Meeting or Exceeding National Achievement Norms

% of Total Number of Records for each Term Name broken down by Discipline. Color shows details about At 50th or Above. The data is filtered on Growth Measure YN, School Name, SY19 IEP Status and SY19 EL Status. The Growth Measure YN filter keeps True. The School Name filter keeps Bucktown. The SY19 IEP Status filter keeps Null, No and Yes. The SY19 EL Status filter keeps 19 of 19 members. The view is filtered on Term Name and Discipline. The Term Name filter keeps 6 of 25 members. The Discipline filter keeps Mathematics and Reading.

COMPARISON

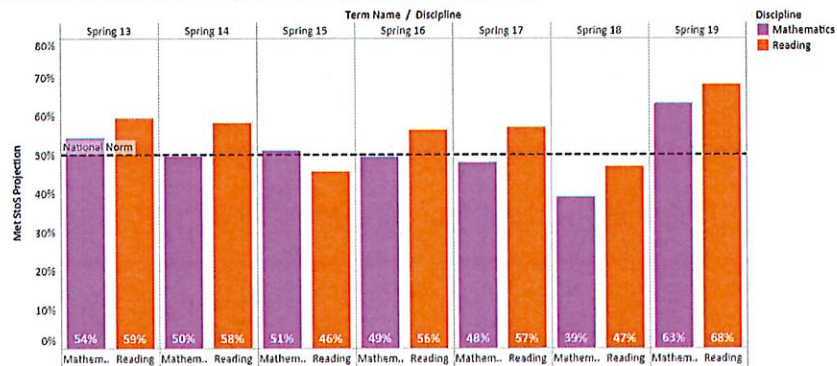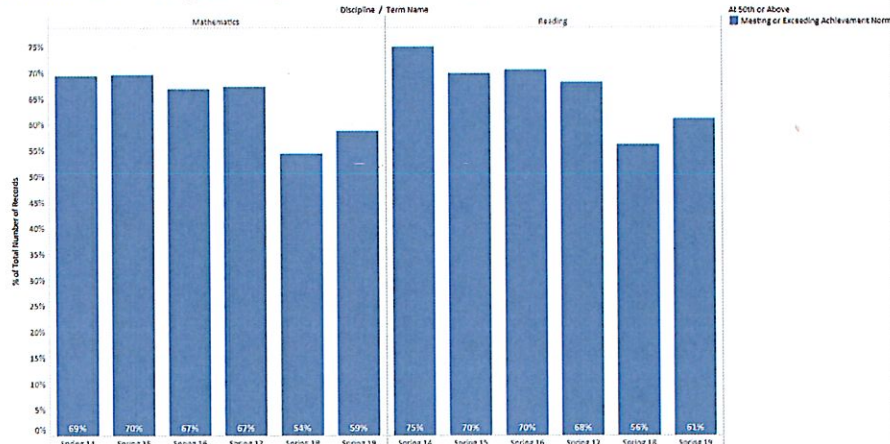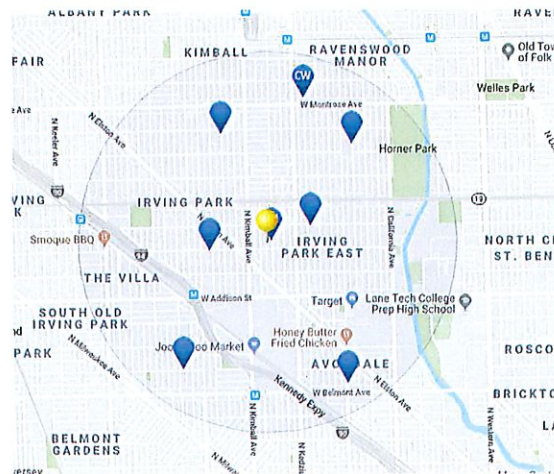### CICS Bucktown - Achievement & Growth against Schools in 1-Mile Radius
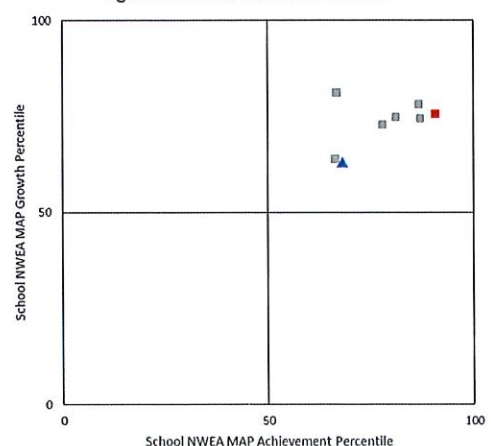
SCHOOL PROFILE

CICS IRVING PARK: CHICAGO, IL

Enrollment: 535 students		Students with IEPs: 14%
Black: 3% Asian 5%	LatinX: 73%	English Language: 27%
Caucasian: 15%	Other/Not Disclosed: 4%	Low Income: 60%
Has seen a change to the student body in recent years with fewer students coming in with foundational skills.		

GROWTH & ACHIEVEMENT

Percent of Students Making Spring to Spring Growth by Term

Average of Met StoS Projection for each Discipline broken down by Term Name. Color shows details about Discipline. The data is filtered on Growth Measure YN, Grade Level, Campus, SY19 IEP Status and SY19 EL Status. The Growth Measure YN filter keeps True. The Grade Level filter has multiple members selected. The Campus filter keeps Irving Park. The SY19 IEP Status filter keeps Null, No and Yes. The SY19 EL Status filter keeps 19 of 19 members. The view is filtered on Term Name, which keeps 7 of 25 members.

### Percent of Students Meeting or Exceeding National Achievement Norms

% of Total Number of Records for each Term Name broken down by Discipline. Color shows details about At 50% or Above. The data is filtered on Growth Measure YN, School Name, SY19 IEP Status and SY19 EL Status. The Growth Measure YN filter keeps True. The School Name filter keeps Irving Park. The SY19 IEP Status filter keeps Null, No and Yes. The SY19 EL Status filter keeps 19 of 19 members. The view is filtered on Term Name and Discipline. The Term Name filter keeps 6 of 25 members. The Discipline filter keeps Mathematics and Reading.

COMPARISON

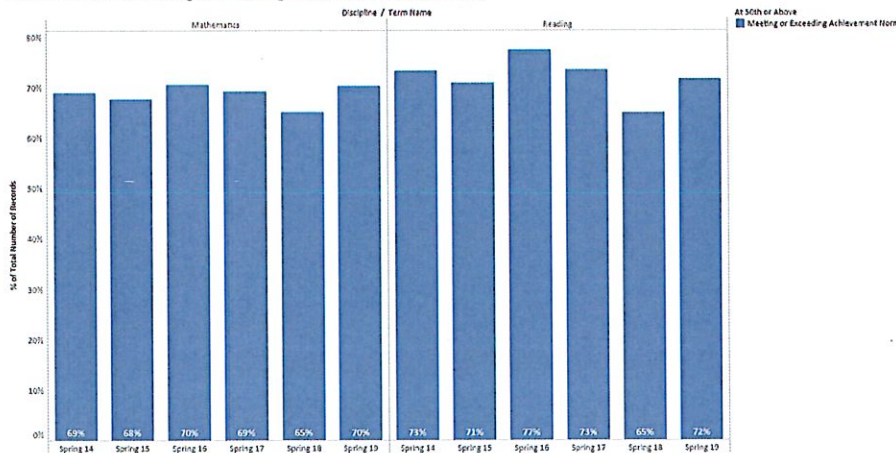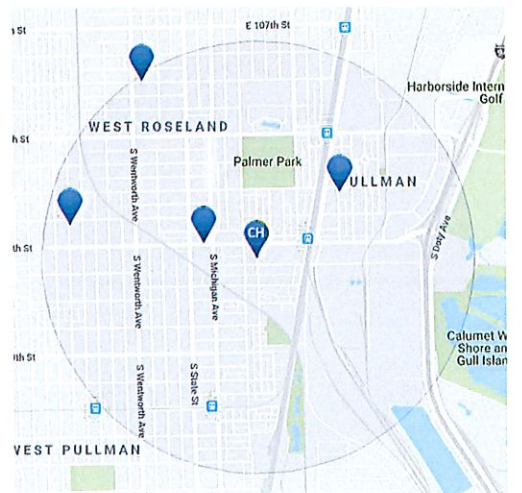### CICS Irving Park - Achievement & Growth against Schools in 1-Mile Radius
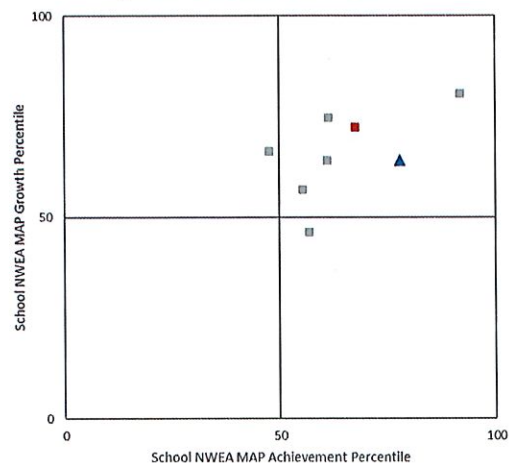
SCHOOL PROFILE

CICS PRAIRIE: CHICAGO, IL

Enrollment: 425 students		Students with IEPs: 14%
Black: 55%	LatinX: 43%	English Language: 24%
Other/Not Disclosed: 2%		Low Income: 93%
Unique neighborhood school with strong black and latinx representation, schools surrounding schools lack that diversity.		

GROWTH & ACHIEVEMENT
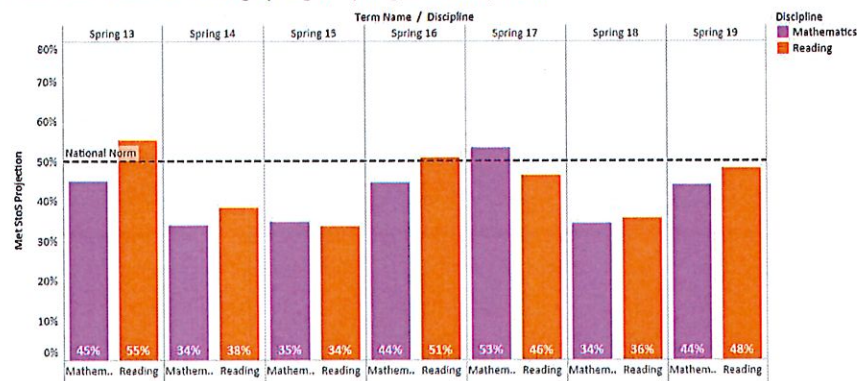
Percent of Students Making Spring to Spring Growth by Term

Average of Met StoS Projection for each Discipline broken down by Term Name. Color shows details about Discipline. The data is filtered on Growth Measure YN, Grade Level, Campus, SY19 IEP Status and SY19 EL Status. The Growth Measure YN filter keeps True. The Grade Level filter has multiple members selected. The Campus filter keeps Prairie. The SY19 IEP Status filter keeps Null, No and Yes. The SY19 EL Status filter keeps 19 of 19 members. The view is filtered on Term Name, which keeps 7 of 25 members.

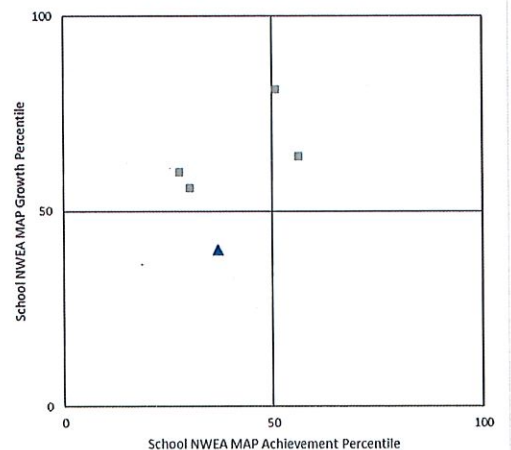### Percent of Students Meeting or Exceeding National Achievement Norms

COMPARISON

SCHOOL PROFILE

CICS WEST BELDEN: CHICAGO, IL

Enrollment: 535 students		Students with IEPs: 11%
Black: 6%	LatinX: 92%	English Language: 42%
Other/Not Disclosed: 2%		Low Income: 83%

DS Flagship personalized learning school with strong history of success and innovation.

GROWTH & ACHIEVEMENT

Percent of Students Making Spring to Spring Growth by Term

Average of Met StoS Projection for each Discipline broken down by Term Name. Color shows details about Discipline. The data is filtered on Growth Measure YN, Grade Level, Campus, SY19 IEP Status and SY19 EL Status. The Growth Measure YN filter keeps True. The Grade Level filter has multiple members selected. The Campus filter keeps West Belden. The SY19 IEP Status filter keeps Null, No and Yes. The SY19 EL Status filter keeps 19 of 19 members. The view is filtered on Term Name, which keeps 7 of 25 members.

Percent of Students Meeting or Exceeding National Achievement Norms

% of Total Number of Records for each Term Name broken down by Discipline. Color shows details about At 50th or Above. The data is filtered on Growth Measure YN, School Name, SY19 IEP Status and SY19 EL Status. The Growth Measure YN filter keeps True. The School Name filter keeps West Belden. The SY19 IEP Status filter keeps Null, No and Yes. The SY19 EL Status filter keeps 19 of 19 members. The view is filtered on Term Name and Discipline. The Term Name filter keeps 6 of 25 members. The Discipline filter keeps Mathematics and Reading.

COMPARISON

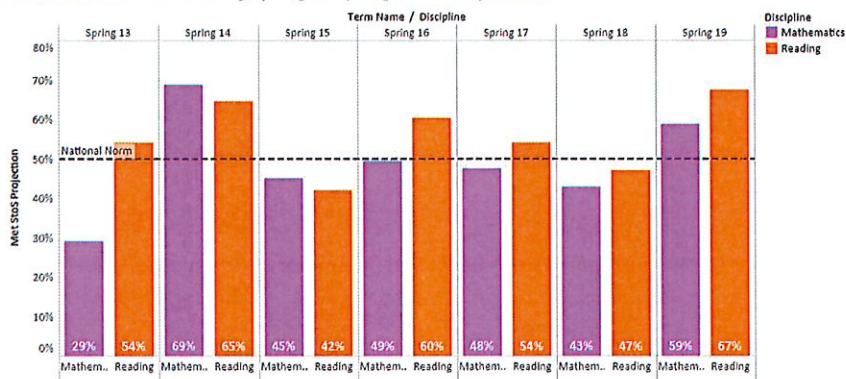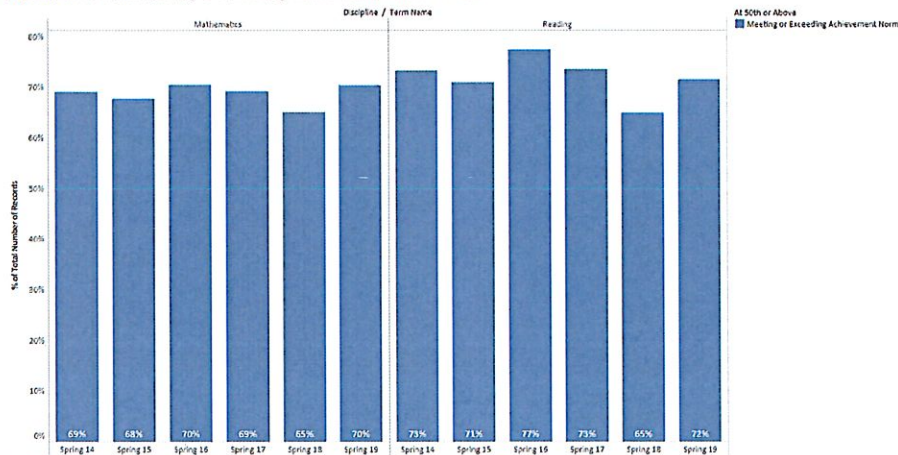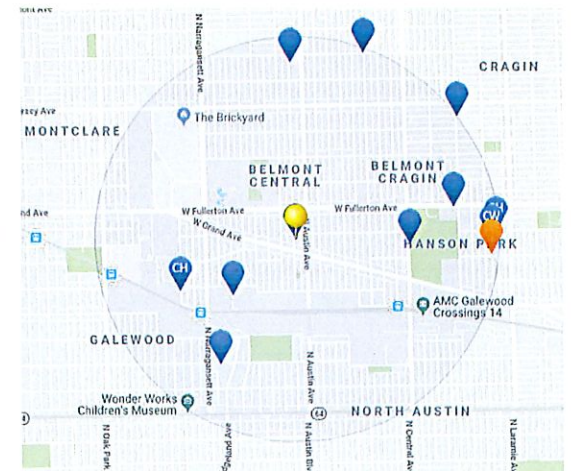### CICS West Belden - Achievement & Growth against Schools in 1-Mile Radius

DISTINCTIVE SCHOOLS
COMMIT. CREATE. COLLABORATE.
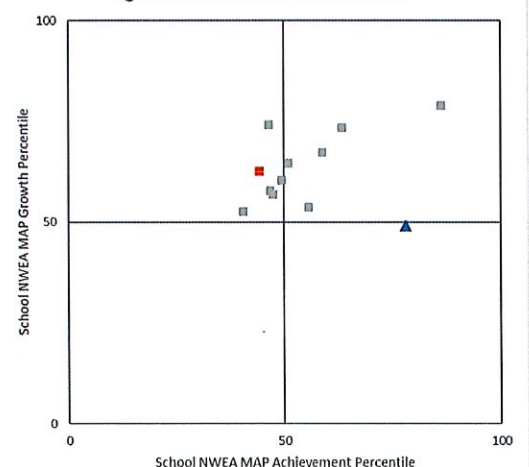
School Management Partnership Responsibilities

Each partnership has an independent Board of Directors responsible for compliance and governance. The Distinctive Schools team is responsible for the day to day management, operations, academic and performance at each school. *As a 501c3 non profit organization, Distinctive Schools is governed by its' own national board of directors to ensure success of all partnerships and organizational strategic plan.

Partner

Finance
- Ensure fiscal responsibility with accountability requirements for BOD and DS
- Provide budgeting templates, financial modeling annual funding allowances
- Collect quarterly fiscal budget to actuals from DS and BOD
- Provide federal and special education funding to BOD and DS

Operations
- Provide oversight for bids, contracts, vendors and providers
- Approve hiring and background checks
- Lead contract renewal for operational excellence
- Audit DS and BOD operational compliance annually
- Hold BOD accountable for monthly meetings and compliance requirements for board leadership

Academic
- Implement accountability of school academic model
- Report annually on school performance
- Provide feedback and annual reports to BOD and DS on academic achievement
- Oversee all Special Education programming and legal

Board of Directors

Finance
- Review monthly compliance and financials to ensure ongoing accountability for DS
- Approve and transfer all related funds from BOD Bank Accounts to DS
- Track board spending
- Share financial updates with external partners, funders and founders

Operations
- Hold facility relationships and lease negotiations with support of partners and DS
- Hold DS accountable to their operation management structure
- Oversight and governance not day-to-day management
- Lead and implement monthly BOD meetings in alignment with authorizer requirements for board leadership
- Execute school management contract with DS

Academic
- Review DS academic and non-academic performance quarterly to ensure alignment and accountability for required targets
- Provide guidance and feedback to DS and set annual targets for DS to ensure academic excellence

Distinctive Schools

Finance
- Staff compensation, benefits and pension for all employees
- Daily payables, receivables, procurement and accounting
- Monthly submission of funding compliance with actuals, variances and accountability for break-even accrual budgeting
- Monthly P&L, cash flow statements to Board
- Annual external required audit of financials and compliance

Operations
- Food Service, Transportation, Procurement, Legal, Compliance
- Manage federal E-Rate program, Title Funding and Special Education legal requirements and programming
- HR Functions, background checks, etc
- Facility, employee and D&O Insurance
- Facility search, lease negotiations, partner with BOD and Funders/Partners on capital improvements
- Partnerships and programming

Academic
- Resources, Supplies and Programming
- Curriculum purchasing, resources, planning
- Coaching, performance, & academic compliance
- Implement annual targets set by BOD for academic excellence through intentional teaching and learning program
- Technology planning and implementation

*responsibilities iterate and adjust as necessary

DISTINCTIVE SCHOOLS

APPENDIX D: OPERATIONS & FINANCE

DISTINCTIVE SCHOOLS
COMMIT. CREATE. COLLABORATE.

- **PROCUREMENT POLICY**

- **PURCHASE ORDER POLICY**

- **PETTY CASH POLICY**

- **PAYROLL POLICY**

- **PAYABLES PROCESS**

- **EMPLOYEE EXPENSE REIMBURSEMENT POLICY**

- **CASH RECEIPT POLICY**

Policy Name: Procurement Policy
Approved by: Scott Frauenheim
Modified by: Erin Lanoue
Signature: Scott Frauenheim

PURPOSE

The purpose of this procedure is:

- To ensure expenditures being incurred are reasonable and allowable per funding agency rules and regulations (where applicable), and within the approved budget.
- To ensure execution of contracts or leases that are in the best interest of the Organization and its clients, are fiscally responsible to the financial position of the Organization, and adhere to funding agency rules and regulations where appropriate.

PROCEDURE

1) The Organization consolidates purchases of products and services on an agency wide basis, to the extent possible in an effort to obtain the lowest cost available.
2) All computer hardware and software purchases are to be coordinated through the Director of IT & Strategy to ensure compatibility with the Organization's information technology infrastructure and support services. Computer hardware and software purchases for government funded programs must receive prior management approval prior to submission to ensure costs are included in funding agency budgets where applicable and are allowable per funding agency rules and regulations.
3) Purchase contracts and leasing agreements are to be reviewed and approved by the Chief Operating officer, unless otherwise noted, as well as the Legal Department.
   a. Leasing agreements for all new or renewals of equipment rentals (i.e. copiers) are to be reviewed and approved by the Legal Department and executed by the Chief Operating Officer.
4) All service contracts are to be executed by the Chief Operating Officer or Chief Academic Officer, as appropriate.
5) All financial details of all contracts and leasing agreements are to be reviewed prior to execution. This review is to be ensure that the Organization is not being committed to financial obligations that may cause a hardship on the Organization as a whole, as well as to ensure the contracts and leasing agreements adhere to funding agency rules and regulations where appropriate.
6) Language of all service contracts must include a start and end date, description of the services to be received or provided, amounts to be paid for the service, and termination of services.

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7) Purchase contracts as it relates to the day to day operations of programs (i.e. day care providers, psychiatric consultation, etc.) may be executed by the Directors and/or Chief Schools Officer, as appropriate following the agency approval policy.
8) For Procurements of $10,000 to $20,000, the Organization will solicit quotes or bids from three (3) vendors.
9) Three (3) competitive price quotations must be obtained for purchase contracts in amounts of $20,000 or more. Any contracts in the amount of $20,000 or above must be authorized by the Chief Operating Officer, regardless of the contract nature.
10) Other general purchasing guidelines:
   a. Directors have the authority to make purchases on behalf of their assigned program.
   b. All purchases should be included in the program's funding agency budget where appropriate and operating budget to the extent possible. If a potential purchase is not included in either the funding agency budget or programmatic operating budget, the Director must explain the necessity of the expense(s) being incurred and obtain the approval of the Chief Operating Officer or the Chief Schools Officer.
   c. All purchases should be an arms length transaction and no preferential treatment shall be given to any Trustee, employee, volunteer, or consultant of the Organization in the application for or receipt of services.
   d. All purchases shall be necessary and not provide duplicative services to the organization
   e. The Organization will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement.
11) Conflict of Interest:
   a. Employees of the Organization shall exercise the utmost good faith in all transactions touching upon their duties to the Organization and its property. In their dealings with and behalf of the Organization, they shall be held to a strict rule of honest and fair dealings between themselves and the Organizations. They shall not use their positions, or knowledge gained therefrom, in such a way that a conflict of interest might arise between the interest of the Organization and that of the individual.
   b. Employees shall disclose to the Director of Operations of any potential conflict of interest of which they are aware related to the purchase of equipment, materials, goods and services to the prior to the execution of the purchase request. Employees may not initiate or have any influence over their campus purchases of goods and services from a business in which the employee, or a member of the employee's immediate family (spouse or minor child), has an ownership interest of 10% or more in that business.

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c. Organization personnel, by policy, must decline personal gifts or gratitude's associated with the procurement process.

12) The Organization has a conflict of interest policy that monitors employee involvement and selection of bids and contracts. Employees engaged in the selection process must disclose any prior relationship with vendors or businesses and may be recused from the selection process
   a. The Organization's procurement procedures must avoid acquisition of unnecessary or duplicative items. Per CFR 200.318 (h): The non-Federal entity must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Per CFR 200.318 (i): The non-Federal entity must maintain records sufficient to detail the history of procurement.

Procedure:
1. Purchase Order forms will be provided to the Distinctive Schools by Expense Tracking System.
2. Distinctive Schools' staff will fill out he PO, sign it, and obtain the proper approval.
3. Proper approval requirements for Purchase Orders are the same as all other invoices, see Payables Policy.
4. Personnel approving Purchase Orders must ensure the expense code to charge invoice against is correct.
   a. Directors must be aware that they are responsible for following their budgets
5. Once the proper approval has been given, the Administrative Assistant at the school will submit the PO to Procurify.
6. The Director of Operations will approve the PO and the order will be placed with the vendor.
7. The Campus Director of Operations will include POs in the weekly AP Batch scanned and uploaded to Procurify to be processed by Accounting.
8. Once the itmes from the purchase order are received by the school, the staff will verify the packing slip against the PO on file and send to Procurify. If any discrepancies are noted, the vendor will be notified.
9. Once the final invoice is received, the PO and invoice should be sent to Procurify.
   a. Note: No check request form is required for invoices associated with a PO
   b. Note: Circumstances will arise where shipping or other costs may vary from the PO. If this variance is 5%, a check request shodld be filled out with additional.

10. The Director of Operations will include these invoices in the weekly AP Bath, scanned and uploaded to Procurify.

Policy Name: Payroll Policy
Approved by: Scott Frauenheim
Modified by: Erin Lanoue
Signature: Scott Frauenheim

PROCEDURE

1) General Information
   a. ADP is the payroll provider for Distinctive Schools. Chicago Transom Partners (CTP) is in charge of processing the payroll and the Manager, Employment Services accesses ADP to enter employee changes prior to processing. Only CTP and the Manger, Employment Services have access to the payroll system.
   b. All employees working at Distinctive Schools are classified as follows: full-time exempt, non-exempt, part-time. Pay dates are semi-monthly on the 15ht and the last day of the month. Direct deposit is the preferred method of payment to employees.
   c. Employees' hours/timesheets are due to CTP according to the payroll calendar. Hours are due to ADP according to the payroll calendar.
   d. Any payroll information/changes received after the due dates listed on the payroll calendar is considered late and will not be processed until the next payroll.
   e. All payroll files, including timesheets, are maintained electronically within the EZLabor Module of ADP
2) Changes to Employee Status/New Employees
   a. Upon receipt of Payroll Status Change From, the Manager, Employment Services enters employee's changes into ADP within the payroll due dates.
3) Processing & Submission
   a. All employees will complete an online time sheet in ADP indicating their department, total hours worked, and any vacation/paid time off taken.
   b. Manager, Employment Services will approve each timesheet according to their own records and budgets to ensure accuracy of hours submit, department time allocation, etc. Approval of timesheets via electrometric signature denotes everything is correct. The completed timesheet approvals are due to the Accounting Associate according to the payroll due dates and times.
   c. After checking the timesheets for proper approval, CTP will process the timesheets through ADP.
   d. To ensure all payroll information is input correctly, CTP compares the preview payroll registers to personnel records, such as timesheets, new hire forms, or changes made to individual deductions. If errors are found, CTP will make any needed changes with ADP immediately.

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Once final accuracy is verified, the final payroll is submitted to ADP for processing.

   e. Prior to payday, ADP sends a payroll package to CTP, Employment Services. This package serves as an edit and changes report for newly added employees and changes made to existing payroll records. It includes master control files, personnel changes, payroll registers, payroll summary, payroll checks, and pay stubs.

4) Payroll Distribution
   a. Checks/Vouchers arrive the next business day after the payroll is transmitted. CTP, Employment Services counts the number of checks/vouchers and verifies the gross earnings of the actual Payroll Register to the Preview Payroll Register.
   b. Paychecks are distributed using the following methods: direct deposit or ALINE card. The method used will depend on each employee's election. Direct deposit is strongly recommended.
   c. All payroll checks are withdraw from ADPs account and are funded by Distinctive Schools. ADP transfers the payroll amounts for that pay period from Distinctive Schools to their account prior to check distribution.
   d. The third party provider tracks unclaimed checks and sends an outstanding report for any unclaimed checks that are six months or older. Checks that are six months or older are voided by ADP and money is subsequently refunded to Distinctive Schools.

5) Recording & Posting of Payroll
   a. CTP uploads the payroll wages, taxes, and benefits journal entry into the FTP sited.

6) Salary Advances
   a. Under no circumstances will salary advances be processes.

7) Garnishments and Wage Assignments
   a. By law, Distinctive Schools is required to withhold wages when served with wage assignments, garnishments, and Court Judgment Orders.
   b. The Manager, Employment Services notifies the employee as soon as the order is received from the Court.
   c. Garnishments and wage assignments are set up in ADP's payroll system by CTP. The third party provider deducts the amounts from the employee's paycheck and remits them to the Court directly.

8) Employee Terminations
   a. Policy for PTO pay out
   b. Policy for timing of final pay-check
   c. Policy for updating termination in third party providers' payroll system

9) Manual Checks
   a. Circumstances may arise requiring manual payroll checks to be written. These situations should be addressed on an individual basis.

b. All manual checks for payroll must be approved by Chief Operating Officer
c. CTP must submit any manual payroll information to ADP in the next payroll to ensure accurate amounts for manual checks and to ensure wages are included on the employee's W-2.

Policy Name: Check Request Policy
Approved by: Scott Frauenheim
Modified by: Erin Lanoue
Signature: Scott Frauenheim

Procedure:
1) A check request is required to be filled out for all invoices and requests for funds before being sent to the accounting department.
    a. Exception: if the invoice is affiliated with a purchase order, no check request is required to be filled out. Rather, the receiver will need to write the PO Number on the invoice that is sent to be processed.
    b. Exception: if the invoice is on the Approved Payment List no check request is required, rather it should just be sent to be processed as is.
2) Distinctive Schools' staff are not only responsible for filling out a check request form for all invoices received, they must also obtain proper approval, provide the expense code, and distribution instructions.
3) Proper approval must be obtained before finance and operations can process the invoice. It is the responsibility of the person(s) approving the invoice to ensure the expense is not a duplicate payment.
    a. Invoices below $500 need the Director's signature of approval
    b. Invoices greater than or equal to $500 need both the Director and the Director of Finance and Operations signature of approval.
    c. Invoices greater $5000 need the Director, Director of Finance and Operations, and the Chief Operating Officer's signature of approval.
4) The administrative assistant at each school will need to fill out a batch cover sheet and include it with the invoices being scanned.
5) All accounts payable batches must be scanned and emailed to payables@distinctiveschools.org every Wednesday before 5pm.
6) All invoices sent to payables@distinctiveschools.org before 5pm Wednesday will be scanned and uploaded to the expense tracking website every Thursday before 5pm.

Policy Name: Employee Expense Reimbursement
Approved by: Scott Frauenheim
Modified by: Erin Lanoue
Signature: Scott Frauenheim

Purpose:

Employees will be reimbursed for valid travel, entertainment and other business expenses incurred out-of-pocket where appropriate and allowable. Request for reimbursement of business expenses must be entered into Procurify and have the proper approval, as dictated by the Payables Process. The organization must comply with IRS regulations, which require that all business expenses be substantiated with adequate records, including the amount of the expenditure, the date and place of the expenditure, the business purpose of the expenditure, relevant client detail/information and original, detailed receipts. Distinctive Schools is a non-profit organization and is exempt from paying sales tax in the State of Illinois. Therefore, the organization will not reimburse employees for any sales tax.

PROCEDURE:

1. **Reimbursable Expenses:** The following are examples of reimbursable expenses that may be associated with an employee's responsibilities and are assumed to be in compliance with the policy:
   a. Mileage
   b. Parking/tolls
   c. Hotel
   d. Airfare
   e. Business related meals
   f. Conference and convention fees

   No policy can anticipate every situation that might give rise to legitimate business expenses. Reasonable and necessary expenses, which are not listed above, may be incurred. Each employee and supervisor must use their best professional judgment in determining if an unlisted expense is reimbursable as implied by this policy. Submitting fraudulent receipts or falsifying expense reports may result in the loss of reimbursement privileges and may be subject to disciplinary action. Credit card statements will not be accepted as evidence of a receipt.

2. Timely submission of Mileage and Expense Reimbursements
   In order for Finance and Operations team to charge expenses to the correct month, every month, expense/mileage reimbursement requests should be submitted to the Accounting Department no later than 5 business days after the end of the month for which the expense was incurred.

   All expenses submitted more than 60 days after they have been incurred may be submitted but risk not being reimbursed.

Employee reimbursement request will be processed along with all other payables in accordance with the Payable Policy.

Guidelines for Mileage Reimbursement

Commuting to your starting destination and commuting from your ending destination to home generally will not be reimbursed. An employee cannot be reimbursed for both gasoline and mileage for their vehicle as the mileage rate is meant to represent reimbursement for gasoline and average wear and tear on the vehicle. The mileage rate is based on the current IRS dictated rate.

3. **Approval**
   a. Reimbursement Requests below $500 need the Director's signature of approval.
   b. Reimbursement requests greater than or equal to $500 need both the Director and the Director of Finance and Operations signature of approval.
   c. Reimbursement requests greater $5000 need the Director, Director of Finance and Operations, and the Chief Operating Officer's signature of approval.
4. Persons approving Reimbursement Request reports are responsible to ensure the following:
   a. Expenses reported are proper and reimbursable under this policy
   b. Expenses reported are allowable under the approved budget
   c. The expense report has been filled out accurately and has the required documentation, including detailed receipts
   d. The expenses are reasonable and necessary
   e. The employee reimbursement form has been filled out with the proper G/L coding
5. Employees should always keep a copy of their receipts for their own record.

Policy Name: Cash Reimbursement
Approved by: Scott Frauenheim
Modified by: Erin Lanoue
Signature: Scott Frauenheim

Purpose:

The purpose of this procedure is to ensure timely and accurate processing of all cash receipts.

Procedure:

1. Parent fees are tracked and collected at the schools. Cash, money orders and credit cared are accepted from parents.
2. Receipts will be issued by school staff to parents for all transactions. Copies of these receipts will be maintained by the staff at each school
3. Deposits should be made when the amount collected reached $1,000 in cash, or every Friday, whichever occurs first.
4. The Director should fill out the electronic deposit slip and give the deposit to the Campus Director of Operations.
5. The Campus Director of Operations will verify the deposit was completed correctly and make a copy of the deposit and all supporting documents.
6. The Campus Director of Operations will take the deposit to the bank.
7. Once the deposit is made, the Campus Director of Operations will fill out the cash receipt form, noting all restrictions and revenue accounts.