Application: 0000000018

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Illinois Impact Initiative INCS CSP Grant Round 4

Summary

ID: 0000000018
Last submitted: Feb 13 2026 10:19 AM (CST)

Eligibility Questionnaire

Completed - Dec 19 2025

Note: This is for eligible applicants seeking to open, replicate, or expand a charter public school in all districts in Illinois. Applicants who are seeking to open, replicate, or expand beyond their enrollment cap in their existing charter agreement within Chicago Public Schools may submit their completed CPS RFP in lieu of completing the INCS CSP Subgrant Application. Please consult with INCS for further instruction.

Eligibility Questionnaire

1. Your Name:

Sara Meno

2. Email:

smeno@nobleschools.org

3. Please select the initiative for which you are applying:

To significantly expand a high-quality charter public school in Illinois. Significant expansion is defined as adding at least 60 students or 15% of a school's total enrollment.

Please upload charter contract (only for expansion or replication) schools:

This should be your most recent, signed charter contract.

19-0123-EX9 Noble Renewal Resolution.pdf

Filename: 19-0123-EX9 Noble Renewal Resolution.pdf.pdf **Size:** 245.2 kB

Please use this template to fill out Projected Enrollment Data and then upload the template.

Enrollment_Template_At_Time_of_Application.xlsx

Filename: Enrollment_Template_At_Time_of_Application.xlsx.xlsx **Size:** 17.2 kB

4. Name of school campus that is starting, replicating, or expanding:

Baker College Prep

5. Have you applied for authorization from an authorized Illinois public chartering agency to open, replicate, or significantly expand a high-quality charter school?

No: your school has the capacity to expand your school's enrollment without exceeding the enrollment cap in your charter school's agreement

6. Your school or proposed school is/will be governed by a specific State statute authorizing the granting of charters to schools and is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements below.

Yes

7. Your school or proposed school is/will be created by a developer as a public school or is/will be adapted by a developer from an existing public school and is/will be operated under public supervision and direction.

Yes

8. Your school or proposed school operates/will operate in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency.

Yes

9. Your school or proposed school provides/will provide a program of elementary or secondary education, or both.

Yes

10. Your school or proposed school is/will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution.

Yes

11. Your school or proposed school does not/will not charge tuition.

Yes, we do not/will not charge tuition

12. Your school or proposed school complies/will comply with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the ‘‘Family Educational Rights and Privacy Act of 1974’’), and part B of the Individuals with Disabilities Education Act.

Yes

13. Your school or proposed school is/will be a school to which parents choose to send their children, and that— (i) admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or (ii) in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause.

Yes

14. Your school or proposed school agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State.

Yes

15. Your school or proposed school meets/will meet all applicable Federal, State, and local health and safety requirements.

Yes

16. Your school or proposed school operates/will operate in accordance with State law.

Yes

17. Your school or proposed school has/will have a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

Yes

18. Your school or proposed school may serve students in early childhood education programs or postsecondary students.

Yes

New school applicants can skip the following section. Applicants for replication or expansion ARE REQUIRED to complete the following section. Federal guidelines mandate that an applicant who is applying for a replication or expansion grant must be a "high-quality charter school" based on the definitions below. In your application, you will be asked to provide evidence of the following guidelines. Please use your best judgement here to estimate if your school meets the following "high-quality school" definitions.

19. Your school has a rating of “Exemplary” or “Commendable” on the Illinois State Report Card for 2025 (based on spring 2025 test administration), it can meet the federal "high-quality charter school" definition. If your school does not meet the criteria above due to incomplete, non-existent, or unreliable state data, in your application please present interim assessment data that shows an upward trend in student performance and growth towards the definition of high-quality for approval of eligibility.

School is “Exemplary” or “Commendable”

20. Your school can show evidence of strong academic results, which may include strong student academic growth, as determined by a State.

Yes

21. Your school has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance.

Yes

22. Your school has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school.

Yes

23. Your school has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the following subgroups of students, ***economically disadvantaged, children with disabilities, migrant students, English learners, neglected or delinquent students, homeless students, and students who are in foster care***, except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

Yes

24. Your school received a CSP grant from ISBE after June 16, 2019.

No

25. For schools that have received a CSP grant from ISBE within the last five years the individual charter school must demonstrate at least 3 years of improved educational results to be eligible for this round of subgrants as specified under ESEA § 4303. Improved education results is defined for the purposes of this grant to be the following: Proficiency rates for the last 3 years must have increased in ELA, Math OR both; OR In the scores for at least 3 of the 5 subgroups (Low income, Black, Latinx, EL and SPED) in ELA and Math, the students at the school must be overperforming students in similar schools, according to ISBE data for IAR or SAT. All grant spending must be spent on the new students so as not to “double dip.” Please upload documentation providing this evidence.

Thank you for completing this Eligibility Questionnaire. Review could take up to 5 business days. Access to the full application will be received once the eligibility review is complete. If you have additional questions, please email **cspgrant@incschools.org.**

Cover Page and Checklist

Completed - Jan 14 2026

Cover Page and Checklist

School Name:

Noble Network of Charter Schools

Contact Person for Grant:

Mike Madden

Title:

President

Expected Date School Will Open, Expand, or Replicate:

19/08/2026

Application Type:

Expand

Applicant UEI:

NKZTDCKQJMR7

Proposed Charter Address:

2710 E 89th St, Chicago, IL 60617

Applicant Address (if different than proposed):

1 North State Street, Floor 6, Chicago, IL 60602

Applicant Telephone:

312-961-3803

Applicant Email:

mmadden@nobleschools.org

Fiscal Contact

Fiscal or Financial Contact for Applicant:

Dr. Nikita Johnson-White

Telephone:

630-222-4083

Email:

njohnsonwhite@nobleschools.org

Charter Public School Board Contact

Board President:

Phyllis Lockett

Email:

phyllis@leap-x.io

Phone Number:

312-218-0203

Authorizer Contact Information

Authorizing Agency:

Chicago Public Schools

Authorizing agency contact person:

Zabrina Evans

Telephone:

773-553-2626

Email:

mevans2@cps.edu

Address:

42 W. Madison St. Chicago, IL 60602

Grade Levels to be Served

Projected Growth for Year of Grant Implementation:

	Baseline Enrollment at Time of Application	Projected enrollment SY25-26	Projected enrollment SY26-27	Projected enrollment SY27-28
K				
1				
2				
3				
4				
5				
6				
7				
8				
9	93	80	95	95
10	88	80	100	107
11	69	66	80	87
12	49	59	65	76

Please fill in Student Demographics DataIndicate if actual or expected percentage of the total student population:

	Percentage (%)
Free/Reduced Price Lunch:	88
Special Education:	29
English Learners:	16
Black:	77
Native Hawaiian or Other Pacific Islander:	0
Hispanic:	21
American Indian:	0
Multiracial:	1
Asian:	0
White:	0
Male:	45
Female:	55

Management Organization Information

Will the school work with a charter or educational management organization?

Yes

Name the management organization:

Noble Network of Charter Schools

Employer Identification Number (EIN):

36-4241970

Is the management organization:

Not for Profit

Employees of the school will be:

Employed by the management organization

Short Answer Form

Completed - Feb 13 2026

The rubric has criteria that will be used by reviewers to evaluate the application as a whole for a total of 115 points. Competitive Preference Priority points will be applied for applicants demonstrating they meet the criteria for each. In order for the application to be recommended for funding, applicants must score at least 92 points out of the possible 115 points and all required parts must be addressed.

If more schools meet the criteria to be funded than there are funds available, applications will be ranked to make final decisions about which schools are funded.

Please respond to each applicable question. Some questions ask for a required attachment, which is submitted in a separate file.

Short Answer Form

Section 1: Executive Summary

Please include an executive summary narrative:

Identify 3-5 grant project goals and justify each goal in terms of its value in supporting the planning and implementation of your proposed school or expansion. Be sure to align your budget to your project and ensure that all planned grant spending, including future revisions to your budget, fit clearly within one of your stated project goals. Please include performance measures, and rationale and approach to meeting those goals with CSP funding.

• The Executive Summary must outline how the CSP subgrant goals are aligned to INCS' CSP grant goals. These goals are:

• Increase the number of high-quality charter schools in Illinois educating traditionally underserved students; and,

• Improve the overall quality of Illinois' charter sector

If awarded this grant, Baker College Prep (Baker), a Noble Schools campus serving Chicago's Southeast Side, will pilot The Baker Accelerator (The Accelerator) – a four-week, pre-ninth-grade summer program designed to strengthen academic readiness, accelerate early momentum, and improve ninth-grade success for incoming students before their first day of high school. The program will take place on a college campus to reinforce the college-going culture students will experience at Baker. The Charter School Program (CSP) funding will support a dedicated planning year followed by implementation, enabling Baker to intentionally design, test, and refine an early-entry academic model that Noble does not currently offer, while remaining fully aligned to Noble's proven instructional systems, data practices, and accountability structures.

The Accelerator is designed to address a critical and growing challenge facing high schools nationally and across Chicago: the widening gap between students' academic entry points and ninth-grade expectations in the post-pandemic era. Research on summer learning loss, transition-to-high-school outcomes, and early academic acceleration consistently shows that ninth grade is a pivotal inflection point in students' academic trajectories. Students who begin high school academically off track are significantly less likely to persist, progress, and ultimately graduate, even when schools deliver strong year-to-year instruction. By intervening before ninth grade begins - rather than waiting for gaps to surface once students are already enrolled – the Accelerator is designed to shift students' academic starting point and strengthen the likelihood of long-term success.

A substantial body of research from the University of Chicago Consortium on School Research underscores the importance of this moment. In "The On-Track Indicator as a Predictor of High School Graduation," Consortium researchers defined "on track" status at the end of ninth grade as earning at least five full-year course credits and failing no more than one semester of a core course. Using longitudinal data from Chicago Public Schools, the

study found that students who met this threshold were more than three and a half times more likely to graduate from high school than their peers who did not. Specifically, 81% of students who were on track at the end of ninth grade graduated within 4 years, compared with just 22% of those who were off track. Importantly, ninth-grade course performance was a stronger predictor of graduation than eighth-grade test scores or student background characteristics, indicating that what happens during the transition into high school can outweigh prior academic history.

Subsequent Consortium research reinforces this finding at scale. In “The Preventable Failure” (2021), researchers documented that districtwide improvements in ninth-grade on-track rates in Chicago were followed by sustained gains in tenth- and eleventh-grade credit accumulation and, ultimately, double-digit increases in graduation rates. Between 2007 and 2017, Chicago Public Schools increased its Freshman OnTrack rate from 58% to 89%, while the district’s five-year graduation rate increased by 19 percentage points. The Consortium concluded that these gains were driven primarily by improvements in ninth-grade course performance and credit accumulation, not by changes in student demographics, school composition, or accountability definitions. This research reframes ninth-grade failure not as inevitable, but as a preventable outcome that schools can influence through early structure, support, and academic coherence.

Research on summer learning further strengthens the case for intervening before the start of ninth grade. A large-scale, multi-year evaluation conducted by the RAND Corporation as part of the National Summer Learning Project provides some of the strongest evidence on what makes summer academic programs effective. In “Every Summer Counts” (2020), RAND studied academically focused summer programs across five urban districts using randomized controlled trial methods. While average impacts were modest, RAND found that students with high attendance (20 or more days) experienced substantially larger gains. After two consecutive summers, high-attending students demonstrated mathematics achievement effect sizes of 0.124 in Grade 5 and 0.069 in Grade 7, representing approximately 22–23% of typical annual math growth. In language arts, high attenders achieved gains representing 19–25% of typical annual growth.

Critically, RAND identified the program features most strongly associated with positive outcomes: full-day programming, a four-to-six-week duration, strong alignment between summer and school-year curricula, and high student attendance rates. RAND cautions that loosely structured or weakly aligned summer programs do not produce meaningful academic benefits. The implication is clear: summer learning is most effective when it is intentionally designed as an extension of the school-year instructional model rather than a disconnected intervention.

Research on summer bridge and early transition programs further underscores the importance of culture, belonging, and early socialization as prerequisites for academic success. Qualitative studies published in The Journal of College Orientation, Transition, and Retention document that well-designed summer bridge programs positively influence students' academic self-efficacy, confidence, and persistence by providing an early understanding of school norms, expectations, and support systems - particularly for first-generation students and students from historically marginalized backgrounds. Similarly, a recent learning brief from the RISE Network found that ninth-grade Summer Bridge participants across its core network finished Quarter 1 with on-track rates 10 percentage points higher than non-participants, with the largest gains concentrated among students who entered high school academically behind or identified as vulnerable. Together, this research reinforces a central design principle of the Accelerator: by giving students an early start in understanding the academic and cultural ecosystem of high school - trusted adults, routines, expectations, and feedback - students are better positioned to engage deeply with rigorous math, literacy, and science instruction once the full ninth-grade environment begins. In this way, culture is not separate from acceleration; it is the condition that enables sustained academic growth.

Subject to refinement during the CSP planning year, the Accelerator is envisioned as a full-day, four-week summer program that mirrors the academic expectations, instructional routines, and student experience students will encounter during ninth grade at Baker. A typical day will include extended instructional blocks in mathematics, reading comprehension, and writing, with targeted English immersion embedded for students requiring intensive language development. Instruction will be led by Noble educators and aligned with Baker's ninth-grade curriculum and ACT benchmarks, ensuring that summer learning accelerates students toward grade-level expectations rather than remediation in isolation. Advisory-style structures will be integrated to orient students to high school routines, norms, and academic habits, reinforcing a sense of belonging, accountability, and readiness from the outset.

Instructional practice during the Accelerator will be grounded in Noble's disciplined approach to data-driven instruction. Students will complete diagnostic assessments at program entry to establish individual readiness profiles. Throughout the program, teachers will use frequent formative assessments embedded in daily instruction to identify misconceptions, adjust pacing, and differentiate support in real time. Instructional leaders will monitor cohort-level trends to ensure fidelity and responsiveness during the compressed summer timeframe. On a weekly basis, staff will conduct structured data reviews to identify students who are off track academically or behaviorally, and coordinate targeted supports. End-of-program assessments will measure growth and directly inform fall instructional planning, ensuring that gains made during the summer translate seamlessly into ninth grade rather than dissipating once the school year begins.

Staffing for the Accelerator will leverage Noble's experienced, mission-aligned workforce. The program will be staffed primarily by current Noble educators who are already deeply grounded in The Noble Classroom, Noble's curriculum, and Noble's expectations for instructional rigor and consistency. A site-based program lead will oversee daily operations, attendance, instructional coherence, and family communication, ensuring clear accountability and smooth execution aligned with best practice and compliance requirements. Special education, multilingual student support, and social workers will be integrated as needed to deliver accommodations, services, and language supports with fidelity. Final staffing ratios, schedules, and coverage models will be developed during the CSP planning year based on enrollment projections, student needs, and facility logistics, balancing specificity with flexibility and the ability to remain nimble to student needs.

Family engagement is intentionally embedded into the design of the Accelerator rather than treated as an add-on. Families will participate in pre-program orientations to understand academic expectations, schedules, transportation, and available supports for our Baker and Noble students. During the program, families will receive regular communication on attendance, academic progress, and student engagement. At the conclusion of the program, families will engage in end-of-program conferences that connect summer learning directly to ninth-grade coursework and expectations. These early touchpoints are designed to establish strong home-school partnerships before the first day of high school, reduce transition-related uncertainty, and reinforce the seriousness and purpose of the academic work.

All the Accelerator programming will operate in full compliance with applicable federal and state requirements, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), Title II requirements, and Illinois charter school law. The program is fully open-enrollment and non-selective, available to all students admitted to Baker, including students with disabilities, multilingual learners, and students requiring additional academic or social-emotional supports. Participation in the Accelerator is not a gatekeeping mechanism and does not restrict access to Baker's ninth-grade program.

Noble Schools (Noble) is Chicago's largest and highest-performing network of public charter high schools. Across 17 campuses, Noble serves approximately 12,000 students and employs more than 1,600 staff. Nearly all Noble students identify as persons of color, the vast majority come from under-resourced communities, and more than four-in-five are first-generation college attendees. Noble's mission is to ensure that all students have equitable and positive school experiences that equip them to complete college and lead choice-filled lives. This is not just an

aspirational written mission on our documents and brochures; this is living in the four walls of all of our school buildings and palpable in how we hire, lead, and execute on every decision in our schools.

For over 25 years, Noble has demonstrated that students who enter high school below grade level can make significant progress when provided with a coherent, rigorous, and data-driven educational experience. Noble is nationally recognized for college access and persistence: each year, 99% of Noble students are accepted into college, and historically, over 80% choose to enroll. Noble continues to provide hands-on support to more than 31,000 alumni through college completion and beyond, grounded in the belief that college readiness and completion are among the most powerful levers for long-term opportunity and equity.

That track record is reflected not only in academic outcomes but also in family choice. While Chicago Public Schools enrollment declined by approximately 9,000 students between last year and this year, Noble's enrollment increased - from 12,064 students at Census 1 in SY25 to 12,192 at Census 1 in SY26. This growth reflects the commitment, systems, and structures Noble has built to get, keep, and grow students through strong academics, consistent culture, and a student experience families trust. Parents do not care who operates a public school; they care whether it is excellent. Increasingly, families are choosing Noble because they experience that excellence firsthand.

Independent research reinforces this experience. National studies from Stanford's Center for Research on Education Outcomes (CREDO) show that students in high-performing charter networks make substantially greater academic progress in reading and mathematics than comparable peers in traditional public schools, particularly for students from historically underserved backgrounds. Using a 180-day school year as a benchmark, CREDO translates these gains into the equivalent of additional "days of learning," demonstrating that sustained exposure to strong charter instructional models produces accelerated growth over time. CREDO describes schools that deliver this combination of above-average growth and equitable outcomes as "gap busters."

Noble's history aligns squarely with this evidence: meeting students where they are and accelerating learning through disciplined instruction, intentional use of time, and data-driven practice. More specifically, between 2013 and 2019, Noble students received the equivalent of 168 extra days of math instruction and 86 extra days of reading instruction per year. Noble continues to be a "gap buster," closing learning gaps and achieving exceptional student growth each year.

The post-pandemic context, however, has fundamentally changed the starting line for many students entering high school. Across Chicago and nationally, learning loss has created a historic gap between ninth-grade entry points and grade-level expectations. This challenge is not a reflection of students' effort or potential, but rather a responsibility public schools must confront. Noble's internal data show that while students continue to make meaningful academic gains during high school, many are now entering ninth grade at significantly lower levels than in prior years. As a result, even strong year-to-year growth is increasingly insufficient to close readiness gaps within four years using traditional high school models alone.

Baker, the subject of this application, is a Noble campus serving Chicago's Southeast Side, located in the South Chicago neighborhood. Since opening in 2013, Baker consistently outperforms comparable neighborhood schools in academic gains, high school graduation rates, and college enrollment and completion. At the same time, Baker's entering cohorts reflect the broader post-pandemic reality. Incoming ninth graders average approximately 11 on ACT-aligned diagnostics, and only 3% meet grade-appropriate readiness thresholds at entry. While Baker students persist and enroll in college at high rates, college persistence and completion remain key vulnerabilities, particularly for students who begin high school far below readiness benchmarks.

This moment requires innovation. Models that wait until ninth grade to address academic gaps no longer align with the scale of the challenges students face. Noble's experience and the national research both point to the same conclusion: earlier exposure to an effective instructional model matters, and cumulative academic growth compounds over time.

By extending Noble's proven instructional model into the summer before ninth grade, the Accelerator is designed to reposition students' academic starting point and strengthen ninth-grade success from the outset. The initial cohort will serve approximately 90 incoming ninth graders, with planned growth to 120 students and ultimately 150 students as the model is refined and capacity expands.

Baker's base-year enrollment for FY26 - Census 1 is 285 students. With CSP support, Baker projects enrollment growth to 295 students at FY27 - Census 1; 320 students at FY28 - Census 1; and 345 students at FY29 - Census 1. This represents a net increase of 60 additional students over the course of the grant period. CSP funding will allow Baker to achieve this growth intentionally and responsibly - expanding access while protecting and improving quality through a focused, evidence-aligned strategy centered on early academic readiness, ninth-

grade success, and rigorous data-driven improvement. By engaging students and families before ninth grade begins, Baker offers a clear and compelling value proposition: a strong academic start, high expectations, and intentional college preparation from day one.

This value proposition is especially important for families on the Southeast Side, where students have long exercised high school choice by leaving the region. By strengthening readiness, confidence, and early momentum, the Accelerator is designed to further incentivize families to choose and remain with a high-quality, open-enrollment high school in their own community. Over time, stable and excellent schools can help anchor and reinvigorate neighborhoods that have been underserved for decades. Baker is positioned to play that role.

Noble's ability to deliver on this vision is grounded in experienced, mission-aligned leadership and mature organizational systems. Noble's Chief Executive Officer (CEO) is a graduate of the first Noble graduating class (Class of 2003), bringing lived experience of the outcomes Noble seeks to produce. We want to create more seats for our students at the CEO table. The remainder of the senior leadership team collectively brings nearly 140 years of experience within Noble alone, providing deep institutional knowledge and proven execution across academic, operational, finance, college, and people systems. At Baker, a dynamic new and experienced principal is already accelerating outcomes through strong instructional leadership and culture-building.

This work is further anchored in Noble's three-year strategic plan - Grow, Keep, Renew - which commits the organization to growing academic proficiency and college readiness, keeping students engaged and supported, and renewing our charter agreement for the maximum number of years possible. Noble has never been better positioned - organizationally, strategically, or operationally - to make the Accelerator a success.

Importantly, investment in Baker has a multiplier effect. Noble has a long history of piloting high-impact initiatives at individual campuses and embedding what works into the core of the organization, and sharing the resources with the charter community (e.g., our interim assessments and college assessment system - the "College Bot" - are used throughout the country). Noble's scale, centralized systems, and proven ability to sustain effective practices position the network to rapidly learn from this pilot and, if successful, adapt and extend the model to serve thousands more students over time. In this way, CSP funding at Baker has the potential to generate impact well beyond a single school - strengthening outcomes, expanding access to high-quality charter seats, and contributing to the long-term vitality of the broader charter sector.

Finally, Noble has a proven track record of planning and executing complex initiatives at scale, grounded in strong strategic design, deep internal expertise, disciplined operations, rigorous data systems, and exceptionally strong campus leadership. Noble has consistently sustained its most effective and transformative work as a core part of who the organization is. This organizational capacity positions Baker extremely well to design and implement the Accelerator with high fidelity, during the grant term and for years to come, making this investment both timely and sustainable.

	Goal:	Performance Measures:	Rationale:
Goal 1	Improve academic readiness for rising ninth-grade students at Baker through the design and launch of The Accelerator beginning in Summer 2027.	Baseline: Average ACT 11.6, with 3% meeting college readiness benchmark. -Average incoming ninth-grade ACT-aligned diagnostic score: ~11 -Students meeting grade-appropriate ACT readiness thresholds at entry: 3% Target (Preliminary to be locked in during planning year): -Increase the percentage of incoming ninth graders meeting grade-appropriate ACT readiness thresholds from 3% to at least 10% by the start of ninth grade. -Demonstrate measurable average growth on ACT-aligned diagnostics for students participating in the Accelerator. Performance Measures: -Pre- and post-program ACT-aligned assessments (a test at the start and end of the program to assess growth). -Percentage of incoming ninth graders meeting grade-appropriate ACT readiness thresholds. -≥95% of students participating in the Accelerator are enrolled at Baker on the date of the first CPS census. Final readiness growth	Noble's data show that students entering ninth grade with very low ACT-aligned baselines face significant barriers to college readiness through typical instructional time alone. CSP funding will support the planning and initial implementation of a pre-ninth-grade academic intervention designed to shift students' starting point and improve school quality as Baker expands.

		targets will be refined and locked during the CSP planning year using baseline data from the first Accelerator cohort to ensure rigor, feasibility, and alignment with Noble's network ACT growth expectations.	
Goal 2	Increase the proportion of Baker ninth graders who are on track to promote to tenth grade by strengthening early academic momentum through aligned summer and in-year supports.	Baseline: -48% Ninth-grade promotability rates by June's Report Card Pick Up, well below Noble's expectations. Target (Preliminary to be locked in during planning year): -Increase ninth-grade promotability by 10-15 percentage points relative to Baker's pre-grant baseline. -Reduce ninth-grade course failures for participating cohorts. Performance Measures: -Percentage of ninth-grade students deemed promotable by June Report Card Pick-Up. -Course pass/fail rates in ninth grade. -Ninth-grade attendance during the first semester. Exact promotability and course performance targets will be finalized during the CSP planning year once baseline ninth-grade outcomes for Accelerator participants	Within Noble, ninth-grade promotability is a leading indicator of college matriculation, persistence, and graduation. CSP funding enables Baker to connect early readiness gains to in-year instructional supports, thereby improving outcomes for traditionally underserved students and advancing INCS's objective to improve charter-sector quality.

		are established and compared to prior Baker cohorts.	
Goal 3	Expand Baker's enrollment by at least 60 students over the grant period while maintaining or improving academic outcomes and student persistence.	Baseline: -The 2025-26 Census 1 enrollment for Baker was 285 students. The school average GPA was 2.65, with average ACT scale scores (College Readiness %) for 9th = 13.1 (11%), 10th = 13.1 (4%), and 11th = 14.7 (5%). Growth from the pre-test for 9th grade = 1.6pts, 10th grade = 0.5pts, and 11th grade = 1.2pts. Target (Preliminary to be locked in during planning year): -Enroll at least 60 additional students over the grant period. >FY26 - Census 1: 285 students (baseline enrollment). >FY27 - Census 1: 295 students (planning year) >FY28 - Census 1: 320 students (implementation year #1) >FY29 - Census 1: 345 students (implementation year #2) -Maintain or improve ACT growth, GPA, and readiness indicators relative to pre-expansion baselines. -Achieve ≥95% persistence through Census 1 for newly enrolled students.	CSP funding will allow Baker to grow responsibly by pairing expansion with early academic readiness investments that strengthen outcomes rather than dilute quality, directly increasing access to a high-quality charter school serving a historically underserved community.

		Performance Measures: -Annual enrollment counts compared to Growth Plan targets. -ACT growth and GPA trends for expanded cohorts. -Student persistence and retention data on the first and second CPS census of the year. Final academic performance thresholds tied to expansion cohorts will be set during the CSP planning year to ensure alignment with Baker's evolving enrollment profile and Noble's network benchmarks.	
Goal 4	Enhance Baker's data tracking and student mastery systems to monitor readiness, growth, and equity of outcomes for all student subgroups.	Baseline: -Noble has a robust summative & formative assessment system aligned with the ACT, with the capability to continuously analyze and respond to subgroup performance gaps. Current subgroup growth/impact gaps as of the end of S1 of the 2025-26 school year are as follows: 9th-11th College Readiness (ACT Growth) on Q2 interim Assessments: -9th SY26 Black vs. LatinX = 1.3 vs. 2.4 -10th SY26 Black vs. LatinX = 0.3 vs. 0.8 -11th SY26 Black vs. LatinX = 1.4 vs. 0.3 -9th IEP vs. Gen = 1.1 vs.	Noble's strength lies in disciplined, data-driven decision-making. CSP funding will support the refinement of assessment and evaluation systems necessary to ensure that early academic investments produce equitable, measurable gains and inform future sustainability and potential replication.

		1.7 -10th IEP vs. Gen = 1.1 vs. 0.2 -11th IEP vs. Gen = 0.3 vs. 1.4 -9th ML vs. NonML = 2.7 vs. 1.3 -10th ML vs. NonML = 0.9 vs. 0.4 -11th ML vs. NonML = 0.8 vs. 1.2 Target (Preliminary to be locked in during planning year): -Establish a fully articulated set of summer-to-ninth-grade readiness benchmarks by the end of the planning year. -Implement routine data cycles during the Accelerator and ninth grade to inform instructional adjustments. Performance Measures: -Completion and use of ACT-aligned diagnostics and interim assessments. -Documented data cycles and instructional adjustments. -Subgroup-level outcome reporting. -Readiness and promotability outcomes are disaggregated for multilingual learners participating in the Accelerator. The CSP planning year will be used to finalize benchmark definitions, data protocols, and	

		reporting structures to ensure fidelity, comparability across cohorts, and strong evaluation of impact.	
Goal 5	Increase the proportion of Greater Stony Island-resident high school students who enroll in and persist at a high-quality, open-enrollment public high school within their home region by strengthening Baker's role as a readiness-focused local option. (The region is defined in CPS' Annual Regional Analysis report: https://www.cps.edu/sites/ara/)	Baseline (CPS ARA - Greater Stony Island, High School Choice): -Of 6,094 high school students residing in the region, 62% attend school outside the region. -Among students attending a non-zoned high school in the region, 65% attend charter or contract schools, indicating strong demand for high-quality, open-enrollment options. Target (Preliminary to be locked in during planning year): -As Baker expands by at least 60 students, increase the number and percentage of Greater Stony Island-resident ninth graders enrolling at Baker. -Achieve ≥95% Census 1 persistence for newly enrolled in-region students. Performance Measures: -Baker enrollment and Census 1 persistence for Greater Stony Island-resident students. -Enrollment geography trends for entering ninth graders. -Ninth-grade readiness and promotability	CPS ARA data indicate that families in Greater Stony Island actively exercise high school choice and that many students attend school outside the region. By piloting a pre-ninth-grade Accelerator that builds academic readiness and confidence early, Baker strengthens its value proposition as a high-quality, open-enrollment local option, supporting responsible expansion and advancing the goal of increasing access to high-quality charter school seats in historically underserved communities.

		indicators for participating cohorts. Specific numeric targets for in-region enrollment growth will be finalized during the CSP planning year using CPS ARA data and Baker's baseline enrollment patterns.	

Section 2: Educational Philosophy, Key Design Elements, and School Culture

Fully describe and justify the design of the academic program in terms of the educational philosophy, key elements of the program, and how school culture is developed. Be sure to include key design elements, and rationale for why this education model was chosen and how it will produce strong outcomes for the unique community and student population the school will be located within. Describe how the applicant will use the autonomy and flexibility granted to it, and how that is consistent with the definition of a charter school in ESEA § 4310 (2).

(This value must be between 1 and 1500 words)

Baker's academic program is grounded in Noble's longstanding and proven educational philosophy: that college readiness is achieved through the deliberate alignment of rigorous content, strong instructional practice, and a student experience that builds agency, confidence, and a sense of belonging. Noble's North Star is to prepare every student to complete college and lead a choice-filled life, and this commitment shapes every element of Baker's instructional model, school culture, and use of autonomy as a charter school. Importantly, Baker's work is supported by extensive centralized academic, social-emotional, and operational systems across Noble, ensuring that schools are not isolated in their efforts but operate within a coherent, well-resourced network designed to drive student success at scale.

At the core of Noble's approach is the belief that students learn best when instruction is clear, consistent, connected, driven by data, and when adults take collective responsibility for ensuring that every student makes measurable academic progress. Baker applies this philosophy through The Noble Classroom, Noble's instructional framework that defines what high-quality teaching and learning look like across curriculum, instruction, and student engagement, and is reinforced by centralized curriculum teams, instructional coaching, data analytics, and student support services.

The Accelerator extends this same instructional core into the pre-ninth-grade summer period, leveraging Noble's existing academic and student support infrastructure to intervene earlier, while maintaining full coherence with the instructional expectations, routines, and supports students will experience during the school year.

Educational Philosophy: The Instructional Core and College Readiness
Noble's academic philosophy centers on the Instructional Core-the dynamic relationship between curriculum, instruction, and the student. Noble's experience has shown that sustained academic growth occurs when all three elements are intentionally aligned and reinforced through systems, structures, and culture.

Noble defines college readiness as the intersection of student content development, student skills development, and student experience. Students must master rigorous, standards-aligned content; develop transferable skills such as problem-solving, reading comprehension, and academic stamina; and experience school as a place where expectations are high, supports are clear, and effort leads to growth. This holistic conception of readiness is especially important for Baker's students, many of whom enter high school significantly below grade-level benchmarks and require both academic acceleration and confidence-building to succeed.

The Accelerator was selected as an educational model precisely because it addresses a critical leverage point in this philosophy: the academic starting point at the beginning of ninth grade. Noble's data demonstrate that once students begin high school far below readiness benchmarks, even strong year-to-year growth often cannot fully close gaps within four years. By extending exposure to a rigorous college prep instructional core into the summer before ninth grade, Baker can reposition students' starting point and create conditions for stronger outcomes throughout high school.

Key Design Elements of the Academic Program

1. Standards-Based, ACT-Aligned Curriculum
Baker's curriculum is fully aligned to Illinois Learning Standards and vertically mapped to graduation requirements and ACT benchmarks. Curriculum design prioritizes depth over coverage, ensuring students master foundational concepts and skills necessary for success in college-level coursework.

The Accelerator uses this same curriculum architecture, adapted for acceleration rather than remediation. Instruction focuses on:

-Mathematics: foundational algebraic reasoning, problem-solving, and quantitative literacy aligned to ACT domains.
-Reading Comprehension: close reading of complex texts, vocabulary development, and analytical writing.
-Writing: structured, high-frequency writing practice focused on sentence fluency, evidence-based paragraphs, and short analytical responses aligned to ninth-grade expectations and Noble's intensive writing standards.
-Academic Language and English Immersion: targeted instruction for multilingual learners aligned to World-Class Instructional Design and Assessment (WIDA) standards and integrated into content instruction.

This design ensures that summer learning is not disconnected or duplicative, but rather an extension that directly supports the success of upcoming ninth-grade coursework.

2. Data-Driven Instruction and Assessment Cycles

Data-driven instruction (DDI) is a defining feature of Noble's academic model. Baker uses a robust system of ACT-aligned assessments - including formative platform data, interim assessments, and Skills Checks - to identify student needs, monitor progress, and adjust instruction in real time.

The Accelerator incorporates the same DDI structures:

-Diagnostic assessments, such as STAR, at program entry establish baseline readiness.
-Frequent formative checks allow teachers to identify misconceptions and adjust instruction.
-End-of-program assessments measure growth and inform fall instructional planning.

Importantly, data from the Accelerator flows directly into Baker's ninth-grade data cycles, ensuring continuity and preventing the loss of learning gains once the school year begins. Outcomes are disaggregated by subgroup, including multilingual learners, to ensure equity and accountability.

3. Instructional Practice: The Noble Classroom

All instruction at Baker is guided by The Noble Classroom (https://drive.google.com/file/d/1FGQHmYilWnxAaHk5-bU49-WrwDIzkrUo/view?ths=true), which defines high-quality instruction through prioritizing four core tenets:

-Clear, Consistent, Connected (CCC): lessons are well-structured, aligned to standards, and connected across units and courses.
-Standards-Based & Data-Driven (SD): instruction is anchored to grade-level standards and responsive to student performance data.
-Intentional Time (IT): instructional minutes are maximized and protected, with clear purpose for every segment of the day's lesson.
-Cognitive Lift (CL): students are consistently asked to think deeply, explain reasoning, and engage in productive struggle.

The Accelerator leverages Noble's existing systems and structures - emphasizing Intentional Time and Cognitive Lift by providing extended, focused instructional blocks in a distraction-free environment. Teachers are trained to maintain high expectations while scaffolding instruction so that all students - including those entering with significant gaps - engage meaningfully with grade-level content.

4. Leadership Development and Instructional Coherence

Strong instructional outcomes require strong instructional leadership. Baker benefits from Noble's centralized academic support structures, including curriculum teams, instructional coaching, and principal development focused on supporting the instructional core.

During the planning year, Baker's leadership and instructional teams will use CSP flexibility to:

-Design the Accelerator curriculum and schedule,
-Align assessment use across summer and school-year programming,
-Ensure that staffing and professional development support high-quality implementation.

This ensures that the Accelerator is not a standalone program, but a coherent extension of Noble's and Baker's academic system.

5. School Culture: Clear, Consistent, and Connected

Baker's culture is intentionally designed to support academic success by fostering a sense of belonging, accountability, and high expectations. Students experience school as a structured, supportive environment where expectations are clear, relationships are strong, and effort is recognized.

The Accelerator reflects and reinforces this culture:

-Students participate in advisory-style experiences that introduce high school routines, norms, and expectations.
-Daily structures emphasize punctuality, preparedness, and academic focus.
-English immersion supports ensure multilingual learners feel supported and confident from the outset.

Hosting the Accelerator on a college campus further reinforces Baker's cultural message: college is not abstract or distant - it is tangible and attainable. While instruction remains led by Noble educators and grounded in Baker's values, the setting signals seriousness, aspiration, and purpose.

6. Use of Autonomy and Charter Flexibility

As a charter school, Baker uses autonomy and flexibility to design programming responsive to student needs and community context. CSP funding would enable Baker to:

-Extend learning time beyond the traditional school calendar,
-Design a pre-ninth-grade academic model not constrained by district schedules,
-Pilot innovative approaches while maintaining accountability for results,
-Adapt staffing, scheduling, and instructional design to maximize impact.

This flexibility is exercised responsibly and transparently, grounded in Noble's commitment to data, equity, and continuous improvement. The Accelerator exemplifies how charter autonomy can address real instructional challenges and expand access to high-quality public education.

7. Rationale for the Model and Expected Outcomes

The Accelerator was selected because it directly addresses the intersection of academic need, timing, and opportunity facing Baker's students, the South Chicago neighborhood, and the broader community. By intervening before ninth grade, aligning instruction to Noble's instructional core, and embedding data-driven practices from the start, Baker creates conditions for stronger ninth-grade success, improved persistence, and long-term college readiness.

This educational model is intentionally designed to produce measurable academic growth while reinforcing Baker's identity as a high-quality, open-enrollment public high school committed to equity, rigor, and student success.

Section 3: Curriculum, Instructional Strategies, and Technology

Fully describe and justify the instructional practices and curriculum that will be utilized to meet the school's performance objectives, while also demonstrating alignment to state and Federal requirements. Be sure to include the use of technology and how it will assist with producing strong outcomes for the unique community and student population the school will be located within.

(This value must be between 1 and 750 words)

Baker's curriculum, instructional strategies, and use of technology are grounded in a robust academic infrastructure developed and refined across Noble's 18 campuses. Over decades, Noble has built a coherent, standards-aligned curriculum; disciplined instructional practices; and integrated data and technology systems designed to move students toward college readiness. The Accelerator does not require the creation of a new academic model. Instead, it represents a strategic extension of Noble's existing instructional core into the pre-ninth-grade summer period, allowing Baker to intervene earlier while maintaining coherence, rigor, and quality.

1. Curriculum Design and Alignment
Baker implements a standards-based curriculum aligned with the Illinois Learning Standards, graduation requirements, and ACT college-readiness benchmarks. Curriculum is vertically aligned and intentionally sequenced to ensure students master foundational skills before advancing to more complex applications. This curriculum is already fully developed and consistently used throughout the school year.

During the CSP planning year, Baker's instructional team will develop summer-specific scopes, sequences, and pacing guides that adapt the ninth-grade curriculum for acceleration rather than remediation. This work focuses on identifying the prerequisite skills and concepts most critical for ninth-grade success and prioritizing them for intensive summer instruction.

Instruction within the Accelerator will focus on:
-Mathematics: Foundational algebraic reasoning, problem-solving, and quantitative literacy aligned to ACT domains.
-Reading Comprehension: Close reading of complex texts, vocabulary development, and analytical writing.
-Writing: High-frequency, structured writing practice emphasizing sentence fluency, evidence-based paragraphs, and short analytical responses aligned to ninth-grade expectations and Noble's intensive writing standards.
-Academic Language and English Immersion: Targeted supports for multilingual learners aligned to WIDA standards and embedded within content instruction.

Summer curriculum development centers on adaptation and alignment rather than invention. This ensures immediate relevance to ninth-grade coursework and a seamless transition into the school year.

2. Instructional Strategies

Instruction at Baker is guided by The Noble Classroom, Noble's instructional framework that defines high-quality practice across campuses. The framework is operationalized through four core tenets:

-Clear, Consistent, Connected (CCC): Lessons are intentionally structured, aligned to standards, and connected across units to support cumulative learning.
-Standards-Based and Data-Driven (SD): Instruction is anchored in grade-level standards and adjusted continuously based on student performance data.
-Intentional Time (IT): Instructional minutes are maximized and purposefully used, particularly during extended learning opportunities.
-Cognitive Lift (CL): Students are consistently asked to explain reasoning, engage in productive struggle, and apply knowledge in increasingly complex ways.

The Accelerator extends these same instructional practices into a summer setting. Teachers leverage extended instructional blocks to deepen Cognitive Lift and maximize Intentional Time, while maintaining the same expectations for rigor and engagement that define Baker's classrooms during the school year.

3. Data-Driven Instruction and Assessment

Data-driven instruction is a cornerstone of Noble's academic model. Baker uses a comprehensive system of ACT-aligned assessments to diagnose learning needs, monitor progress, and inform instruction, including:

-ACT-aligned diagnostic assessments,
-Frequent formative assessments and Skills Checks, and
-Interim assessments aligned to college-readiness benchmarks.

The Accelerator will use these same tools to establish baseline readiness at entry, monitor growth across the four-week program, and inform instructional planning for the fall semester. Data from the Accelerator will flow directly into Baker's existing ninth-grade data cycles, ensuring continuity, preserving learning gains, and enabling teachers to

begin the school year with a clear understanding of student strengths and needs. Assessment results will be disaggregated by subgroup, including multilingual learners, to ensure equity and accountability.

4. Use of Technology to Support Learning

Noble maintains a well-established technology infrastructure that supports curriculum delivery, assessment, and data analysis across campuses. Students and teachers regularly use cloud-based platforms to access instructional materials, complete assessments, and track progress toward standards and readiness benchmarks.

The Accelerator will leverage existing systems rather than introducing new tools, even when programming is done off-site. Technology will be used to deliver curriculum efficiently, provide timely feedback through formative assessments, and support rapid instructional adjustments during the condensed summer timeframe. Technology is intentionally integrated as a tool to enhance high-quality instruction, not replace it.

5. Rationale and Expected Outcomes

The Accelerator's curriculum, instructional strategies, and technology build directly on proven, scalable systems deeply embedded within Noble. By extending an established instructional model into the pre-ninth-grade period, Baker reduces implementation risk while addressing a critical academic leverage point. This approach positions students to enter ninth grade better prepared, more confident, and ready to engage fully in Baker's college-preparatory program, thereby strengthening student outcomes and advancing Baker's role as a high-quality, open-enrollment public high school serving South Chicago and the Greater Stony Island community.

Section 4: Assessment and Data

Fully describe and justify how your school will have rigorous goals and adequate performance management to ensure students' academic success. Describe your assessment choices, data collection and analysis, and use of data to inform instruction, differentiate and evaluate the school as a whole.

(This value must be between 1 and 750 words)

Baker's approach reflects one of Noble's strongest organizational assets: a deeply embedded culture of data-driven instruction (DDI), supported by mature systems, shared beliefs, and disciplined practice across the network. At Noble, assessment and data are not compliance tools; they are central to how educators plan instruction, monitor progress, differentiate support, and move students toward college readiness.

The Accelerator does not require new systems or a shift in mindset. Instead, it extends Noble's existing performance management infrastructure into a pre-ninth-grade context, allowing Baker to apply familiar tools, routines, and expectations earlier in students' academic trajectories.

1. Rigorous Goals and Performance Management
Noble establishes academic goals aligned to Illinois Learning Standards, graduation requirements, and ACT readiness benchmarks. Progress toward these goals is monitored through a structured performance management system emphasizing clarity, accountability, and continuous improvement at the classroom, grade, and school levels.

At Baker, this system includes clearly defined readiness benchmarks, frequent assessment cycles embedded in instructional planning, structured data review protocols for teachers and leaders, and centralized oversight to ensure consistency and fidelity. Academic goals for the Accelerator are explicitly connected to Baker's broader school-wide goals. Final targets will be refined during the CSP planning year using baseline data from Accelerator participants to ensure goals are ambitious, realistic, and responsive to student needs.

2. Assessment Systems and Tools
Baker uses a coherent, ACT-aligned assessment system already in place across Noble. These tools will be used during the Accelerator without material modification:
-Diagnostic assessments to establish baseline readiness,
-Frequent formative assessments and Skills Checks to monitor understanding in real time, and
-Interim assessments aligned to ACT domains and grade-level standards.

Diagnostics administered at the start of the Accelerator establish individual readiness profiles. Throughout the four-week program, formative assessments are used to monitor progress and adjust instruction. End-of-program assessments measure growth and directly inform fall instructional planning. This continuity ensures that Accelerator data is immediately actionable and fully integrated into Baker's ninth-grade data cycles.

3. Data Collection, Analysis, and Instructional Use

Noble's data systems are designed for rapid analysis and timely instructional response. Student data is housed in PowerSchool, and assessment data is collected through platforms such as Formative, which provides immediate feedback aligned to ACT domains. Data is visualized through Tableau dashboards accessible to teachers, school leaders, and network staff.

During the Accelerator, teachers review formative data daily to guide pacing and differentiation, instructional leaders monitor cohort-level trends and implementation fidelity, and Baker's leadership team uses dashboards to identify areas requiring additional support or adjustment. A centralized data team supports this work by analyzing outcomes quickly and surfacing insights that enable course correction during the program itself, not after it ends. This capacity is especially critical in a short, intensive summer setting.

4. Technology Access and Instructional Support

All students participating in the Accelerator will have access to Chromebooks to ensure consistent engagement with curriculum materials, assessments, and instructional platforms. Technology is used intentionally to deliver curriculum efficiently, provide immediate feedback, support data-informed differentiation, and increase instructional efficiency during extended learning time.

Technology complements high-quality, teacher-led instruction. Noble's instructional model prioritizes standards-based teaching supported by digital tools that enhance feedback cycles and instructional responsiveness.

5. Differentiation and Equity

Noble's data systems enable differentiated instruction at scale. Assessment data is routinely disaggregated by subgroup, including multilingual learners, to ensure equitable access to supports and accountability for outcomes.

Within the Accelerator, multilingual learners receive targeted English immersion aligned to WIDA standards and informed by assessment data. Instructional grouping is flexible and responsive to demonstrated need, and progress is closely monitored to ensure that language development and content mastery advance together.

6. Evaluation and Continuous Improvement

Noble's commitment to continuous improvement extends beyond classroom instruction to program evaluation. The Accelerator is designed as a measurable, evaluable pilot. Data collected during the program and throughout ninth grade will be used to assess impact on readiness and promotability, compare outcomes to prior Baker cohorts, and inform decisions about sustainability and potential replication. This evaluation mindset ensures CSP funds are used responsibly and that continuation decisions are grounded in evidence.

7. Rationale and Expected Outcomes

The assessment and data systems used at Baker are proven, deeply embedded, and consistently applied across Noble. By extending an existing DDI infrastructure into the pre-ninth-grade period, Baker minimizes implementation risk while maximizing the likelihood of measurable academic gains. This approach ensures instruction is responsive, progress is continuously monitored, and outcomes are rigorously evaluated, advancing Baker's role as a high-quality, open-enrollment public high school serving the Greater Stony Island community.

Section 5: Effectively Serving All Students

Charter schools are obligated to take specific actions to ensure an open, fair, non-selective method of attracting and enrolling students, and all charter schools need to be ready to serve the group of students that choose to attend. Fully describe and justify your plan to offer a continuum of services for all types of students, including those that are educationally disadvantaged (such as low-income, special education, English learners, homeless, migrant and other at-risk students) and gifted and talented.

(This value must be between 1 and 1500 words)

Baker is a fully open-enrollment, non-selective public charter high school committed to serving all students who choose to attend. Noble's mission - to ensure equitable and positive school experiences that equip students to complete college and lead choice-filled lives - guides every aspect of Baker's recruitment, enrollment, academic programming, and student support systems.

Baker does not screen or exclude students based on academic ability, language proficiency, disability status, or background. Instead, the school is intentionally designed to provide a continuum of services that meets the needs of a diverse student population, including students who are educationally disadvantaged, students with disabilities, multilingual learners, students experiencing homelessness or high mobility, and students who require enrichment or advanced coursework.

1. Open, Fair, and Non-Selective Enrollment
Baker participates fully in Chicago Public Schools' GoCPS enrollment process and adheres to all requirements for open, fair, and non-selective recruitment and enrollment. Baker does not administer entrance exams, interviews, or academic screens. All students admitted through GoCPS or through a transfer process are welcomed and served.

Recruitment and outreach are designed to ensure broad access across Chicago, with particular attention to families historically underrepresented in high-quality high school options. Baker is supported by a dedicated student recruitment specialist, and this work is further strengthened by centralized Noble recruitment systems, data, and outreach strategies that guide and support campus-level efforts. Information about Baker's program, academic expectations, and available supports is communicated clearly and consistently so families can make informed choices.

The Accelerator is explicitly not a selective program and does not function as a gatekeeping mechanism. Participation is offered to all incoming ninth graders admitted to Baker to strengthen readiness, confidence, and

connection before the school year begins.

2. Equity as a System: The Noble Equity Index and Strategic Plan

Noble operationalizes its commitment to equity through the Noble Equity Index, a data-driven framework that identifies campus-level need and informs the allocation of resources, staffing, and supports. The Equity Index incorporates multiple indicators, including:

-Academic starting points,
-Prevalence of students with disabilities and multilingual learners,
-Socioeconomic indicators,
-Community-level context.

Baker ranks among the highest-need campuses on the Noble Equity Index, reflecting both the significant academic gaps students bring at entry and the broader contextual challenges faced by the community. This designation ensures Baker receives targeted resources and strategic attention aligned to student need rather than enrollment size alone.

This approach is reinforced in Noble's three-year Strategic Plan (https://nobleschools.org/strategic-plan-reports-publications/#single/0) - Grow, Keep, Renew, which commits the organization to:

-Growing academic proficiency and college readiness,
-Keeping students engaged, supported, and on track,
-Renewing our charter agreement for the maximum number of years possible.

The Accelerator is a direct expression of these commitments, extending equity-aligned supports earlier in students' high school journeys.

3. Serving Students with Increased and Specialized Academic Needs

Across Noble, approximately 16% of students are served under an Individualized Education Program (IEP). At Baker, that number sits closer to 24%. Baker has established systems and staffing models to serve students with disabilities in compliance with all federal and state requirements while maintaining high academic expectations.

Baker provides a continuum of special education services, including:

-Extensive MTSS systems and structures
-Co-taught general education classrooms,
-Specialized instruction aligned to IEP goals,
-Related services as required,
-Consistent collaboration between general education teachers, special education teachers, and service providers.

Special education services are fully integrated into Baker's instructional core and data systems. Student progress toward IEP goals is monitored regularly and aligned with academic performance data to ensure coherence between compliance and instructional effectiveness.

Students with disabilities are fully included in the Accelerator. Accommodations and supports are provided in alignment with students' IEPs, and early participation in Baker's routines, expectations, and instructional model supports a smoother transition into ninth grade. By engaging students with disabilities before the school year begins, Baker reduces transition barriers and strengthens early engagement.

4. Serving Multilingual Learners (Approximately 29% of Noble Students)
Approximately 29% of Noble students are multilingual learners, representing a range of English proficiency levels. At Baker, that number sits at 16-17%. Baker provides integrated English language development aligned to WIDA standards, ensuring that students build academic language while mastering grade-level content.

Language development is embedded within content instruction rather than isolated as a separate track. Teachers receive ongoing support to integrate language objectives into mathematics, reading, and writing instruction.

Within The Accelerator:

-Multilingual learners receive targeted English immersion aligned to assessed language needs,
-Language supports are integrated into core academic instruction,

-Progress is monitored through assessment data disaggregated by proficiency level.

These supports continue seamlessly into the school year, allowing multilingual learners to enter ninth grade with stronger academic language, clearer expectations, and increased confidence.

5. Serving Educationally Disadvantaged and At-Risk Students

The majority of Baker's students come from under-resourced communities and face a range of risk factors, including housing instability, frequent mobility, and limited access to academic enrichment before high school. Baker provides layered supports designed to address these needs, including:

-Standards-aligned curriculum with built-in scaffolds,
-DDI interventions,
-Advisory structures focused on belonging, goal-setting, and organization,
-Coordination with Noble's centralized student support teams.

The Accelerator extends this continuum of services into the pre-ninth-grade period, ensuring that students who enter with the greatest academic needs receive additional instructional time and intentional preparation before the school year begins.

6. Serving Students with Advanced Academic Needs

As an open-enrollment school, Baker also serves students who enter with stronger academic skills or who demonstrate accelerated growth. Baker provides opportunities for enrichment and advanced coursework, including:

-Honors and Advanced Placement courses as students progress,
-Flexible instructional grouping informed by assessment data,
-Consistent emphasis on Cognitive Lift.

The Accelerator is intentionally differentiated, allowing students to engage at varying levels of complexity rather than delivering a one-size-fits-all experience.

7. Data-Driven Strategy for All Student Subgroups

Noble's equity strategy is inseparable from its data strategy. Assessment data is routinely disaggregated by subgroup - including students with disabilities, multilingual learners, and other student populations - to identify disparities and inform instructional and organizational responses.

Data from the Accelerator will be analyzed alongside school-year outcomes to assess impact on:

-Academic readiness,

-Ninth-grade promotability,

-Attendance and persistence,

-Subgroup-specific outcomes.

These analyses will inform continuous improvement, resource allocation, and decisions about sustainability and potential replication.

8. Rationale and Alignment

Baker's open-enrollment model, equity-driven resource allocation, and mature systems for serving diverse learners ensure that all students who choose to attend are supported to succeed. By leveraging the Noble Equity Index, established subgroup supports, and a disciplined data strategy, Baker extends its continuum of services earlier through the Accelerator - strengthening readiness without limiting access.

Section 6: Staffing and Professional Development Plan

Fully describe and justify your approach to staffing, inclusive of ratios, positions, etc. required for effective implementation of the chosen education model. Further, describe the process in which all staff will be supported in their ongoing professional development.

(This value must be between 1 and 800 words)

Baker's staffing and professional development model reflects one of Noble's strongest organizational advantages: a stable, experienced workforce supported by mature systems for recruitment, development, and retention. Noble does not need to invent new staffing structures or professional learning models to implement the Accelerator. Instead, the Accelerator is designed to leverage existing roles, expertise, and development systems already embedded across Noble, ensuring high-quality implementation and low execution risk.

1. Staffing Model and Capacity

Baker is staffed by experienced educators and leaders who are deeply grounded in Noble's instructional framework, data-driven practices, and school culture. Staffing ratios during the school year are designed to support rigorous instruction, targeted intervention, and strong student–teacher relationships, and these same principles guide staffing for the Accelerator.

The Accelerator will be staffed primarily by current Noble educators, including Baker teachers and instructional leaders, who already demonstrate strong alignment to The Noble Classroom and Noble's academic expectations. Using existing staff ensures instructional coherence between summer and school-year programming and reduces the need for extensive onboarding or retraining.

The Accelerator staffing model will include:

-Lead instructors for mathematics, reading, writing, and language, maintaining small instructional groups to support acceleration and differentiation.
-Special education and multilingual learner support staff, as needed, to ensure accommodations, services, and language supports are delivered with fidelity.
-A site-based program lead, responsible for daily operations, instructional coherence, and data monitoring.
-Instructional support and operations staff, ensuring smooth logistics, attendance tracking, and student support.

Final staffing ratios and assignments will be refined during the CSP planning year to align with projected enrollment, student needs, and facility logistics at the college campus site.

2. Recruitment and Talent Pipeline

Noble benefits from a dedicated Talent Team that actively recruits, screens, and hires educators aligned to Noble's

mission and instructional expectations. This team sources talent through multiple pipelines and prioritizes instructional skill, content knowledge, and commitment to equity.

Because the Accelerator is staffed largely by current Noble educators, recruitment needs are limited and focused. When additional staffing is required, Noble's Talent Team will support targeted recruitment to ensure all positions are filled by qualified, mission-aligned staff.

Noble's strong retention further strengthens this approach. Staff retention across the network has risen to 85%+, and Noble has achieved historical highs in staff Net Promoter Scores, reflecting educators' confidence in Noble as a place to work, grow, and lead. This stability supports continuity of instruction and strengthens the Accelerator's effectiveness.

3. Professional Development Philosophy

Professional development at Noble is intentional, job-embedded, and continuous. For decades, Noble has invested heavily in adult learning, grounded in the belief that strong student outcomes depend on consistently strong instructional practice. Professional development is tightly aligned to curriculum, assessment, and instructional expectations, and is designed to support coherence across classrooms, campuses, and content areas.

Noble's professional learning systems emphasize ongoing refinement rather than episodic training. Educators engage in regular cycles of observation, feedback, coaching, data analysis, and instructional calibration, ensuring that teaching practice evolves in response to student need and evidence of impact. This mature, network-wide professional development infrastructure supports both school-year instruction and summer programming, positioning the Accelerator for implementation with high instructional fidelity and sustained effectiveness.

4. Professional Development for The Accelerator

Staff supporting the Accelerator will receive targeted professional development aligned to Noble's instructional core and the specific demands of accelerated summer instruction. During the planning year, professional learning will focus on:

-Adapting existing curriculum for accelerated pacing,
-Using assessment data to inform instruction in compressed timeframes,
-Supporting multilingual learners through integrated language development,
-Maintaining Cognitive Lift and high expectations in a summer setting.

Professional development will be facilitated by Baker's instructional leaders and Noble's central academic team,

ensuring alignment with network expectations. Because staff already operate within the Noble Classroom framework, PD for the Accelerator emphasizes refinement and calibration, not foundational training.

5. Ongoing Support, Coaching, and Feedback

Noble's professional development model emphasizes ongoing coaching and feedback rather than one-time training. During the Accelerator:

-Instructional leaders will observe classrooms regularly,
-Feedback will be grounded in The Noble Classroom indicators,
-Data from formative assessments will inform coaching conversations.

This mirrors school-year practice and ensures instructional quality remains high despite the accelerated timeline.

6. Sustainability and Staff Development
Noble's history demonstrates a consistent ability to sustain and institutionalize its most effective initiatives by embedding them into existing structures rather than treating them as add-ons. The Accelerator is intentionally designed within Noble's established staffing and professional development systems, positioning it for sustainability beyond the grant period if outcomes warrant continuation.

By leveraging strong retention, a deep talent pipeline, and mature adult learning systems, Baker is well-positioned to staff the Accelerator effectively, support educators' ongoing development, and deliver high-quality instruction that advances student outcomes.

Section 7: Financial Management and Monitoring Plan

As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial stability. Fully describe your school's plan to be compliant, strategic, and responsible with finances and business services.

(This value must be between 1 and 1000 words)

Noble Schools maintains a mature, highly scrutinized financial management system designed to ensure compliance, protect instructional quality, and sustain long-term organizational stability across its 17-school portfolio, including Baker College Prep. As independently governed public charter schools, Noble campuses operate within a centralized financial infrastructure that provides strong oversight, disciplined planning, and transparent accountability.

Governance and oversight. Noble operates with rigorous financial governance at the board and executive levels. A standing Audit & Finance Committee convenes quarterly to review financial performance, internal controls, compliance matters, audit results, and long-term financial projections. In addition, a smaller subset of committee members meets monthly to provide more frequent monitoring and deeper review of financial trends and emerging risks. The full board of directors also gets a financial briefing once a quarter. This layered governance structure ensures consistent oversight of budgeting, cash flow, debt management, and strategic financial decisions across the organization.

Internal management cadence and accountability. Financial management is led by Noble's President and Chief Financial Officer (CFO). The President and CFO meet weekly to review year-to-date performance, enrollment trends, staffing assumptions, projected cash flow, and potential financial risks. The finance team conducts monthly financial closes and variance analyses, enabling leadership to monitor actual performance against budget and to take corrective action when necessary. This disciplined cadence ensures that decisions are data-informed and aligned to both annual and long-term financial plans.

Budgeting, forecasting, and long-term financial modeling. Noble's budgeting process is conservative, structured, and aligned to strategic priorities. Annual budgets are developed based on verified enrollment projections, contractual commitments, and staffing plans, with careful attention to maintaining financial sustainability in a constrained public funding environment. Throughout the year, updated forecasts are produced to reflect enrollment changes, expenditure trends, and strategic investments.

Beyond annual budgeting, Noble created and maintains a highly sophisticated five-year financial model that projects enrollment, staffing, compensation growth, debt service, facilities costs, and major strategic initiatives across the network. This long-range modeling allows leadership and the Board to evaluate the downstream impact of decisions made today before commitments are finalized. Programmatic expansions, grant-funded pilots, and

enrollment growth initiatives are stress-tested within this model to ensure that short-term investments do not compromise long-term stability. As one campus within Noble's 17-school portfolio, Baker is fully integrated into and subject to this same multi-year planning discipline and financial scrutiny.

Internal controls, compliance, and audit readiness. Noble maintains strong internal controls, including clear approval thresholds, documented purchasing procedures, segregation of duties with explicit checks and balances, and consistent reconciliation practices. Expenditures are reviewed for allowability and compliance with federal, state, and local requirements. Noble has a consistent record of clean, independent annual audits with no findings and strong performance on CPS financial scorecards, reflecting disciplined financial controls and operational rigor. These systems ensure accurate tracking, timely reporting, and full accountability for all public and grant funds.

Cash management, debt oversight, and external validation. Noble actively manages cash flow to ensure that the organization meets its obligations reliably while sustaining high-quality programming. The organization's financial stewardship has been reinforced by a BBB/Stable credit rating from Standard & Poor's, a distinction that reflects credibility, stability, and disciplined financial management within the charter sector. Recent bond activity has been met with strong investor demand, further validating Noble's financial strength and governance practices.

Grant financial management and monitoring. All grant-funded initiatives operate within Noble's centralized financial infrastructure. Grant expenditures are coded and tracked separately, monitored through the same monthly close and variance review processes, and subject to internal review for compliance with allowable-use requirements. Moreover, Noble has a dedicated grant manager who is responsible for monitoring and reporting on the grant's use over time. Financial reporting and performance updates are reviewed through Noble's established governance cadence, including oversight by the Audit and Finance Committee. This structure ensures that grant funds are managed responsibly, transparently, and in full alignment with approved budgets and programmatic goals.

In sum, Noble's financial management and monitoring framework reflects disciplined governance, strong internal controls, conservative forecasting, and long-range planning. With clean audits, strong CPS financial scorecard performance, sophisticated five-year financial modeling, and external validation through its credit rating and bond performance, Noble is well-positioned to manage public and grant funds strategically and responsibly while sustaining high-quality educational programming across its portfolio of schools.

Section 8: Board Capacity and Governance Structure

A competent, trained governing board is essential to the success of a public charter school. Fully describe how your school has developed a strong governing board with a diverse set of skills. Be sure to include how board members understand their roles and responsibilities and have developed a transition plan and ongoing professional development to maintain board strength going forward.

(This value must be between 1 and 750 words)

Noble Schools is governed by an experienced, mission-aligned Board of Directors that provides strategic oversight, fiduciary stewardship, and long-term accountability across the organization's 17-school portfolio, including Baker College Prep. The Board is intentionally structured to reflect a broad range of professional expertise and lived experience, ensuring it can effectively oversee a complex public charter school network serving approximately 12,000 students.

Board Composition and Skill Diversity. Noble's Board includes members with deep experience in finance, investment, accounting, law, education, public policy, philanthropy, business operations, and community leadership. This range of expertise ensures that the Board can rigorously oversee academic and college outcomes, financial performance, audit processes, risk management, facilities strategy, fundraising, and long-term growth, while also remaining grounded in the realities of schools and families.

Importantly, the Board includes both a Noble staff member and Noble parents, bringing direct school-based and family perspectives into governance discussions. This structure ensures that decisions are informed not only by technical expertise but also by lived experience within Noble's schools and communities. The presence of parent and staff voices strengthens accountability and reinforces alignment between governance priorities and the student and family experience.

Board recruitment is strategic and ongoing. Through regular governance reviews, the Board assesses skill gaps, sector expertise needs, and representation priorities. Recruitment efforts are aligned to Noble's evolving strategic goals to ensure the Board remains diverse in background, perspective, and professional competency.

Clear Roles, Responsibilities, and Committee Structure. Board members operate with clear role clarity. The Board is responsible for governance, policy approval, financial stewardship, CEO oversight and evaluation, charter accountability, and long-term strategic direction. Day-to-day operations and program implementation are delegated to the Chief Executive Officer and executive leadership team. This separation of governance and management is reinforced by bylaws, committee charters, and formal onboarding processes.

Standing committees provide structured oversight in key areas. The Audit & Finance Committee meets quarterly, with a smaller working group convening monthly for deeper financial review. This committee oversees budget

development, financial reporting, internal controls, audit preparation, debt management, and long-term financial projections. Additional committees support governance, development, risk, academics, and other strategic priorities, ensuring focused expertise and distributed leadership across Board members.

The Board conducts a formal annual evaluation of the Chief Executive Officer and engages in regular strategic discussions aligned to Noble's multi-year strategic plan. Enrollment growth, academic performance, financial sustainability, charter renewal, and enterprise risk management are routinely reviewed, ensuring oversight remains proactive rather than reactive.

Onboarding, Training, and Ongoing Professional Development. New Board members participate in a structured onboarding process that includes orientation to Noble's mission, academic model, financial position, governance responsibilities, and legal compliance obligations. Members review charter agreements, bylaws, conflict-of-interest policies, and fiduciary duty expectations. Meetings with executive leadership and campus visits provide context and deepen understanding of the organization's work.

Ongoing professional development is embedded in Board practice. Members receive updates on charter law, regulatory requirements, financial reporting standards, and sector trends as needed. Governance refresh sessions periodically revisit roles and responsibilities, committee structures, and strategic alignment. This continuous learning approach ensures Board members remain informed, compliant, and effective in their oversight roles.

Succession Planning and Governance Continuity. Noble maintains a deliberate approach to Board succession and leadership continuity. Terms are staggered to prevent concentrated turnover and preserve institutional knowledge and stability. The Governance Working Group monitors Board composition, term limits, and leadership pipelines to proactively identify future committee chairs and officers.

This structured succession planning, combined with Noble's strong executive leadership team and established governance systems, ensures continuity independent of any single individual. Governance strength is institutionalized rather than personality-driven.

Alignment to Strategic Priorities. The Board's work is anchored in Noble's strategic priorities, including strengthening academic outcomes, sustaining enrollment growth, maintaining financial discipline, and protecting charter accountability. Regular review of performance metrics, financial forecasts, and long-term modeling ensures that governance decisions support both immediate operational stability and long-term sustainability across the 17-school portfolio.

Conclusion. Noble's Board of Directors combines diverse expertise, family and staff perspectives, disciplined

committee structures, clear role definition, and proactive succession planning. Through strong oversight, structured onboarding, ongoing development, and intentional recruitment, the Board maintains the capacity to govern responsibly and strategically, in full compliance with the obligations of an independently governed public charter school system.

Section 9: School Leadership and Management

Fully describe and justify the intended leadership structure of your school. Share a strong leadership and staffing plan that ensures high-quality implementation and sustainability of the school.

(This value must be between 1 and 750 words)

Noble Schools operates under a clear, coherent leadership structure designed to ensure strong academic outcomes, operational stability, and long-term sustainability across its 17-school portfolio, including Baker College Prep. The organization is led by a Chief Executive Officer (CEO) who works in close partnership with the President and a senior team of chiefs to align strategy and execution.

Enterprise Leadership Structure. Noble is led by a CEO who is a graduate of Noble's first graduating class. This lived experience anchors the organization's mission in tangible outcomes and reinforces a deep commitment to college completion and long-term opportunity for students. The CEO is responsible for overall strategic direction, charter accountability, and organizational performance.

The executive leadership team includes the President and other senior leaders overseeing academics, operations, finance, people, development, public affairs, safety and culture, and college access and alumni success. Collectively, the senior leadership team brings nearly 140 years of experience within Noble, providing institutional knowledge and execution strength across core systems. This depth of experience ensures that strategic decisions are grounded in operational reality and long-term sustainability.

The President, who has nearly 18 years of leadership at Noble, works in close partnership with the CEO to oversee day-to-day organizational performance, strategic implementation, and cross-functional alignment. Weekly executive meetings, structured goal-setting processes, and disciplined performance monitoring ensure that academic, financial, and operational priorities remain aligned.

Campus-Level Leadership. Each Noble campus, including Baker, is led by a Principal who serves as the school's instructional and cultural leader. The Principal is accountable for academic performance, school culture, staff development, and student outcomes. Campus leadership teams typically include assistant principals, deans, and instructional leaders who oversee content areas, student supports, and school-level operations.

Academic Leadership and Instructional Support. Academic quality is led by our longstanding Chief Education Officer and supported by a centralized academic team responsible for curriculum alignment, assessment design, instructional coaching, and data systems. The Noble Classroom framework defines clear expectations for instructional practice across campuses, ensuring consistency in rigor and student engagement.

Operational, External, Legal, Financial, and School Leadership. Centralized operations and finance teams provide

disciplined oversight of budgeting, compliance, facilities, technology, safety, and enterprise risk management. The Chief Financial Officer and finance team maintain rigorous forecasting and multi-year financial modeling to ensure long-term sustainability across the portfolio. The Chief Operating Officer oversees facilities, safety, student recruitment operations, and cross-campus operational execution to support safe, efficient school environments. The Chief Legal Officer ensures compliance with charter law, regulatory requirements, contracts, and risk mitigation practices. The Chief of Public Affairs leads government relations, community engagement, and strategic communications, strengthening alignment with external stakeholders and policy environments. The Chief Development Officer oversees philanthropic strategy and fundraising execution to support long-term sustainability and strategic initiatives. In addition, the Chief of Schools directly supervises campus principals, ensuring instructional coherence, performance accountability, and strong school-level leadership. This centralized infrastructure ensures that schools benefit from scale efficiencies and professional expertise while maintaining clear campus-level accountability.

Talent and Professional Development. Noble's People Team. overseen by the Chief People Officer, leads recruitment, retention, and leadership development across the network. Structured hiring processes, onboarding systems, and ongoing coaching support teacher and leader effectiveness. Strong retention rates reflect the stability of this model, and leadership pipelines are intentionally cultivated to ensure continuity at both the campus and executive levels.

Because Baker operates within this established structure, it benefits from mature governance, experienced executive leadership, centralized academic and operational systems, and strong campus-level management.

Section 10: Needs Analysis

Required Attachment: Needs Analysis & any additional supporting documents for the Needs Analysis

As part of the subgrant application, eligible applicants must complete a comprehensive needs analysis that will explain in detail their family and community engagement plan, how they have garnered local community support, determined potential enrollment and student demographics, and how charter school operations will reflect the needs of the community (Application Requirement (a)(3)(ii)(G)). Provide a needs analysis and description of the need for the new school, replication, or expansion; including how the proposed project would serve the interests and meet the needs of students and families in the communities the charter school intends to serve. Applicants may submit information and documents previously submitted to an authorized public chartering agency to address needs as an attachment.

Noble Schools_CSP Needs Analysis.pdf

Filename: Noble Schools_CSP Needs Analysis.pdf.pdf **Size:** 230.0 kB

Section 11: Growth Plan

Describe how the charter school will grow its enrollment and how it intends to implement its growth plan. The applicant will include current recruitment and enrollment practices.

(This value must be between 1 and 800 words)

Noble Schools approaches enrollment growth with discipline, intentionality, and a clear commitment to protecting academic quality. As a network of 17 schools, including Baker College Prep, Noble operates a centralized student recruitment and enrollment infrastructure designed to ensure equitable access, transparent processes, and sustainable growth aligned to community demand.

Recruitment across Noble is led centrally by a dedicated student recruitment team overseen by the Chief Operating Officer. This team develops strategy, monitors enrollment data, manages outreach campaigns, and ensures alignment with GoCPS policies and timelines. At the campus level, Baker employs a dedicated student recruiter responsible for executing outreach, building relationships with feeder schools and 8th-grade counselors, and coordinating local engagement efforts. While there is centralized leadership and campus-level ownership, recruitment at Noble is fundamentally a team sport. Principals, teachers, operations staff, and network leaders all participate in outreach events, school visits, open houses, and family engagement activities. This shared ownership reinforces authenticity and strengthens family trust.

Noble's enrollment practices are rooted in full compliance with Chicago Public Schools' GoCPS process. Baker does not administer entrance exams, interviews, or academic screens. All students admitted through GoCPS or via transfer are welcomed and served. Recruitment materials clearly communicate academic expectations, available supports, and college pathways so families can make informed decisions. Transparency and accessibility are foundational to Noble's open-enrollment model.

Baker's growth plan builds on demonstrated demand. While CPS enrollment declined by approximately 9,000 students between SY25 and SY26, Noble's enrollment increased during that same period. Families are choosing Noble because of consistent academic performance, structured school environments, and strong college outcomes. Baker's projected growth from 285 students at FY26 Census 1 to 345 students by FY29 reflects sustained demand within Greater Stony Island rather than speculative expansion.

A central element of Baker's growth strategy is deep engagement with feeder schools and eighth-grade counselors. Noble maintains active relationships with elementary and middle schools throughout the region, including regular visits, informational sessions, and coordination with school leaders and counselors to ensure families understand high school options and application timelines. Baker's recruiter and leadership team meet directly with eighth-grade students and families to explain academic expectations, supports, and postsecondary pathways. These relationships are sustained year-round rather than concentrated solely during application season.

Noble also partners closely with CPS on GoCPS processes, ensuring timely communication, compliance with enrollment windows, and accurate data reporting. The centralized recruitment team tracks application patterns, offer acceptance rates, waitlists, and enrollment conversion data to identify trends and adjust outreach strategies in real time. This data-informed approach ensures growth targets are grounded in evidence and that recruitment resources are allocated efficiently.

Community engagement extends beyond formal school partnerships. Baker hosts open houses, family information nights, and community-based events designed to build familiarity and trust. Current students and families often serve as ambassadors, sharing firsthand experiences of academic rigor and support. This peer-to-peer communication is particularly powerful in neighborhoods where families rely on trusted networks to make school decisions.

The proposed pre-ninth-grade Accelerator strengthens the growth plan by enhancing Baker's value proposition. By offering structured academic preparation before ninth grade begins, Baker addresses one of the primary concerns families express: readiness for high school rigor. Early engagement through the Accelerator builds relationships before the school year starts, increases student confidence, and supports strong Census 1 persistence. This intentional alignment between academic innovation and enrollment strategy ensures that growth does not come at the expense of quality.

Baker's growth targets are modest and responsible. The projected net increase of 60 students over the grant period allows the school to expand access while maintaining strong student-to-staff ratios and instructional coherence. Growth is deliberately paced to align with staffing capacity, facility constraints, and financial sustainability, all of which are monitored through Noble's centralized oversight systems.

In sum, Baker's growth plan is anchored in demonstrated family demand, centralized recruitment expertise, strong feeder school partnerships, full compliance with GoCPS processes, and a shared organizational commitment to high-quality implementation. Enrollment growth is pursued not as an end in itself, but as a means of expanding access to a proven academic model for students and families in Greater Stony Island. Through disciplined strategy, data-informed monitoring, and broad staff engagement, Noble is positioned to implement this growth plan responsibly and sustainably.

Conflict of Interest Questionnaire

Completed - Feb 12 2026

OVERVIEW

Each board member of a charter governing board must complete this form as part of a school's application to the INCS CSP grant program. It is meant to identify any actual or potential conflicts of interest in the school.

DEFINITIONS

1. Employee. The school leader and all other employees of the charter, regardless of classification and regardless of whether employed on a full time or part time basis.

2. Entity. Any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.

3. Board. The governing board of the charter school.

4. Management Organization. Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.

5. Not-for-Profit Corporation. A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.

6. Relative. Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.

7. School. The charter at which the individual completing this form serves as a governing board member.

Conflict of Interest Questionnaire

CONFLICT-OF-INTEREST QUESTIONNAIRE

Please use this template to complete this questionnaire in its entirety for board members. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please check Yes or No and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist.

Attach all conflict of interest questionnaires and additional sheets as necessary.

FY26 CPS COI Form - Allan B. Muchin.pdf

Filename: FY26 CPS COI Form - Allan B. Muchin.pdf.pdf **Size:** 225.9 kB

SY25-26 COI Form - Emmanuel Jackson.pdf

Filename: SY25-26 COI Form - Emmanuel Jackson.pdf.pdf **Size:** 1.4 MB

SY25-26 COI Form - Gautam Kumar.pdf

Filename: SY25-26 COI Form - Gautam Kumar.pdf.pdf **Size:** 395.6 kB

SY25-26 COI Form - Harriette Coleman.pdf

Filename: SY25-26 COI Form - Harriette Coleman.pdf.pdf **Size:** 1.2 MB

SY25-26 COI Form - Jenis Ellingwood.pdf

Filename: SY25-26 COI Form - Jenis Ellingwood.pdf.pdf **Size:** 119.0 kB

SY25-26 COI Form - Jose De La Rosa.pdf

Filename: SY25-26 COI Form - Jose De La Rosa.pdf.pdf **Size:** 1.2 MB

SY25-26 COI Form - Nancy Mills.pdf

Filename: SY25-26 COI Form - Nancy Mills.pdf.pdf **Size:** 1.2 MB

SY25-26 COI Form - Priscilla Centeno.pdf

Filename: SY25-26 COI Form - Priscilla Centeno.pdf.pdf **Size:** 1.2 MB

SY25-26 COI Form - Steve Sullivan.pdf

Filename: SY25-26 COI Form - Steve Sullivan.pdf.pdf **Size:** 1.3 MB

SY25-26 COI Form - Julie Hoffmann.pdf

Filename: SY25-26 COI Form - Julie Hoffmann.pdf.pdf **Size:** 547.8 kB

FY26 CPS COI Form - David Weinberg.pdf

Filename: FY26 CPS COI Form - David Weinberg.pdf.pdf **Size:** 352.8 kB

FY26 CPS COI Form - Jonathan Reinsdorf.pdf

Filename: FY26 CPS COI Form - Jonathan Reinsdorf.pdf.pdf **Size:** 568.0 kB

FY26 CPS COI Form - Jasmine Hernandez.pdf

Filename: FY26 CPS COI Form - Jasmine Hernandez.pdf.pdf **Size:** 561.6 kB

FY26 CPS COI Form - Jeri Mack.pdf

Filename: FY26 CPS COI Form - Jeri Mack.pdf.pdf **Size:** 584.2 kB

FY26 CPS COI Form - Dr. Nikos Varelas.pdf

Filename: FY26 CPS COI Form - Dr. Nikos Varelas.pdf.pdf **Size:** 544.7 kB

SY25-26 COI Form - Phyllis Lockett.pdf

Filename: SY25-26 COI Form - Phyllis Lockett.pdf.pdf **Size:** 549.8 kB

SY25-26 COI Form - Angela Bodley Carter.pdf

Filename: SY25-26 COI Form - Angela Bodley Carter.pdf.pdf **Size:** 1.2 MB

SY25-26 COI Form - Dr. Aarti Dhupelia.pdf

Filename: SY25-26 COI Form - Dr. Aarti Dhupelia.pdf.pdf **Size:** 1.2 MB

Proof of Notification to Authorizer of Application to CSP Competition

Completed - Feb 1 2026

ESEA § 4310 (6) requires all Charter School Program (CSP) grant applications must be provided to the charter school authorizer and the authorizer must verify that the CSP applicant charter school has notified them of application submission. Please provide email proof of notification to Authorizer of Application to CSP Competition.

Noble Notification to CPS I&I (013026)

Filename: Noble Notification to CPS I&I (013026).pdf **Size:** 257.5 kB

Evidence of Nonprofit Designation

Completed - Jan 6 2026

Please upload evidence of your nonprofit designation.

Noble 501c3 Determination Letter (4)

Filename: Noble 501c3 Determination Letter (4).pdf **Size:** 251.4 kB

Student Discipline Policy & Plan

Completed - Jan 9 2026

Please upload your schools student discipline policy and plan.

SY26-Student-Parent-Handbook

Filename: SY26-Student-Parent-Handbook.pdf **Size:** 2.1 MB

Transportation plan for all students

Completed - Jan 9 2026

Please upload a transportation plan for all students.

Transportation Policy FY26

Filename: Transportation Policy FY26.pdf **Size:** 34.1 kB

RFA Budget

Completed - Feb 13 2026

Please create your budget using the **RFA Budget template** and upload the task to complete – the budget should align to and address how it will support the school in meeting their stated project goals

Instruction for filling out the Budget tab:

Please fill out the budget line items in the 7 categories: personnel, fringe benefits, travel, equipment, supplies, contractual and other. For each budget line item, fill out the estimated cost for the planning year, implementation year 1 and implementation year 2 of the grant. The Department of Education recommends 50% of total funds spent in the planning period, 25% spent in implementation year 1 and 25% spent in implementation year Your budget submission should be within 5% of this range for each category to be considered for funds.

For each budget line item, add in a justification/calculation and explain the budgeted items role in achieving grant outcomes. For the Calculation Formula: provide a brief rationale behind the proposed expenses ($100,000 annual salary x 9 months; Math textbooks @$100 each x 200 students, etc.). For the Role in Achieving Grant Outcomes: provide a brief description as to how this expenditure will support the school in reaching grant outcomes. Please review the sample budget for an example before completing the Budget tab.

Please reach out to the INCS team at cspgrant@incschools.org with any questions.

Noble Baker RFA Budget (Final)

Filename: Noble Baker RFA Budget (Final).xlsx **Size:** 57.2 kB

Budget Narrative

Completed - Feb 12 2026

Write a detailed project narrative explaining how the funds will be used to meet the project goals; the budget narrative should address each budget period – planning and implementation. The narrative should provide a description of planned activities and expenditures through each budget period, along with a justification for those activities and expenditures. The Planning Period may be no more than 18 months. The Implementation Period begins on the first day of school. Total grant lengths are up to 36 months, inclusive of the Planning period with the option, upon approval, to extend for up to 60 months total. In no instance will a grant period exceed 60 months.

INCS CSP Application Budget Narrative

Filename: INCS CSP Application Budget Narrative.pdf **Size:** 221.4 kB

Five-year Budget

Completed - Feb 7 2026

Provide a five-year operational budget based on the school application type – New School, Replication, or Expansion.

Noble Baker 5-Year Forecast WO CSP (Final)

Filename: Noble Baker 5-Year Forecast WO CSP (Final).pdf **Size:** 77.9 kB

List of Governing Board Members & Affiliations

Completed - Feb 12 2026

SY25-26 Noble Board Roster w_ Affiliations

Filename: SY25-26 Noble Board Roster w_ Affiliations.pdf **Size:** 262.2 kB

Governing Documents (Bylaws)

Completed - Feb 12 2026

2025-12-04 Noble Schools Bylaws

Filename: 2025-12-04 Noble Schools Bylaws.pdf **Size:** 199.5 kB

Organizational Chart

Completed - Jan 9 2026

NST Org Chart 2025-2026 (3)

Filename: NST Org Chart 2025-2026 (3).pdf **Size:** 550.4 kB

Description of key staff responsible for administering and overseeing the subgrant, including their responsibilities and duties

Completed - Feb 12 2026

INCS CSP Application - Key Staff

Filename: INCS CSP Application - Key Staff.pdf **Size:** 230.8 kB

Resumes of Leadership Team

Completed - Feb 12 2026

INCS CSP Application - Leadership Resumes

Filename: INCS CSP Application - Leadership Resumes.pdf **Size:** 195.4 kB

A description of the roles and responsibilities of partner organizations and charter management organizations, including the administrative and contractual roles and responsibilities of such partners.

Completed - Feb 12 2026

Noble Partners

Filename: Noble Partners.pdf **Size:** 105.9 kB

CSP Certification & Assurances Document

Completed - Feb 12 2026

Please fill out the CSP Certification & Assurances document using the attached template and upload when complete.

CSP Certification and Assurances

Filename: CSP Certification and Assurances.pdf **Size:** 346.2 kB

Board Approved Financial Policies and Standard Operating Procedures (Required for replication and expansion only)

Completed - Feb 6 2026

SY26 Noble Fiscal Policies

Filename: SY26 Noble Fiscal Policies.pdf **Size:** 2.1 MB

Copy of Lease or Facilities contract (if applicable)

Completed - Jan 8 2026

Noble Network of Charter Schools - Baker College Prep Bowen HS Renewal Charter School Lease Agreement signed 2

Filename: Noble Network of Charter Schools - Baker College Prep Bowen HS Renewal Charter School Lease Agreement signed 2.pdf **Size:** 1.4 MB

Competitive Preference Priorities

Completed - Feb 12 2026

In addition to the up to 115 points that may be assigned in the required components of this application, applicants have the opportunity to earn up to 14 Competitive Preference Priority Points. Competitive Preference Priority points will be applied for applicants demonstrating they meet the criteria for each of the following sections. Please fill out the competitive preference priorities that fit the new, replicating or expanding school you are proposing. This portion of the application is optional.

Competitive Preference Priorities

Competitive Preference Priority 1: Serving Rural Students

2 Additional Points may be awarded for schools that recruit from rural or unincorporated regions. Applicant must demonstrate that it intends to locate in or near rural or unincorporated regions and how it intends to meet the unique needs of the student population that it recruits from there.

(No response)

Competitive Preference Priority 2: Serving High School Students

2 Additional Points may be awarded for schools that intend to serve high school students. Applicant must demonstrate how its new, replicated, or expanded school will serve high school students (grades 9 through 12).

Noble is a high-school-focused charter model. With the exception of our Gary Comer College Prep campus, which serves students in grades 6 -12, all other Noble schools, including Baker, serve only high school students. Given that Baker is an existing school where we wish to expand enrollment through this application, the campus will continue with the 9th through 12th grade model already in place. Among the student body, 31% are freshmen, 29% sophomores, 23% juniors, and 17% seniors.

Competitive Preference Priority 3: Utilizing Diverse School Models

2 Additional Points may be awarded for schools that intend to use diverse school models (such as a Montessori school, a STEM school, medical arts school, etc) . Applicant must demonstrate how its school model(s) will meet the needs of students.

Per INCS, college prep is considered a diverse school model. Noble provides a comprehensive educational model supporting students across four key domains: rigorous academics, holistic student supports, college access and alumni success, and career readiness. Each school offers a college-preparatory curriculum alongside robust support for mental health, identity development, and social-emotional learning. Noble has long prioritized strong postsecondary outcomes for its graduates. Every campus has dedicated college counselors who provide personalized guidance focused on affordability, institutional fit, and long-term success. This work is grounded in data and equity, with an emphasis on institutions that graduate students of color at higher-than-average rates.

Competitive Preference Priority 4: Partnering with Traditional Public Schools

3 Additional Points may be awarded for schools that intend to serve at-risk populations. Applicant must demonstrate evidence how it will serve at-risk student populations. Proof of partnering with traditonal public school will be required.

(No response)

Competitive Preference Priority 5: Serving At-Risk Populations

3 Additional Points may be awarded for schools that intend to serve at-risk populations. Applicant must demonstrate that the school is serving at least 80% of students who qualify as at risk. For the purposes of this requirement, schools should use the definition of at risk or educationally disadvantaged as described in section 1115(c)(2) of the ESEA: a student in one or more of the following categories - economically disadvantaged, children with disabilities, migrant students, English learners, neglected or delinquent students, homeless students, and students who are in foster care.

Baker currently serves 299 students in one of Chicago's most underserved communities. Among our student population, more than 91% come from economically disadvantaged households, as measured by CPS, which defines this as a student who is eligible to receive free or reduced-price lunches, live in substitute care, or whose families receive public aid. The student body is composed of 77% African-American students and 21% Hispanic students, with the remainder identifying as Native Hawaiian or Pacific Islander, two or more races, or not self-reporting. 29% of the student population has an IEP or 504 plan, and 16% of students are multi-language learners. Among the Baker student population, 8% are living in temporary living situations.

Competitive Preference Priority 6: Opening or Replicating Charter Schools in Designated Priority Areas

3 Additional Points may be awarded for schools that intend to open or replicate charter schools in designated priority areas. Applicant must demonstrate where it will open or replicate a charter school in one of the following designated priority areas: Cahokia, Champaign, Decatur, DeKalb, East St. Louis, Kankakee, Peoria, Proviso Township, Rock Island, Rockford, Urbana, and Waukegan in greater Illinois and CPS Networks 3, 11, 12, 13, 15, 16, and 17.

Baker, located at 2710 E 89th St, Chicago, IL 60617 is permanently co-located in Bowen High School, which is a part of CPS Network 17 (https://www.cps.edu/schools/networks/network-17/), a designated priority area for this grant opportunity. This network shares planning zones with elementary networks 9, 12, and 13 that encompass the South Shore community where the school resides.

Madden, Mike <mmadden@nobleschools.org>

INCS Charter School Program Grant for Noble Schools (Baker Campus)

Madden, Mike <mmadden@nobleschools.org> Sat, Jan 31, 2026 at 8:29 AM
To: Zabrina Evans <zmevans2@cps.edu>
Cc: "Washington, Rochelle" <rwashington1@cps.edu>, Lorri Marlow <lmarlow@nobleschools.org>, Gabriele Eimontaite <geimontaite@nobleschools.org>

Hi Zabrina. I hope all is well with you.

I am reaching out to let you know that Noble plans to submit an application to INCS for funding through its Charter School Program (CSP) grant. As a subgrantee, our application will request to grow enrollment at our Baker College Prep campus by at least 60 students in the coming years. Today Baker sits at 306 students, well under its enrollment cap of 900 students. We are excited about Baker's recent growth of nearly 70 students over the past two year and are hopeful that this grant will allow for another big push for the campus in the coming years.

The grant process calls for us to notify CPS of our intent to apply, so I offer this note to let you know that we do indeed intend to submit an application on 2/13 and to open up the opportunity for you to ask any questions along the way.

Thank you and again, I hope you are doing well. I look forward to catching up soon.

Mike

Mike Madden he, him, his

President
Noble Schools | www.nobleschools.org
312.961.3803 | mmadden@nobleschools.org

Internal Revenue Service

Date: November 1, 2005

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:
Michelle Jones
ID# 31-07675
Toll Free Telephone Number:
877-829-5500
Federal Identification Number:
36-4241970

NOBLE NETWORK OF CHARTER SCHOOLS
% DANIEL W VITTUM JR
1010 N NOBLE
CHICAGO IL 60622-4011

Dear Sir or Madam:

This is in response to the amendment to your organizations Articles of Incorporation filed with the state on April 15, 2005. We have updated our records to reflect the name and address change as indicated above.

In March 1999 we issued a determination letter that recognized you as exempt from federal income tax. Our records indicate that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that you are also classified as a school under sections 509(a)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code.

Our records indicate that contributions to you are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,

Cindy M. Westcott

Cindy Westcott
Manager, EO Determinations

Student and Parent Handbook 2025-2026

Noble Families,

At Noble, we work to ensure that all students have equitable and positive school experiences that equip them to complete college and lead choice-filled lives. The Student and Parent Handbook outlines policies and practices aligned to this mission and vision.

The policies and practices contained in this handbook aim to advance 1) the physical, emotional and mental well-being of all students 2) the college readiness of all students and 3) the daily operations of our schools.

Should you have any questions about the contents of this handbook, please reach out directly to staff at your student's campus. An equitable and positive school experience requires working in partnership with all students, families, and staff. To that end, Noble will continue to consult with students, families, and staff to annually review this handbook to ensure it meets the needs of our school communities.

For more information about Noble's partnership with parents and families and how to be involved, please visit the Noble website or email info@nobleschools.org.



Please note that this handbook is subject to change at any time and without notice. A current version of the handbook will be available on the website at https://nobleschools.org/student-parent-handbook/

Name _____

Campus _____

Advisor _____

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Campus Directory

Baker College Prep
2710 E. 89th Street
Chicago, IL 60617
(773) 535-6460
Neighborhood: South Chicago
Established in 2013
Website: nobleschools.org/baker

Butler College Prep
821 E. 103rd Street
Chicago, IL 60628
(773) 535-5490
Neighborhood: Pullman
Established in 2013
Website: nobleschools.org/butler

Chicago Bulls College Prep
2040 W. Adams Street
Chicago, IL 60612
(773) 534-7599
Neighborhood: Near West Side
Established in 2009
Website: nobleschools.org/bulls

DRW College Prep
931 S. Homan Avenue
Chicago, IL 60624
(773) 893-4500
Neighborhood: Homan Square
Established in 2012
Website: nobleschools.org/drw

Gary Comer College Prep
1010 E. 72nd Street (6-8 campus)
7131 S. South Chicago Avenue (9-12 campus)
Chicago, IL 60619
(773) 535-0755 (6-8 campus)
(773) 729-3969 (9-12 campus)
Neighborhood: Grand Crossing
Established in 2008 (9-12 campus)
Established in 2010 (6-8 campus)
Website: nobleschools.org/comer

Golder College Prep
1454 W. Superior Street
Chicago, IL 60642
(312) 265-9925
Neighborhood: West Town
Established in 2007
Website: nobleschools.org/golder

Hansberry College Prep
8748 S. Aberdeen Street
Chicago, IL 60620
(773) 729-3400
Neighborhood: Auburn Gresham
Established in 2012
Website: nobleschools.org/hansberry

ITW David Speer Academy
5321 W. Grand Avenue
Chicago, IL 60639
(773) 622-7484
Neighborhood: Belmont Cragin
Established in 2014
Website: nobleschools.org/speer

Johnson College Prep
6350 S. Stewart Avenue
Chicago, IL 60621
(312) 348-1888
Neighborhood: Englewood
Established in 2010
Website: nobleschools.org/johnson

Mansueto High School
2911 W. 47th Street
Chicago, IL 60632
(773) 349-8200
Neighborhood: Brighton Park
Established in 2016
Website: nobleschools.org/mansueto

Muchin College Prep
1 N. State Street
Chicago, IL 60602
(312) 445-4680
Neighborhood: Loop
Established in 2009
Website: nobleschools.org/muchin

The Noble Academy
1443 N. Ogden Avenue
Chicago, IL 60610
(312) 574-1527
Neighborhood: Near North Side
Established in 2014
Website: nobleschools.org/nobleacademy

Noble Street College Prep
1010 N. Noble Street
Chicago, IL 60642
(773) 862-1449
Neighborhood: West Town
Established in 1999
Website: nobleschools.org/noblestreet

Pritzker College Prep
4131 W. Cortland Street
Chicago, IL 60639
(773) 394-2848
Neighborhood: Hermosa
Established in 2006
Website: nobleschools.org/pritzker

Rauner College Prep
1337 W. Ohio Street
Chicago, IL 60642
(312) 226-5345
Neighborhood: West Town
Established in 2006
Website: nobleschools.org/rauner

Rowe-Clark Math & Science Academy
3645 W. Chicago Avenue
Chicago, IL 60651
(773) 242-2212
Neighborhood: Humboldt Park
Established in 2007
Website: nobleschools.org/roweclark

UIC College Prep
1231 S. Damen Avenue
Chicago, IL 60608
(312) 768-4858
Neighborhood: Illinois Medical District
Established in 2008
Website: nobleschools.org/uic

The Noble Community Pact

The Noble Community Pact (NCP) is the shared community agreement that guides the partnership between our community of students, families, and educators. The primary goal of the NCP is to maintain **clear, consistent and connected** school communities that promote learning and the well-being of all community members. At its core, creating community is rooted in relationship building and honoring humanity, which we do through the embodiment of shared values. These values represent the mindsets and behaviors we celebrate and correct in Noble Schools.

Noble Values
Diversity, Equity & Inclusion *We actively work to make all community members feel seen, heard and welcome.*
Follow-Through *We honor our commitments.*
Self-Awareness *We do the work to better understand ourselves so that we can be our best selves.*
Respect *We treat ourselves and others with dignity and positivity.*
Results *We believe in our own brilliance and our ability to achieve excellence.*

At Noble, students sharpen their social and emotional skills with guidance from dedicated staff, teachers, culture team members, social workers and advisors. Students are intentionally and frequently celebrated for embodying these values, for demonstrating growth in these values, and for helping others embody these values.

Guiding NCP Principles
All students and staff are expected to be models of Noble's core values.
We have high expectations at Noble, and we also understand that students are developing the skills these values require. This development takes time and requires a deliberate approach of support and resources.
Noble schools are places where mutual respect is practiced and reinforced.
All students aspire to exhibit Noble's student mindsets and behaviors and uphold the expectations of the Noble Community Pact. Failure to do so is a normal part of the growth process and of being human.
When students breach the NCP, we respond in a corrective and restorative manner.
Every student is inherently good inside and mistakes are an opportunity to learn.

Since disruptive behaviors disproportionately impact school culture and climate, the bulk of the NCP will focus on what to expect when behavioral values are not upheld by students.

Community Expectations
At Noble, community building begins with staff. In all interactions with students, Noble staff are clear, consistent, and connected. Staff expectations are explained, in detail, in the Noble Staff Handbook.

The Noble Community Pact applies to actions: 1) during school hours, before school hours, and after school hours; 2) while traveling on school vehicles to or from a school activity, team function, or event; 3) off school grounds at all school-sponsored activities or events; 4) off school grounds at any activity or event that has a reasonable relationship to the school; 5) while using the school's internet network or any electronic devices intended for school-related activities; and 6) off school property before or after school hours if those actions pose a substantial likelihood of disruption to the learning environment in the school (e.g. social media). In addition to expectations contained in the Noble Community Pact, campuses also use a Campus Community Pact that outlines supplemental expectations unique to campus context and facilities.

Parent/Guardian/Family Conduct and Decorum
Noble Schools expect a standard of conduct and decorum in words and actions whereby all Noble staff, all students, family members, board members, visitors and other members of the school community interact in a courteous, respectful manner.

Behavior and language that erodes the school community is unacceptable and as such will be addressed when it occurs. Unacceptable behavior includes, but is not limited to: disruptive, demeaning or antagonistic behavior at school, at school-related meetings, at school-sponsored events and activities or off campus if that activity is reasonably related to the school, interferes with the operation of the school, or poses a substantial likelihood of disruption to the school. The following are non-exhaustive examples:

- Inciting or engaging in violence towards anyone or anything.
- Disruptive or disorderly behavior.
- Hazing or bullying, including cyberbullying.
- Teen dating violence; engaging in any sexual violence or harassment, including but not limited to offensive touching, indecent exposure, and sexual assault.
- Using disruptive and/or offensive language, speaking in an insulting or demeaning manner, through personal actions, spoken words, graphic representations or in writing.
- Threatening staff, students, parents, board members, visitors or other members of the school community.
- Damaging or destroying school property.
- Sending abusive, threatening or obscene letters, e-mails or other electronic messages or voice messages.
- Possessing or using a weapon or look-a-like weapon.
- Possessing, using, distributing, selling, purchasing, or under the influence of any prohibited or illegal substance, look-alike drug, or drug paraphernalia, including but not limited to marijuana, alcohol, electronic cigarettes or vape pens.
- Engaging in any activity, on or off campus, that (a) poses a threat or danger to the safety of other students, staff or school property, (b) interferes with, disrupts, or adversely affects the school environment, school operations or an educational function.

Anyone who exhibits unacceptable behavior(s) may be directed to leave the premises and if they are uncooperative and refuse to do so, they shall be subject to ejection and the police may be called. In instances of threats or acts of violence Noble Schools may render a No Trespass Letter, withdrawing the privilege of being on school grounds for the remainder of the school year.

Physical Safety at Noble
At Noble, we aim for school communities that are free from weapons, fights, drugs, and gang activity.

Acts of Violence

Acts of violence greatly compromise a community's sense of safety and therefore are viewed as significant breaches to our Noble Community Pact. It is the expectation that when parents/guardians and/or students first become aware of potential conflict, they alert campus staff so such instances can be avoided. Seeking staff support to resolve conflict that may lead to violence is expected and celebrated.

It is our expectation that when a student is presented with a potential altercation with another student, a student should walk away or seek adult assistance. Ignoring attempts at violence and/or seeking an adult's help are expected and celebrated.

We also take seriously the actions of those who stand by to watch a fight or encourage it with words, gestures and actions that includes recording, sharing on social media or 'liking' on social media. Such actions are considered inciting violence. The only acceptable actions in the vicinity of a fight are: 1) walking away so that adults can safely de-escalate the situation, 2) helping the participants to stop, and/or 3) getting an adult to help. Any other response may be considered inciting violence and a breach of our Noble Community Pact.

Student Drug Use & Misuse

At Noble, we consider drug use and abuse to be exceptionally harmful to both the student using and to the safety of the school community as a whole. Given this, students who make the choice to use and misuse, distribute, sell, buy and/or possess drugs (not including authorized over-the-counter medications) while at school or at school functions may be disciplined, up to and including suspension or expulsion.

Response to Infractions

While we believe all students aspire to exhibit Noble's student mindsets and behaviors and uphold the expectations of the Noble Community Pact, we know that at times they will fail to do so, as this is a normal part of the growth process and of being human. Our response to this is designed in a tiered system, which is both corrective and restorative in nature and based on the individual circumstances of the child's behavior and child's academic and behavioral history because we believe every child is inherently good inside and mistakes are an opportunity to learn.

At Noble, being restorative means that we are proactive with interventions and are intentional about building skills and relationships to prevent NCP breaches. After we correct a breach, we evaluate if any harm has occurred and create the conditions for students to take accountability and 'restore' their relationship to the community. This corrective and restorative approach emphasizes positive behavioral development, relationships, and accountability. Practices utilized at Noble toward this endeavor include:

- Staff interactions that are clear, consistent and connected
- Weekly Reflections
- Custom R3s (Respond, Reflect, Repair)
- Incentives and disincentives (including loss of privileges)
- Honor Weeks
- Good Standing
- Quarterly + Summer Self-Discipline Development Programs
- Restorative Practices
    - Re-engagement meetings post-exclusionary practices
    - Mediations (staff led and/or student led)
    - Wellness space
    - Community Service
    - Circles
- In-School Suspension
- Exclusionary Discipline: only used when a student's presence impacts the well-being of the school community and is always aligned to SB100:
    - Out-of-School Suspension
    - Expulsion

Tiered System of Behavioral Response
This section identifies the specific behaviors that are breaches of the Noble Community Pact and of potential responses to those behaviors. The behaviors are listed in four different tiers, according to the degree of disruption to the learning environment. When breaches occur, all tiered behaviors must be addressed, corrected and documented in PowerSchool (the first and every time).

- Tier 1 lists behaviors that are inappropriate
- Tier 2 lists behaviors that disrupt
- Tier 3 lists behaviors that seriously disrupt
- Tier 4 lists behaviors that most seriously disrupt

In accordance with SB100, when a breach occurs our schools will consider the context and impact of each individual instance to determine which tiered response(s) is most appropriate.

Code	**Tier 1 | Inappropriate Behavior**
1-1	Interfering with the learning of others in the classroom (e.g. out-of-turn talking, excessive noise, out of seat)
1-2	Not meeting a uniform expectation
1-3	Not meeting a school wide expectation
1-4	Use of profanity/foul language
1-5	Tardy to class less than 3 min
1-6	Tardy to school
1-7	Throwing object(s)
1-8	Sleeping during academic class time
Response Menu	All tier 1 breaches must be **1) addressed, 2) corrected and 3) logged in Powerschool.** Additional responses may include: ● Redirect in the moment ● Reteach/review classroom expectations ● Classroom removal (if student does not re-engage or adjust behavior after implementing at least two classroom level strategies) ● Family phone call ● Teacher, student, parent/guardian, and administrator conference ● Restorative conversation and/or circle ● Targeted support group ● Other supportive measures or supportive referrals deemed appropriate by the school

Code	Tier 2 | Disruptive Behavior
2-1	Repeated Tier 1 breaches: *only the Culture Team may consider this breach and escalate to responses below*
2-2	Student cell phones must remain inaudible and unused throughout the entire school day—from the first bell to the last bell. Each school will specify if phones can be stored in a pocket, bag or locker, but they should not be out or in use at any time
2-3	Headphones or similar device of any kind may not be in use at anytime (this includes covering or in ears) without explicit permission from staff for classroom purposes
2-4	Student refusal to correct a uniform infraction
2-5	Academic dishonesty/ forgery/plagiarism
2-6	Gambling
2-7	Improper use of technology *as defined by Noble's Technology Acceptable Use Policy
2-8	Non-attendance without an authorized excuse (e.g.missed Weekly Reflections, cutting a school day, cutting a class, excessive tardy to school, or tardy to class more than 3 min).
2-9	Leaving the classroom without permission
2-10	Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, matches, or cigarette lighters, including vaporizer devices that contain nicotine products or vaporizer components that do not contain substances
2-11	Solicitation or sale of any goods or services for any fundraiser or other reason while in the school (unless done for a school-sponsored club or organization with approval from the school's administration)
2-12	Gross disrespect ● Verbal altercations that disrupt the learning environment, but do not require adult intervention to prevent a physical altercation. ● Continuous disruption to the learning environment. ● Profane language and/or obscene gestures made towards a fellow student, staff member or visitor (verbal, written, or on the internet)
2-13	Egregious Horseplay (i.e. physical contact between students that is disruptive and/or elicits the same staff response as a physical altercation)
2-14	Violating campus perimeter policies at spaces throughout the community (e.g. businesses, parks, private property)
Response Menu	All tier 2 behaviors must be **1) addressed, 2) corrected and 3) logged in PowerSchool.** Additional responses may include: ● Confiscation of cell phone through the end of the school day ● Permanent confiscation of tobacco or nicotine products, matches, cigarette lighters, or vaporizer devices (mandatory) ● Classroom removal ● Implementation of check-in/check-out ● Loss of credit for academic dishonesty per school policy ● Teacher, student, parent/guardian, and administrator conference ● Restorative conversation and/or circle ● Loss of good standing

	• In School Suspension: not to exceed 3 days

Code	Tier 3 | Seriously Disruptive Behavior
3-1	Repeated Tier 2 breaches: *only the Culture Team may consider this breach and escalate to responses below.* Out-of-school suspension can only be considered for breaches that meet SB 100 criteria.
3-2	Leaving the school without permission
3-3	Overt displays of gang activity: any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, language and signals) that signifies or exhibits affiliation with a gang.
3-4	Gross disrespect ● Verbal altercations that require intervention to ensure safety ● Excessive use of profane or derogatory language and/or obscene gestures made towards a fellow student, staff member or visitor (verbal, written, or on the internet) ● Excessive displays of affection and/or sexual acts ● Excessive disruptions to learning opportunities of other students ● Disregard for the instructions or direction of school staff causing interruption to other students' participation in school activities
3-5	Physical altercation or assault: physical contact between two people with intent to harm where the students are responsive to adult intervention and there are no injuries
3-6	Inciting violence (watching, recording or encouraging a fight with words or gestures)
3-7	Possession, use, intoxication, of alcohol or illegal drugs, or drug paraphernalia or look-alike item
3-8	Trespassing on Noble property – entering Noble property when previously prohibited or remaining on school grounds after receiving a request to depart
3-9	Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, with no intent to harm school personnel
3-10	Willful or malicious destruction or defacing of the property of others or damage to property at a cost less than $500
Response Menu	All Tier 3 behaviors must be **1) addressed, 2) corrected and 3) logged in PowerSchool.** A campus must respond to a Tier 3 infraction from this menu: ● R3 ● In School Suspension up to 3 days ● Out-of-school suspensions of three days or less may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities. **<u>Supplemental Responses to Tier 3 Breaches Additional potential responses to Tier 3 behaviors in addition to the required responses listed above.</u>** ● Immediate classroom removal ● Teacher, student, parent/guardian, and/or administrator conference ● Permanent confiscation of item (mandatory for 3-7) ● Restorative circle ● Referral to community-based organizations ● Restitution of property and cost (mandatory for 4-10 and 4-11) and an additional consequence

	• Targeted support group • Self-Discipline Class • Loss of good standing

Code	Tier 4 | Most Seriously Disruptive Behavior
4-1	Repeated Tier 3 breaches: *only the Culture Team may consider this breach and escalate to responses below*
4-2	Threats, harassment, misconduct, bullying or hazing of staff or students (including that of a sexual nature, electronic nature, and/or that on the internet) * see anti-bullying policy
4-3	Distribution, or sale of alcohol or illegal drugs, or drug paraphernalia or look-alike item
4-4	Gang-related or group organized disruptive activity
4-5	Physical altercation or assault: physical contact between three or more people with intent to harm and/or physical contact between two or more people where students are not responsive to adult intervention and/or physical contact between two or more people that results in injuries
4-6	Egregious acts of inciting acts of violence through others (e.g. directing others to cause harm or attempt to cause harm to others on their behalf)
4-7	Participating in a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school staff or Police
4-8	Initiating or participating in inappropriate physical contact with school personnel with intent to harm school personnel
4-9	Arson
4-10	Theft, robbery, or extortion
4-11	Vandalism or willful or malicious damage of school or community property exceeding $500 (including hacking into or disrupting network technology systems)
4-12	Possession of weapons/dangerous objects or look-alike items (e.g. mace, knife, gun)
4-13	Use or attempted use of weapons/dangerous objects or look-alike items
4-14	Possession, use or attempted use of a firearm
Response Menu	All Tier 4 breaches must be **1) addressed, 2) corrected and 3) logged in PowerSchool.** Sexual misconduct between students must be reported to CPS Office of Student Protections. A campus must respond to a Tier 4 infraction from this menu: • In School Suspension • **Out-of-school suspensions of three days or less** may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities for the operation of the school • **Out-of-school suspensions of longer than three days** (not to exceed 10) may be used only if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede, or interfere with the operation of the school. • The principal may request an **expulsion hearing** at their discretion. Possession, use or attempted use of a firearm will result in an automatic referral for expulsion. **<u>Supplemental Responses to Tier 4 Breaches</u>** • R3 • Teacher, student, parent/guardian, and administrator conference • Permanent Confiscation of item (mandatory for 4-3, 4-12 and 4-13) • Restitution of property and cost (mandatory for 4-10 and 4-11)

	• Peace circle • Referral to community-based organizations • Targeted support group • Self-Discipline Class • Loss of good standing

Student Self-Discipline System

Weekly Reflections: A student is assigned a weekly reflection if they earn five Tier 1 behavior logs and/or one Tier 2 behavior log in a week.

Students can earn multiple Weekly Reflections in a week but will only be required to complete one per week. Any remaining Weekly Reflections from the week are added to the Cumulative Weekly Reflection total. A Weekly Reflection is a one hour consequence, before or after school, during which students reflect on the reasons for which they are there. Weekly Reflections often take place on Fridays but are scheduled by each campus.

Cumulative Weekly Reflections: All of the Weekly Reflections a student earns in a week are calculated into a Cumulative Weekly Reflection total, which counts towards the threshold to quarterly and summer self-discipline classes.

The only means to reduce the Cumulative Weekly Reflection count is through Honor Weeks, as described below, or a campus specific intervention.

Missing Weekly Reflection: A student who does not attend the Weekly Reflection will have 1 added to their Cumulative Weekly Reflection total and be required to complete the Weekly Reflection the following week.

Accepting advance notice to reschedule a Weekly Reflection is campus discretion.

Quarterly Self-Discipline Class: A student is required to attend a Quarterly Self-Discipline class if they skip 2 or more Weekly Reflections in a quarter or if they earn 15 or more Cumulative Weekly Reflections in that quarter.

A campus may also require a student to attend the Quarterly Self-Discipline if they earn a Tier 3 or Tier 4 behavior log in that quarter. Quarterly Self-Discipline is four hours in length.

Summer Self-Discipline Class: **A student who earns 40 or more Cumulative Weekly Reflections over the course of the year is required to attend a Summer Self-Discipline class.**

A campus may also require a student to attend the Summer Self-Discipline if they earn a Tier 3 or Tier 4 behavior log. The Summer Self-Discipline class is 20 hours in length.

Missing Self-Discipline Class: A student who misses the Quarterly Self-Discipline class will need to take it the following quarter.

Any incomplete Quarterly Self-Discipline classes at the end of the year will need to be made up in the Summer Self-Discipline Class.

In order to be promoted to the next grade level or graduate, students must meet requirements in self-discipline, as described in the Promotion/Graduation section.

Honor Weeks
A student who is in attendance for every offered school day in a given week and does not earn a Weekly Reflection, and does not engage in a Tier 3 or Tier 4 breach, will earn an Honor Week. Honor Weeks celebrate behavioral growth and allow a student to remove one Weekly Reflection from their *Cumulative Weekly Reflections*. Honor weeks are available to any student who has 2 or more *Cumulative Weekly Reflections*.

Good Standing
School events (e.g. sports, dances, prom, camps, activities, field trips) serve as an additional opportunity to deepen the connection to the school community. As such, participation in school events are contingent upon students meeting academic, attendance, and self-discipline benchmarks set by their campus. Students who repeatedly fail to meet the expectations outlined in our Parent and Student handbook may lose their good standing status at the discretion of the campus. For those who are not in good standing, this could result in not being eligible to participate in school events.

A graduating senior may lose the privilege of participating in graduation if they engage in a Tier 3 or Tier 4 infraction in proximity to the ceremony date.

Class Removals
Prior to classroom removals or Culture Team involvement in Tier 1 student breaches, teachers are responsible for implementing two classroom level strategies to encourage reengagement in the classroom environment because we want students to remain connected to their teachers and classes. Depending upon the severity of the breach, short term removal of the student from the classroom may be appropriate.

If a student engages in a Tier 2, 3 or 4 breach or has not de-escalated after the recommended time has elapsed, the student will remain with Culture Team members until they are ready to return to class.

Head of Schools / CEO Discretion
Our tiered approach allows us to align our response to the severity, disruption, and overall impact the child's behavior has on the school environment. If a breach occurs at a multiple campus or Noble-wide activity or event, the Head of Schools and/or the CEO maintain discretion to decide which tiered response, up to and including a recommendation for expulsion, is deemed appropriate given the larger impact on multiple campuses and/or the greater Noble community.

A multiple-campus and/or network wide student event is defined as any event or activity where two or more campuses are invited and/or participating on behalf of their campus or Noble Schools, on and off of Noble property.

Suspensions and Expulsions
Out-of-School Suspension
In accordance with SB100, the following limitations apply:

- Suspension for 1-3 days:
    - The student's continuing presence in school poses a threat to school safety or a disruption to other students' learning opportunities
    - Principal or their designee have taken all reasonable steps to resolve such threats, address such disruptions, and minimize the length of the suspension

- Suspensions for 4-10 days:

    - The student's continuing presence in school poses a threat to the safety of other students, staff, or members of the school community or would substantially disrupt, impede, or interfere with the operation of the school
    - School officials have taken all reasonable steps to resolve such threats, address such disruptions, and minimize the length of the suspension
    - School officials have determined that other appropriate and available behavioral and disciplinary interventions have been exhausted
    - The student is provided appropriate and available support services during the suspension

Expulsion

- All of the requirements for a 4-10 day suspension are met
- Removing the student from the school is in the best interest of the school, including considerations of:
    - The student's continuing presence in school poses a threat to the safety of other students, staff, or members of the school community or would substantially disrupt, impede, or interfere with the operation of the school
    - School officials have taken all reasonable steps to resolve such threats, address such disruptions, and minimize the length of the discipline
    - School officials have determined that other appropriate and available behavioral and disciplinary interventions have been exhausted

All discipline is determined on a case-by-case basis.

Suspension Process

Students who have been suspended may not appear on campus nor may they attend any school functions (before school, after school, during the evening, or over the weekend) while suspended. Students in violation of this policy will be considered trespassing. Students may, however, enter the school to take or prepare for certain assessments and, with Principal approval, complete Restorative Programs. Students will be provided the opportunity to make up any missed work (including tests) for equivalent credit and generally students are given as many days to turn in work as they were suspended.

In the event a student is subject to exclusionary discipline, they will be provided with all legally required notices, as part of the following process:

1. Review the alleged misconduct and evidence
2. The student will be provided a pre-suspension review conference during which the student will be informed of the alleged misconduct and asked for the student's input or statement.
3. Consider whether the student's continuing presence poses a threat to the safety of the school community or a (substantial) disruption to educational opportunities
4. Review prior attempted interventions
5. Consider additional appropriate and available alternative interventions before reaching a decision regarding a suspension
6. Parent(s)/guardians(s) will immediately be called and informed via email of the suspension, followed by a misconduct report with additional details, including the process to appeal.
7. The student will be required to participate in a mandatory re-engagement meeting where staff will help the student plan for a successful re-engagement back into the learning environment and make a clear plan for any necessary restorative actions.

When parents or guardians disagree with a suspension determination, they have the right to request a review of the suspension.

Within five (5) business days of the notice of the suspension, a parent/guardian or student may request a review before a hearing officer, Noble's Manager of Student Culture & Support. The request and reason for the review of the suspension must be made in writing and sent to Noble's Manager of Student Culture & Support, either by email (suspensionappeals@nobleschools.org) or by mail (1 N. State St., floor 6, Chicago, IL 60602) postmarked within the five (5) business days of notice of the suspension. Untimely

requests will not be considered. At the review meeting, the parent/guardian as well as representatives of the campus may appear and discuss the suspension and may be represented by counsel. Within five (5) business days after the review meeting, the hearing officer will provide a written summary of the evidence provided and make a recommendation to the Director of Student Culture and Support, who will take such action as he/she/they finds appropriate. The Director of Student Culture and Support will provide written notice of the final decision via first class mail. An appeal does not halt a student's suspension. If the suspension is overturned, the suspension will be removed from the student's record and any remaining days will not be served.

Expulsion Process

Noble strives to provide the support necessary for all students to be successful and views expulsion as a rare occurrence and last resort. When expulsion is recommended, the steps in order are the following:

1. Principal or designee recommends the student for expulsion and sends a misconduct report to the Exclusionary Oversight Committee for review.
2. The Exclusionary Oversight Committee is comprised of a diverse body of Noble leaders and reviews the misconduct report to determine whether: a) the student has committed an offense(s) which is (are) grounds for expulsion; b) school officials have exhausted other appropriate and available behavioral and disciplinary interventions; and c) the student's continued presence poses a threat to the safety of other students, staff, or members of the school community and/or substantially disrupts, impedes, or interferes with the operation of the school.
3. If the Committee determines that a hearing is appropriate, the Principal or designee contacts (minimum three attempts) parent(s)/guardian(s) to notify the parent/guardian of the recommendation for expulsion and to schedule the expulsion hearing, documents that contact in PowerSchool, and notifies parent/guardian of the expulsion hearing via first class mail, certified mail, and email, if available. The notice of the expulsion hearing shall request the parent/guardian to appear and include the time, date, and place for the hearing; briefly describe what will happen during the hearing; detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion; state the recommended length of expulsion (not to exceed two calendar years); state that expulsions are determined on a case by case basis; and ask whether the student will be represented by an attorney. If the student will be represented by an attorney, the parent/guardian should provide the attorney's contact information to the Principal or designee at least twenty-four (24) hours prior to the hearing.
4. At the expulsion hearing, Noble's designated Independent Hearing Officer (not to be a member of the Exclusionary Oversight Committee, the CEO, or a member of campus staff) will conduct the expulsion hearing. Representatives of the campus may present evidence and/or witnesses related to whether the student engaged in the misconduct, the prior interventions attempted or determination that no other appropriate interventions were available, and the threat or disruption posed by the student. A parent/guardian is strongly urged to attend. The parent(s)/guardian(s), student, and/or his/her/their representative may cross examine campus witnesses and examine any documentary evidence (e.g. written documents, photographs, audio recordings, and video recordings) presented by the campus. The parent(s)/guardian(s), student, and/or his/her/their representative may present evidence and/or witnesses to counter or disprove the allegations and present information for the Independent Hearing Officer to consider that supports the expulsion recommendation being denied.
5. The Independent Hearing Officer provides a summary of evidence and recommendation to Noble's CEO and the parent/guardian within two (2) business days of the hearing.
6. The CEO makes an expulsion decision and notifies parent(s)/guardian(s) within five (5) business days of the expulsion hearing. If the student is expelled, the decision shall (a) include the specific reasons why removing the student from the school is in the best interests of the school (including how the student's continuing presence in school would pose a threat to the safety of other students, staff, or members of the school community or would substantially disrupt, impede, or interfere with the operation of the school), (b) state the length of expulsion, (c) state a rationale for the specific duration of the expulsion, and (d) document whether other behavioral and disciplinary interventions were

attempted (or whether school officials determined that there were no other appropriate and available interventions).
7. For assistance with school placement information after an expulsion, please contact the Chicago Public Schools, Department of Student Adjudication at 773-553-2249.

Any student expelled from a Noble campus must have prior consent from the principal to be on school grounds or to attend any school sponsored event.

Procedural Guide for Students with Disabilities
Students with disabilities (students with IEPs or Section 504 Plans or students in the referral process) are subject to disciplinary procedures. Noble shall comply with state and federal laws and regulations when disciplining special education students. Students who have qualified for special education services shall be disciplined in accordance with the requirements set forth by the Individuals with Disabilities Education Act (IDEA), as amended, in order to guarantee access to a free and appropriate public education (FAPE).

School officials may suspend students with disabilities for a total of up to 10 cumulative school days in one school year in the same manner as nondisabled peers. Federal regulations allow for the suspension of students with disabilities in excess of 10 school days in the school year if the behavior was not a manifestation of the student's disability. If a student is recommended for suspension for more than the 10 school days, a meeting shall be convened consistent with the IDEA, the Illinois School Code and their implementing regulations. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, a Manifestation Determination Review (MDR) is held to determine whether the student's conduct was a manifestation of the student's disability and whether the student may be suspended in excess of 10 days. If the team determines the conduct was not a manifestation of the student's disability, the student may be suspended in excess of 10 cumulative school days.

When school officials anticipate a discipline referral for a suspension that will exceed the 10-day limit or for expulsion, the following apply:
1. The school must provide written notice to the parent/guardian of the suspension or request for an expulsion hearing and the date of an Individualized Education Plan (IEP) or 504 Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the decision to request the expulsion hearing or additional suspension days. Schools must also provide the parent/guardian with a written copy of the Notice of Procedural Safeguards.
2. The IEP or 504 Plan team must:
    a. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP or 504 Plan. The behavior is a manifestation of the student's disability if (1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or (2) the conduct in question was the direct result of the school's failure to implement the student's IEP or 504 Plan.
    b. Review, and revise, if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.
3. If legal counsel is obtained, the Principal should be notified in writing at least 24 hours prior to the MDR and the contact information of the legal counsel must be shared.

If the student's behavior is not a manifestation of the disability, the student will be subject to The Noble Community Pact. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services. Students with disabilities who are expelled will continue to be provided a free and appropriate public education in an alternative educational setting.

If the student's behavior is a manifestation of the disability, exclusionary discipline beyond 10 school days will not be imposed.

All MDRs are subject to legal review by the Office of Diverse Learners Supports and Services.

All procedural safeguards contained in The Noble Community Pact related to students with disabilities are equally applicable to those students with IEPs and 504 Plans, except that a student with a 504 plan who is expelled need not be provided a free and appropriate public education.

In certain situations, to the extent applicable, a student's Behavior Intervention Plan or relevant portions of the IEP will be implemented in lieu of or in concert with the The Noble Community Pact to ensure equitable and appropriate interventions and consequences in light of individualized student needs.

Anti-Bullying Policy
Bullying is contrary to Illinois law and Noble policy. It is serious and may result in an elevated behavioral response consistent with The Noble Community Pact. This policy and The Noble Community Pact are based on and have been drafted with the engagement of a range of school stakeholders, and incorporate input from students and parents/guardians.

Bullying is prohibited on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital or parental status, physical or mental disability, sexual orientation, gender identity, gender-related identity or expression, military status, unfavorable discharge from military service, order of protection status, status of being homeless, socioeconomic status, academic status, physical appearance, actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.

Bullying is prohibited in each of the following situations:
- During any school-sponsored education program or activity
- While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities
- Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment
- Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. Bullying in these circumstances will be addressed only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred. School staff are not required to monitor any non-school-related activity, function, or program

<u>Definitions</u>
For the purposes of this policy and as defined under the Illinois *School Code*, the terms used mean the following:

Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:
- Placing the student in reasonable fear of harm to the student's person or property
- Causing a substantially detrimental effect on the student's physical or mental health
- Substantially interfering with the student's academic performance; or
- Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by the school

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Aggressive conduct toward other students that may not be deemed as bullying, may constitute other inappropriate behavior listed in The Noble Community Pact. Students who engage in bullying conduct or other inappropriate conduct shall be disciplined under The Noble Community Pact.

Cyber-bullying means bullying through the use of technology or any electronic communications, including without limitation, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo electronic system, or photo optical system, including without limitation, electronic mail, Internet communications, instant messages, or facsimile communications. Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that 1) are adapted to the particular needs of the school and community, 2) contribute to maintaining school safety, 3) protect the integrity of a positive and productive learning climate, 4) teach students the personal and interpersonal skills they will need to be successful in school and society, 5) serve to build and restore relationships among students, families, schools, and communities, 6) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and 7) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Illinois Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school system, including without limitation school and Network administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan
Noble shall develop and maintain a bullying prevention and response plan that advance's Noble's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirement listed below.

Noble uses the definition of bullying provided in this section. Bullying is contrary to State law and the policy of Noble. However, nothing in Noble's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment of the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.

Reporting
Students, school staff, and the parent/guardian who witness or know information about actual or threatened bullying shall immediately report it. A report may be made orally or in writing by completing the Bullying Report form located on the campus website (under the "Students" section) or by contacting the Network Support Team at 312-521-5287. Anonymous reports are also accepted. However, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Investigating

The principal/designee shall promptly investigate and address reports of bullying. All reasonable efforts will be made to complete the investigation within 10 school days after the date the report of bullying was received.

As part of the investigation, the principal/designee shall:

- Be notified of the reported incident of bullying as soon as possible after the report is received.
- Take into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
- Involve appropriate school support personnel and other school staff with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
- Investigate whether a reported incident of bullying is within the permissible scope of the school's jurisdiction.
- Regardless of the outcome of the investigation, provide the victim and any other students who require it with information regarding services that are available within the Network and community, such as counseling, supportive services and other programs.
- If a student has an IEP or 504, the school should conduct a meeting to determine whether the student's receipt of appropriate services was affected by the bullying.
- If the student who engaged in bullying behavior is a student with a disability, the school may convene the IEP Team to determine if additional support and services are needed to address the inappropriate behavior and develop the student's social and emotional skills.

Notification

Consistent with federal and state laws and rules governing student privacy rights, the principal/designee shall promptly inform the parent/guardian of all students involved in the alleged incident of bullying within 24 hours after the school administration is made aware of the student"s involvement and discuss, as appropriate, the availability of social work services, counseling, school psychological services, or other interventions and restorative measures.

In addition, the principal/designee shall, consistent with federal and state laws and rules governing student privacy rights, provide the parent/guardian of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal/ designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The principal/designee shall document each of these notifications to parent(s)/guardian(s).

Interventions and/or Elevated Responses

When an investigation determines that bullying occurred, the principal/designee will immediately impose the appropriate Noble Community Pact response. The principal/designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services. Additionally, the principal/designee shall provide the victim and any other students who require it, including the alleged perpetrator, with information regarding services that are available within the school and community, such as counseling, support services, and other programs.

Any form of intimidation, reprisal, harassment, or retaliation directed against any person who reports bullying or provides information during an investigation about actual or threatened bullying is prohibited. Any such act by a student will be treated as bullying and met with the appropriate response consistent with this policy and under The Noble Community Pact.

A student will not be punished for reporting bullying or supplying information about actual or threatened bullying, even if the school's investigation concludes that bullying did not occur. However, knowingly

making a false accusation or providing false information will be treated as bullying and met with the appropriate response consistent with this policy and under The Noble Community Pact.

Distribution & Review

This policy shall be posted on the Noble Schools website and included in the student handbook, and, where applicable, posted where other policies, rules, and standards of conduct are currently posted. The policy also must be distributed annually to parents/guardians, students, and school personnel, including new employees when hired, and must also be provided periodically throughout the school year to students and faculty.

Noble shall review and re-evaluate this policy periodically every two years. Appropriate Noble officials will assist with the evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:

- The frequency of victimization
- Student, staff, and family observations of safety at a school
- Identification of areas of a school where bullying occurs
- The types of bullying utilized
- Bystander intervention or participation

The evaluation process may include the use of relevant data and information that the school already collects for other purposes. Noble must post the information developed as a result of the policy evaluation on the Noble website, or if a website is not available, the information must be provided to school administrators, board members, school personnel, parents/guardians, and students.

This policy must be consistent with all Noble policies.

Academic Policies

Promotion and Credit Recovery

Noble's promotion policy requires that students demonstrate genuine academic achievement and a commitment to self-discipline, attendance and enrichment in order to make progress toward earning their high school diplomas. In order to be promoted to the next grade level or graduate, students must meet requirements in academics, self-discipline, attendance and enrichment. When documented accommodations are relevant (e.g., medical), promotion eligibility will be made on an individual basis. Students with IEPs will be held accountable to promotion/graduation criteria as set forth in their IEP, if applicable. Noble campus and network leaders monitor promotion status for all students regularly.

Students who do not meet Noble's minimum requirements by the last day of school will be expected to make up requirements in summer school. Only students who have completed all graduation requirements are eligible to receive a diploma.

Students who do not meet all the requirements at least one week before the subsequent school year will retain their current grade level classification in PowerSchool and may be assigned to alternative programming until requirements are met. The student may continue in the progression of course work and may stay with their advisory cohort, but the PowerSchool classification will not change as an acknowledgement that the student is off track for on time graduation. Students are not repeating the school year but rather continue to remain in the grade level until they have met all promotion requirements. Students who are non-promoters are required to meet policies for their original cohort grade level, and they will have the opportunity to reconcile grade levels at any point in the school year once the pending requirement(s) have been fulfilled.

A student may repeat the entire grade on rare occasions and only in partnership with the parent/guardian and the Chief Education Officer. If approved, the student will repeat the entire grade and will repeat all courses, accumulate zero credit for the year, and will not move forward with their current advisory. Courses taken from the year the student is repeating will remain on transcripts with an NC and will not impact GPA.

Academics

All students who earn credits for Noble's minimum academic promotion and graduation requirements, as referenced in the charts below, will meet the academic requirements for promotion or graduation.

Academic Credit Recovery

Students may be required to enroll in Credit Recovery courses to promote (i.e. summer school, night school, or retake the course during the normal school day). Whatever the path, the failed course grade will always remain on the transcript but, when credit is recovered, will be removed from GPA calculations.

Summer and night school classes are graded on a Pass/Fail system. For a Pass/Fail recovery class, a student must achieve a 70% or higher to receive a Passing grade. The Passing grade is recorded on transcripts but does *not* impact GPA.

When a student retakes the course during the normal school day, they will earn a letter grade. The letter grade is recorded on transcripts and *is* calculated into GPA.

Self-Discipline

Self-discipline is a critical life-skill and is defined as the ability to regulate one's emotions, thoughts, and behaviors in different situations by effectively managing stress, controlling impulses, strengthening relationships and motivating oneself. Students who need more support with self-discipline and with upholding the agreements of the NCP will be required to enroll in quarterly and/or summer self-discipline courses.

Quarterly Self-Discipline Class: A student is required to attend a Quarterly Self-Discipline class if they skip 2 or more Weekly Reflections in a quarter or if they earn 15 or more Cumulative Weekly Reflections in that quarter. A campus may also require a student to attend the Quarterly Self-Discipline if they earn a Tier 3 or Tier 4 behavior log in that quarter. The Quarterly Self-Discipline class is four hours in length.

Summer Self-Discipline Class: A student who earns 40 or more Cumulative Weekly Reflections over the course of the year is required to attend a Summer Self-Discipline class. A campus may also require a student to attend the Summer Self-Discipline if they earn a Tier 3 or Tier 4 behavior log. The Summer Self-Discipline class is 20 hours in length.

Attendance

Attendance is an important life skill and, as decades of Noble alumni data illustrates, one of the most critical indicators for whether a Noble student will eventually succeed at college. As such, Noble monitors student attendance closely throughout the school year and, when a student is deemed off track, requires additional support to help students improve their understanding of and further develop habits around attendance.

Students who have 18 or more Cumulative Promotion Absences (Promotion Absences minus Present Weeks) during the school year will be required to attend a 20-hour summer school course in order to be promoted to the next grade or graduate. A student's Promotion Absences include all absences, except those coded religious, mental health, homebound, or medical.

Students who have accrued 9 or more Promotion Absences are eligible for Present Weeks. Students who are in attendance for every offered school day in a given week (including shortened weeks due to holidays

or staff development) with 0 absences will earn 1 Present Week. Present Weeks honor students improved attendance and remove 1 absence from their Cumulative Promotion Absence total.

Students must complete all mandatory attendance required programming to promote or to receive their diploma.

Community Service/Enrichment

Outside of a few campus-driven exceptions, community Service/Enrichment credits are generally classes or activities undertaken outside of the regular school schedule. Enrichment is a requirement for promotion and graduation. Students are encouraged to earn enrichment credit by exploring their unique interests and passions. Class of 2026 and beyond are required to complete 1.0 enrichment credit hours by graduation, earning 0.5 enrichment credits by the end of junior year. Additionally, students from the Class of 2029 and beyond must earn 0.25 hours of enrichment every year to be considered on track for graduation. Community service and enrichment hours will not be counted if they are completed during school hours when a student is absent or suspended.

Enrichment/Community Service Credit Recovery

Students must work with campus leaders to make up enrichment/service hours during the summer to prepare for graduation. Campus specific make-up program costs vary from $25-$75.

Minimum High School Graduation Academic Credits

Content	Minimum Credits	College Readiness Recommendation	Notes
English/Language Arts	4.0 Credits	4.0 Credits	Must include 2 credits with intensive writing coursework
Math	3.0 Credits	4.0 Credits	Must include 1 credit of Algebra, 1 credit of Geometry, 1 credit of advanced math
Science	3.0 Credits	3.0 Credits	Must include 2 credits of lab science
Social Science	3.0 Credits	4.0 Credits	Must include 1.0 credit of US History or combined 1.0 credit of US History/American Gov. & must include 0.5 credit of Ethnic Studies
Health + Fitness	2.0 Credits	2.0 Credits	Includes the teaching of Noble's health content/standards
World Language	2.0 Credits	2.0 Credits	Students can earn through any combination of world language courses, including American Sign Language
College & Career	1.0 Credit	2.0 Credit	Must include 1.0 credit of seminar course taken senior year
Electives	1.0 Credit	2.0 Credit	Includes all courses not directly outlined elsewhere (arts, technology, etc.)
Financial Literacy	0.5 Credit	1.0 Credit	
Total Credits	19.5 Credits	24.0 Credits	

Additional Minimum Graduation Requirements

Content	Scope	Notes
Enrichment and/or Community Service	100 hours/1.0 credits	Class of 2026 & beyond
Advisory	Participation	Advisory participation every year is required for all students 9-12th grade
Financial Aid	Participation	Completion of FAFSA, Alternative App, or official Non-Participation waiver
Assessment	Participation	Required State Assessments (e.g. ACT/DLM-AA)
Computer Literacy	Participation	Class of 2026 & beyond includes intensive Computer Literacy Instruction integrated into coursework
Note: One credit is equal to one year (2 semesters) of coursework. In all instances, Individualized Education Plans for students with IEPs take priority in determining promotion and graduation, as do special accommodations for applicable multilingual learners.		

For 2025-26, Noble's minimum academic promotion requirements* are as follows:

Grade	Notes
6th to 7th	3.0 cumulative credits; where required includes: 1.0 Credit ELA, 1.0 Credit of Math, 1.0 Credit of PE/Health & Advisory Participation
7th to 8th	8.0 cumulative credits; where required includes: 2.0 Credits of ELA, 2.0 Credits of Math, 2.0 Credits of PE/Health, 1.0 Credits of Science, 1.0 Credits of Social Science & Advisory Participation
8th Grade Graduation	13.0 cumulative credits: where required includes 3.0 Credit of ELA, 3.0 Credit of Math, 3.0 Credit of PE/Health, 2.0 Credits of Science, and 2.0 Credits of Social Science, 100 Hours/1.0 Credit of Enrichment, & Advisory Participation
9th to 10th	4.0 Cumulative Credits; where required includes 1.0 Credits of ELA and 1.0 Credits of Math & Advisory Participation 25 hours/0.25 Enrichment Credits
10th to 11th	9.0 Cumulative Credits; where required includes 2.0 Credits of ELA, 2.0 Credits of Math, 1.0 Credit of Science, and 1.0 Credit of Social Science, & Advisory Participation Class of 2029 & Beyond: 50 hours/0.5 Enrichment Credits
11th to 12th	12.0 Cumulative Credits; where required includes: 3.0 Credits of ELA, 2.0 Credits of Math, 2.0 Credits of Science, 2.0 Credits of Social Science, & Advisory Participation Class of 2027 & 2028: 50 hours/0.5 Enrichment Credits; Class of 2029 & Beyond: 75 hours/0.75 Enrichment Credits
12th Grade Graduation	See full list of credit and additional minimums listed in early cited Graduation minimums tables
*In all instances, Individualized Education Plans for students with IEPs take priority in determining promotion and graduation	

Promotion/Graduation Appeal Process

If a student is not eligible for promotion or graduation due to not meeting the Noble promotion requirements, a parent/guardian may communicate and advocate on the student's behalf if they feel the school did not communicate the possibility of this outcome in advance and clearly. A parent/guardian may appeal Noble's final determination of ineligibility for promotion or graduation within three business days of the notification. The reasons for the appeal must be put in writing to the Head of Schools either by email (PromotionAppeals@nobleschools.org) or by mail, postmarked within 3 business days (1 N State Fl 6, Chicago, IL 60602). The Head of Schools will decide on the appeal within the three business days of receipt of the appeal and notify the parent of the determination.

Early Graduation
All students, including those who meet the minimum requirements for graduation, are required to carry a full, rigorous course schedule.

That said, Noble may offer early graduation and/or reduced schedules in very rare circumstances that must be approved by the Chief Education Officer. For example, in cases of 5th year seniors, it is critical that our students and families are being extremely proactive with night and summer school opportunities to try and avoid these situations but, if there just were not enough opportunities to make up all the necessary credits, with CEdO approval, a reduced load can be offered to a 5th year senior if needed/preferred by all parties.

Advisory
Advisory is one of the most impactful support tools that Noble provides for its students and families. The advisory program is designed to offer sustained support from adults who encourage students to explore their purpose and aspirations. At its core, advisory provides dedicated time for students to assess their progress toward promotion, foster relationships, and build a sense of community with their peers. Advisors serve as the primary point of contact for families. All Noble campuses offer advisory every year, and participation in this program is an essential criterion for promotion.

Enrichment
Enrichment (i.e. extracurricular) credits are a promotion and graduation requirement with the purpose of encouraging students to further explore their interests outside their typical class load, fostering their sense of identity via experience, while also developing strong, diverse college application profiles. Enrichment credits are classes or activities (including online classes or activities) undertaken outside of the regular school schedule. Enrichment credits can be earned through school-sponsored or pre-approved external developmental experiences, including but not limited to athletics, clubs, courses, volunteer hours, attending office hours, and involvement in community organizations. In addition, students can complete community service hours as a way to earn enrichment credit, with each hour awarding 0.01 enrichment credit (25 hours/.25 enrichment credits). Students cannot perform community service hours if absent from school, with the exception of campus-sponsored "day of service" or service-learning opportunities scheduled during the school day. Community service should not be awarded in situations where the students are paid.

Outside of a few campus-driven exceptions, enrichment credit is designed to demonstrate how a student has enhanced their high school experience by exploring interests beyond what is necessary in their day-to-day life. As such, activities like a part-time job or taking care of siblings would not qualify for enrichment credit. In addition, college trips or elective classes during the school day would not qualify for enrichment credit. Students can earn enrichment credit for participating in development experiences with our external partners; examples include field trips with approved mentoring programs like CHAMPS Male Mentoring Program, Lion's Pride, etc. While students cannot earn enrichment credit through traditional paid hourly work experiences, students can earn enrichment credit for opportunities with organizations that offer stipends associated with traditional enrichment offerings (e.g. After School Matters.) Similarly, campus-sponsored/organized internships, which often come with some sort of pay structure, also qualify for enrichment.

Grading Policies
- Campuses operate on a 40-week school year. There are two semesters per year; each semester is approximately 20 weeks long.
- Students will receive progress reports every two weeks. Parents/guardians should attend report card pick-up at the end of every quarter. Parents/guardians and students can also regularly track progress in PowerSchool.
- Students receive credits at the end of each semester for classes they have passed.
- Teachers will provide multiple opportunities for students to demonstrate mastery of material, including a generous retake policy to ensure students have adequate opportunities to demonstrate learning.
- All grades range from 0%-100%.

Letter Grade	Percent	GPA	Letter Grade	Percent	GPA
A+	97-100	4.3	C	73-76	2.0
A	93-96	4.0	C-	70-72	1.7
A-	90-92	3.7	D+	67-69	1.3
B+	87-89	3.3	D	63-66	1.0
B	83-86	3.0	D-	60-62	0.7
B-	80-82	2.7	F	0-59	0.0
C+	77-79	2.3			

Honors classes are awarded a 0.5 GPA point bonus, and Advanced Placement/International Baccalaureate/Dual Enrollment/Dual Credit classes are awarded a 1.0 GPA point bonus when calculating weighted grade point averages. Pass/fail classes are credit-bearing; however, they do not factor into grade point averages. Pass/fail requirements are determined by each campus. Full credit classes have twice the impact on GPA calculations than half credit classes.

Report Card Pick Up

Report Card Pick Up (RCPU) is an intentional pause in our calendar dedicated to building and cultivating relationships among staff, families, and students as we all partner together in the education of our students. Students' progress, wellness, and promotion status can be discussed at conferences, and next steps can be discussed together.

Extra credit

Extra Credit can only be made available to the whole class and not to individuals and may be available on assignments or assessments at any time.

Honor Roll

Students are named to the honor roll based on the following criteria:

- High Honor Roll:3.5+ current, unweighted GPA
- Honor Roll:3.0-3.49 current, unweighted GPA
- If a student earns anything less than a B- in any class, they are ineligible

Class Rank

Class rank is determined by the cumulative weighted GPA and calculated after each semester.

Academic Integrity

Noble strives for integrity, honesty, and fairness in our academic pursuits. All members of the campus community, students and staff alike, share the responsibility of ensuring that these standards are upheld. It is essential that teachers make clear the expectations of assignments and what completing assignments with academic integrity looks like in order to combat instances of plagiarism.

Students must always be responsible for their own work and not engage in any manner of cheating. Plagiarism and cheating will result in loss of assignment credit and/or failure according to the discretion of the teacher. Staff may also implement a response aligned to The Noble Community Pact.

Plagiarism

Copying the words, ideas, or opinions of someone else without giving credit to that person in the form of footnotes or references is considered plagiarism. Whether deliberate or accidental, plagiarism is a serious offense.

Deliberate plagiarism

- Copying of a phrase, sentence, or a longer passage from a source and claiming it as one's own. This includes the misuse of Artificial intelligence for submission as one's own work (see AI policy below)
- Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not one's own
- Obtaining a term paper and submitting portions of the work or the entirety of the work as one's own

Accidental plagiarism

- Forgetting to place quotation marks around another writer's words
- Omitting a source citation for another's idea because one is unaware of the need to acknowledge the idea

Cheating

- Obtaining a copy of tests or scoring devices
- Altering scores/grades
- Copying another student's answers during an assessment
- Providing another student questions or answers to, or copies of, actual test or quiz questions
- Having or using non-permitted materials during assessments
- Duplicating another student's project or work for submission as one's own work
- Misusing of Artificial Intelligence for submission as one's own work (see AI policy below)
- Having someone other than the student prepare the student's homework, paper, project, laboratory report, or take-home test
- Permitting another student to copy one's own homework, paper, project, laboratory report, or take-home test

Artificial Intelligence

Artificial Intelligence is an exciting and rapidly evolving part of today's society. Noble does not aim to ban its use, as It can be a useful learning and supplementary support tool for students (and teachers) and will likely have a deep presence in the future. As such, Noble believes it is more beneficial to adopt an approach of responsible exposure to this technology rather than a complete avoidance of the technology. That said, when deciding to use AI, students must be safe, responsible and act with the highest integrity.

A Noble student must avoid producing AI material that the student labels as original pieces of work. Teacher guidelines and expectations should be followed closely to avoid labels of plagiarism and the consequences associated with plagiarism; when AI is used as a learning or support tool, students must cite the use of AI and describe how AI was used to learn deeper or enhance the work. In the end, even when properly used and cited, the student is ultimately responsible for any learning or materials modified by AI. As always, students are responsible for material accuracy, bias, etc.

Students are prohibited from providing Sensitive Employee and Student Data (as defined below) to AI chatbots.

- Personally identifiable information (PII) such as first or last names, addresses, phone numbers, email addresses, social security numbers, driver's license numbers, passport numbers, employee identification numbers, biometric identifiers or any other data that could identify a specific individual.
- Protected health information (PHI) such as medical histories, treatment details, diagnoses, insurance details, social security numbers, or any other health-related information.

- Identifiable educational or school student records such as grades, test scores, evaluation results, disciplinary records, special education status, or any other details found in temporary or permanent student records.
- Financial information such as credit rating/scores, credit card numbers, bank account numbers, income details, credit/debt details, billing information, or any other financially sensitive data.
- Passwords, encryption keys, access codes, WiFi logins, or any other details that could grant access to secure accounts or systems.
- Otherwise confidential and/or proprietary Noble information, including non-public school reports, memos, plans, blueprints, processes, initiatives or any other internal documents.

Even as we recognize the benefit of leveraging AI, we are cognizant that use of AI chatbots poses risks to sensitive data and information security. AI chatbots rely on storing, analyzing, and continuously learning from the data provided to them in order to improve their capabilities. This also means any Sensitive Employee and Student Data given to an AI chatbot could potentially be retained indefinitely, inappropriately disclosed to third parties, and compromised. Failure to comply with this policy could result in corrective action in accordance with the Noble Community Pact.

Commitment to Student Success

Noble is dedicated to providing all students with the reasonable level of support needed to fulfill its mission, but we also understand that there are times when some students need more support. The following section provides more information related to a student's rights and expectations when they or their families experience extraordinary situations.

Students in Temporary Living Situations (STLS)
Noble adheres to all federal and state laws protecting the rights of students in temporary living situations (STLS) students/students who are homeless as defined by the federal and state law. Additionally, students enrolled in the STLS program will have all school fees, except lost materials, waived. If families would like the assistance of the STLS program, please contact the main office to speak with the STLS liaison.

Individuals Needing Accommodations
Noble will reasonably accommodate individuals with disabilities, including at parent-teacher conferences, school programs, and school meetings. Individuals with disabilities should notify campus if they have a disability that requires special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

If the above or other concerns surface, please contact your student's advisor, campus's Dean of Student Services or Case Manager, or campus principal.

Service Animals
State and federal laws allow a student with a disability to be accompanied by a service animal (e.g., a service dog) that is individually trained to perform specific work or tasks for the benefit of the student. The work or tasks performed by the service animal must be directly related to the student's disability. The animal may accompany the student to all school functions. Please contact your campus for more information. Note, emotional support animals are not permitted at Noble.

Transgender and Gender Nonconforming Students
<u>Privacy</u>
At Noble, we respect our students' privacy rights. To that end, transgender and gender nonconforming students have the right:
- To keep their transgender, non-binary, or gender nonconforming identity private at school
- To openly discuss and express their gender identity and expression during school and school activities
- To decide when, with whom, and how to share private information

School staff shall not disclose information that may reveal a student's transgender or gender nonconforming identity to others without the student's consent, unless required by law.

Names/Pronouns
Students will be addressed in school by the name and pronoun that correspond to the student's gender identity. The following is **not required** for students to be addressed by their preferred name and pronouns:

- Court-ordered name change
- Medical or psychological documentation
- Consent from parent/guardian

Official Records
The Network maintains a permanent student record that includes the first name and gender identified by the parent/guardian or student who is age 18 or above. Last names shall only be changed based on a legal name change.

District Electronic Databases
Students are not required to obtain a court-ordered name change and/or submit medical or psychological documentation to have their preferred name and/or gender included in Noble's student information system. Schools shall also provide a method for a student to change their name and/or gender marker anywhere that it may appear publicly, including (but not limited to) the following:

- School website
- Technology resources
- Student identification cards
- Yearbooks
- Graduation
- Other events

Restroom and Locker Room Accessibility
Students must be allowed to use facilities in a manner that makes them feel safe, affirmed, and included in the school. All students are allowed to use restrooms and locker rooms that correspond with their gender identity. No student will be forced to use a private facility because of their transgender identity, non-binary identity, or gender expression.

The following accommodations should be assessed on a case-by-case basis, ensuring that students feel supported, safe, and affirmed:

- An alternative request may be made by the student for privacy, safety, or other reasons. Reasonable alternative arrangements may include, but are not limited to, the use of a private area, separate changing schedule, or use of a single-stall restroom.
- Support and accommodations must also be provided to gender nonconforming students, non-binary students, and students questioning their gender identity.
- Schools shall make the requested restrooms and locker rooms available immediately upon consultation with the student. Any alternative arrangement shall be provided in a way that protects the student's privacy and is consistent with the student's individual support plan.

P.E., Sexual Health Education, Sports, Clubs, School Events
Transgender and gender nonconforming students shall be provided the same opportunities to participate in physical education as all other students. When gender segregation does occur (physical education class activities, clubs, school events, intramural and non-competitive sports), transgender and gender nonconforming students are allowed to participate in accordance with their gender identity, or in a manner that makes them feel safe and included.

Participation in competitive Illinois High School Association (IHSA) and Illinois Elementary School Association (IESA) athletic activities and contact sports will be resolved in accordance with IHSA and IESA rules, which are available on their respective websites.

Dress Code

Transgender and gender nonconforming students have the right to dress in a manner consistent with their gender identity or expression, within the constraints of the dress codes adopted for all students at their schools. In general, schools shall not adopt dress codes that restrict students' clothing or appearance on the basis of gender. Gender neutral dress code applies to regular school days as well as any special events, including graduation ceremonies and prom. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

Overnight School Trips

Students shall be permitted to participate in accordance with their gender identity or in a manner that makes them feel safe, affirmed, and included. Accommodations shall be provided to gender nonconforming students, non-binary students, and students questioning their gender identity, regardless of whether the student is consistently asserting their identity at school. The principal or designee shall work with the student to determine the accommodations that will be provided, including hotel and room-sharing arrangements, based on the particular circumstances of the trip. Accommodations for overnight school trips shall be made clear to the student prior to their departure for the trip. Notification of accommodations is generally not required to either the parent/guardian of the transgender or gender nonconforming student or those of their peers.

For students with health concerns, the school must ensure school chaperones are aware and have been trained to meet the needs of the student.

Undocumented , Mixed-Status, and DACA Students

At Noble, we support and serve students regardless of their immigration status, country of origin, and racial, ethnic, or linguistic background. This section is intended to provide guidance on the following: who are undocumented students; Noble's policies regarding "sanctuary"; support for students with mixed status families; and the impact of DACA on students and staff. First, the following definitions will guide this segment:

Appropriate Terminology

- Undocumented: An umbrella category to describe a person who is not a permanent resident (holds a "green card") or is a U.S. Citizen.
- DREAMer: An undocumented student or recent graduate who would benefit from the DREAM Act (if passed). Frequently associated with a high academic achieving student.
- DACA (Deferred Action for Childhood Arrivals): Executive order announced in 2012 that grants temporary status & work authorization.
    - On October 5, 2022, the Fifth Circuit Court of Appeals issued a decision that declared DACA to be unlawful which prohibits the consideration of first time DACA applications – to apply to the DACA Rule. This rule does not apply to current holders. Applications to renew DACA and Advance Parole remain available.
- Mixed Status Families: A family that is composed of members with different immigration statuses (*e.g.* undocumented, citizen, permanent resident)
- Temporary Protected Status (TPS): is a program that offers a temporary legal status to certain immigrants in the United States who cannot return to their country of origin due to ongoing armed conflict, natural disaster, or other extraordinary reasons.
- The U nonimmigrant status (U visa) is set aside for victims of certain crimes who have suffered mental or physical abuse and are helpful to law enforcement or government officials in the investigation or prosecution of criminal activity

Unacceptable terminology

- "Illegal": is a racially charged slur used to dehumanize and discriminate against immigrants and people of color regardless of migratory status. "Alien": is a disparaging and offensive term. "Alien" refers to a resident of one country who was born in or owes allegiance to another country and has not acquired citizenship by naturalization in the country of residence (distinguished from citizen)

Noble's commitment to supporting undocumented students and families

Noble is committed to creating a supportive environment that affirms our students and fosters trusting relationships that will allow our students to feel safe and supported, and subsequently focus on academic achievement.

In order to create a supporting environment for undocumented students, Noble has established a team that directly focuses on providing holistic support to Noble campuses, and Noble alumni. The Office of DREAMer Supports is embedded in the Noble Support Team and provides guidance to students and alumni. In addition, every Noble campus has appointed a staff to serve as a DREAMer Liaison. Please contact the Noble Support Team or the campus to contact the liaison directly.

Noble campuses are encouraged to create a consistent message through different mechanisms that affirm the following:

- Reaffirming our commitment to undocumented and mixed status families
- Providing students a point person that they can come to if they have questions or would like to connect their family to resources
- Reiterate that campus is a safe space for students

Noble's Policies Regarding "Sanctuary"

Noble will do everything we can to keep our students safe while they are at school. As part of CPS, we support the policies and procedures introduced by the city to ensure students at all public schools, including ours, are protected as much as possible. Chicago is a "Sanctuary City," codified by the Welcoming City Ordinance of the City of Chicago. This essentially means that no local Chicago officials - including law enforcement and public educators - will assist federal agencies in identifying undocumented residents. Noble does not allow federal immigration officials into our buildings without a verified judicial warrant, nor do we maintain any central repositories of student or personnel data that indicate immigration status.

Should ICE (Immigration and Customs Enforcement) agents visit a Noble school, please notify Noble's Chief Operating Officer and/or Noble's General Counsel.

Noble's plan of Action in Case A Federal Immigration Official visits our schools

Noble's plan of Action in case of a visit from an Immigrations and Customs Enforcement (ICE):

- ICE agents are not permitted into any Noble buildings unless they present a verified judicial warrant. If agents arrive at a school, ICE agents should wait outside while we process their request. **Only Noble's General Counsel or Associate General Counsel can confirm that ICE agents have a valid warrant and authorize them to enter the building or receive any student or staff information.**
- Principals will directly contact Noble's General Counsel and/or Chief Operating Officer who will respond to an incident
- Noble's leadership will notify the Network College Team for legal aid and support.
- Schools are not to share student information with ICE. If they request student records, contact the Legal Team at studentrecords@nobleschools.org. Please remember that student records include any and all recorded information that may individually identify a student - including emails, home addresses, and miscellaneous documents. Noble will not share student records with ICE except in the rare exception of a mandated court order or consent from the parent/guardian.

Noble's plan of Action in Case A Parent(s) is Apprehended by ICE

Currently, undocumented immigrants are being apprehended at an increased rate across the country. While Illinois state law and local Chicago ordinances prohibit local law enforcement from cooperating with U.S. Immigration and Customs Enforcement (ICE) or detaining individuals solely based on immigration status, there is a risk that individuals apprehended in Illinois may be transferred to detention facilities outside of Illinois for processing.

If a student seeks help from Noble staff because a parent(s) has been apprehended, please reach out to the Noble Support Team, specificallyJackie Rueda at 312-597-3496. Families can reach the ICIRR family

support hotline at 1-855-HELP-MY-FAMILY (1-855-435-7693). The following organizations offer services to detained immigrants:

- National Immigrant Justice Center
- Illinois Coalition of Immigrant and Refugee Rights
- Latinos Progresando

Families are highly encouraged to update their emergency contact information on a regular basis. In the event a student is left stranded at a school because a parent is detained, staff will work through the entire emergency contact list and have someone remain with the student until a parent, guardian, or emergency contact arrives.

Enrollment and Attendance Policy

Enrollment and Transfers

Enrollment at a Noble campus is available to any Chicago resident. We currently offer 17 high school options and one middle school option. All campuses are tuition-free and open-enrollment. Information about how to enroll at Noble is available at nobleschools.org/enroll.

Transferring from One Noble Campus to Another Noble Campus

Current students who have attended classes at a Noble campus and are in good standing may transfer to another Noble campus if the campus is accepting transfer students (i.e., only if the campus has open seats). To be in good standing, students must not have a pending suspension(s) or expulsion at their current Noble campus. Movement from one Noble campus to another may only take place during transfer windows as designated by Noble. Families interested in transferring from one Noble school to another should contact Noble's Admissions Department at (833)-BE-NOBLE to initiate the process. A student's current promotional status and outstanding fees at the current Noble campus will carry over to the new Noble campus once the transfer is complete. Students who have documented excessive Tier 3 and/or Tier 4 behavior infractions may be ineligible for an intercampus transfer. Students who are granted an intercampus transfer should continue attending class at their current campus until the start date at the new campus. Students who are approved for an intercampus transfer will not be eligible to transfer to another Noble campus via the intercampus transfer policy for the remainder of the school year.

Expedited Hardship Transfers

A hardship appeal process exists for students who need an expedited transfer from one Noble school to another for safety reasons. A request to transfer from one Noble school to another for the purpose of convenience does not qualify as a hardship. Hardship transfers will only be granted when all other reasonable measures have been taken and when it is shown that the transfer is absolutely necessary for the safety of the student. Students who qualify for a hardship appeal may only transfer into a campus that is accepting transfer students. If approved, the transfer may occur outside of the district-wide transfer windows. Parents/guardians who believe their child may qualify for a hardship appeal should contact Noble's Admissions Department at (833)-BE-NOBLE to initiate the process. Students who are approved for an hardship intercampus transfer will not be eligible to transfer to another Noble campus via the intercampus transfer policy for the remainder of the school year.

Students Transferring to a Noble Campus from a Non-Noble Campus

Students transferring to a Noble campus from another high school may have a semester's worth of successfully completed classes count as a semester of Noble credit. . Students will be placed in their Noble grade level based on academic and enrichment credits earned. Students who do not meet Noble's minimum academic and enrichment promotion requirements will be expected to make up this requirement as outlined above (in the Promotion and Graduation Policy section) before being able to reconcile to their cohort grade level. Students may only enroll at a Noble campus pending campus enrollment capacity. Prior to being admitted to any Noble campus, transfer students must complete the entire term of any suspension or expulsion imposed on the student by any public or private school and provide an Illinois State Board of Education student transfer form

Attendance and Truancy

Definitions

- Excused Absence - Verifiable student absence aligned to one of the reasons below. Students will be provided the opportunity to make up any missed work (including tests) for equivalent credit and generally, students are given as many days to turn in work as they were absent. For example, if a student is absent for two days, they would have to turn in make-up work by the second day they return. Please note, excused absences count towards a student's promotion absence total.
- Unexcused Absence - Non-verified student absence. Students may not be able to complete missing work for credit

Illness Policy

At Noble Schools, we are committed to maintaining a healthy environment for all of our students and staff. Don't have your child stay home unless they are truly sick. In alignment with the American Association of Pediatricians, reasons to keep your child home from school include a temperature greater than 100.4 degrees, vomiting, diarrhea, a hacking cough, toothache, or other infectious illnesses.

Students sometimes avoid school due to anxiety (symptoms may include decreased appetite, feeling tired, stomachache, headache, etc). If you are worried that your child may be suffering from anxiety, talk with your child's advisor, social worker, or other school staff to discuss the challenge and identify what can help your child stay in school.

If your child has chronic health issues, please share any information and diagnoses from your child's healthcare provider with the school to determine what support the school can provide to ensure your student is healthy, safe, and attending school consistently.

Absences may be excused for the following reasons

- Illness, including the mental or behavioral health of the student;
    - Students may not exceed more than 5 mental health days per school year
- Observance of a religious holiday;
- Death in the immediate family or family emergency;
- Other situations beyond the control of the student, as determined by Noble. These include and are not limited to:
    - Doctor's appointments
    - Out of school suspension
    - Pre-approved college visits
- Such other circumstances that cause reasonable concern to the parent for the mental, emotional, or physical health or safety of the student

Verification of excused vs. unexcused absences

Absences can be excused only when confirmed by the parent/guardian within 48 hours of the student's return to school. If a student is going to be absent, parents/guardians should inform the campus main office before classes begin.

Attendance Tracking

In order to best identify and support students who are chronically absent and/or truant, Noble will provide the following data below by campus and by student. Each campus will employ campus specific MTSS strategies to support students who are chronically absent or truant.

- Current daily attendance rate
- Current weekly attendance rate
- Year to date attendance rate

Unexcused absences + Truancy Process and Supports

Campuses will alert families of all unexcused absences. At the 5th consecutive unexcused absence, the school will initiate the truancy protocol below:

- Identify students who are chronically absent or truant for 5 consecutive days
- Contact parent and student to understand reason behind chronic absenteeism and/or truancy
- Initiate home visits as necessary to determine reason for absence and the supports that are necessary
- Send certified letters to parents after 5th, 10th(optional), 15th and 20th day consecutive days of absence

Attendance Interventions and Supports

Students with excused absences will be provided the opportunity to make up any missed work (including tests) for equivalent credit and generally students are given as many days to turn in work as they were absent. For example, if a student is absent for two days, they would have to turn in make-up work by the second day they return. Each campus will employ campus specific MTSS strategies for students who are chronically absent and or truant to ensure proper interventions are provided. These may include but are not limited to:

- parent conferences
- student counseling
- provide families with information about existing community services that are available

Additional Attendance Expectations

Students who have an unexcused absence for all or part of any day may not attend or participate in any extracurricular event or sporting event without written permission from the principal.

Students who are absent for all or part of any day for “cut days,” “senior cut days,” “skip days,” “ditch days,” or any similar events may be denied participation in any extracurricular event or sporting events. Additional response may be warranted and students may not be eligible for makeup work.

Students are not permitted to leave campus once they are inside the building. Students who are absent for all or part of any day may not attend or participate in any extra-curricular event or sporting event without written permission from the principal.

Early Dismissals or Late Arrivals

Whenever possible, students are encouraged to make medical or other appointments after school hours or on weekends. In the rare event that a student needs an early dismissal or late arrival, the following procedures must be followed:

- The legal guardian or designated emergency contact with guardian approval must come to sign the student in or out of school. In the event the student cannot be picked up by a legal guardian or designated emergency contact, permission to dismiss the student may be submitted via email to the school by the parent/legal guardian. The student will be dismissed upon receipt of the emailed written permission.
- The student must make up for missed work.
- Only early dismissals or late arrivals for a verified doctor’s appointment, observance of a religious holiday, death in the immediate family, pre-approved college visits, or verifiable family emergency will count as excused absences. All other late arrivals or early dismissals are considered unexcused. Official documentation verifying the absence should be brought to the campus main office upon arrival to school.

Homebound and Hospital Attendance

Homebound instruction will be provided if a student’s medical doctor provides written documentation anticipating that, due to a medical condition, the student will be unable to attend school for two or more consecutive weeks or be absent on an ongoing intermittent basis totaling two or more weeks. Parents/guardians may contact the school to obtain the homebound form and to obtain more information.

For students with IEPs or 504s, parents or guardians should work with the IEP or 504 team or school leaders to determine if homebound or hospital instruction is appropriate.

Voting
Students who are eligible to vote will have a two-hour window to vote during the school day. Campus administration will communicate the exact two-hour timeframe with students and parents/guardians two weeks before early voting or the election.

Inclement Weather and Emergency School Closings
Should the need arise due to extreme weather conditions, principals may implement a delayed start time for their campus. Also, should the need arise due to public transportation emergencies, students should follow their campus appeal process and submit verification from the Chicago Transportation Authority to confirm the delay.

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Noble Network campuses follow the Chicago Public Schools (CPS) with respect to snow days and other weather-related issues. If CPS cancels school because of weather, so will Noble campuses. Call CPS at 773-553-1000 to find out if they have canceled school.

School Calendar
The most up to date school calendar can be accessed on Noble's website: https://nobleschools.org/

Emergency Management Planning

Each school has identified and will implement a customized emergency management plan to maintain a safe and secure learning environment. This includes emergency protocols, contact information, communication procedures, and evacuation or contingency plans. Emergencies include school lockdowns, evacuations, shelter-in-place situations, or allergies.

Teachers, administrators, staff, and students should train and routinely complete drills following these plans so they will be prepared in the event of an emergency. In any emergency drill or evacuation, students should remain silent, follow their teacher, and stay with their class in the designated area and wait for further instructions. Anyone violating this procedure is jeopardizing the safety of the school.

Family Engagement

Noble is committed to working with families and the broader community to achieve our mission. We believe this partnership will ensure that all students have equitable and positive school experiences that equip them to complete college and lead choice-filled lives. Family resources are updated live at https://nobleschools.org/family-and-organization-partnerships/

Parent and Family Advocacy Council (PAC)
A Noble Parent and Family Advisory Council (PAC) is a monthly space where parents, guardians, family members, and staff come together to engage in content and conversations that will support this group with the ability to guide students towards excellent outcomes. If you are interested in joining the PAC or have other questions related to family engagement, please reach out to nobleadvocacy@nobleschools.org.

Fees

Definition of School Fees
"School fee" means any monetary charge collected by a Noble campus from a student or the family as a requirement for the student's participation in any curricular or extracurricular program of the school. "School fees" that are subject to this policy are listed below, and Noble Schools does not impose a fee when it requires that a student provide their own ordinary supplies or materials (e.g., pencil, paper, notebooks), which are necessary to participate in any curricular or extracurricular program.

School fees include, but are not limited to, the following examples:

- All charges for required textbooks and instructional materials.
- All charges and deposits collected by a school for use of school property (for example, locks, towels, and laboratory equipment).
- Charges for field trips made during school hours, or made after school hours if the field trip is a required or customary part of a class or extracurricular activity (for example, annually scheduled trips to museums, concerts, places of business and industry or field trips related to instruction in social studies, the fine arts, career/vocational education or the sciences).
- Charges for participation in curricular or extracurricular programs:
    - Community Service/Enrichment credits to meet minimum graduation requirements.
    - Sports charges or deposits for uniforms or equipment related to varsity and intramural sports, or to fine arts programs.
- Charges for supplies required for a school day or particular class (e.g. uniforms, laboratory or art supplies).
- Graduation fees (e.g., caps, gowns.)
- School records fees and school health services fees
- Driver's education fees accessed by the school (excludes fees accessed by The Office of the Illinois Secretary of State)

"School fees" do not include:
- Fines and other charges made for the loss, misuse, or destruction of school property.
- Charges for the purchase of class rings, yearbooks, pictures, diploma covers or similar items
- Charges for optional travel undertaken by a school club or group of students outside of school hours such as Summer of a Lifetime.
- Charges for admission to school dances, athletic events or other social events.
- Charges for optional community service or recreational activities/participation.
- Charges for credit recovery.

Annual Fees
Each campus charges a standard annual fee of $180 and charges additional fees as outlined by the campus. The first bill or fee notice of each school year will inform families that Noble waives fees for those who are unable to afford them in accordance with this policy as well as the process for applying for a fee waiver. A notice of waiver availability will be attached to every bill for fees or fines that families receive. Any fees paid to a Noble campus are non-refundable after the students first day of attendance, unless the family is eligible for the aforementioned waivers. In addition, students who fail any of the promotion requirements will be expected to enroll in a make-up class, per the costs previously listed.

Fee Waivers
General conditions for a partial or full waiver of school fees:
- All school fees will be waived for Students in Temporary Living Conditions (STLS).
- Students who qualify for Free Priced Meals, as determined by the State of Illinois through a Financial Income Information Form, are eligible for a waiver of school fees.
- Students who suffer significant extenuating circumstances may be eligible for a waiver of some school fees or may apply for a payment plan. Extenuating circumstances include a very significant loss of income due to severe illness or injury in the family or unusual expenses incurred because of a natural catastrophe. The school will make the final decision as to what is allowable on a case by case basis in a non-discriminatory fashion.

Other students whose families encounter financial hardship may apply for a payment plan through the main office at their campus. A payment plan will allow families to reduce payments and/or extend payment timelines so that students may still participate in mandatory school activities without penalty for the inability to pay. In addition, promotion or graduation will not be denied on the basis of an inability to pay fees.

If you believe your family may qualify for a fee waiver, please contact your campus office to complete the Family Income Information Form. Additional documentation (including but not limited to pay stubs, tax

returns, evidence of receipt of food stamps or Temporary Assistance for Needy Families) may be requested during our review of your application. If an application for a waiver is denied, the campus will mail a copy of the decision, stating the reason for denial, to the family at the address listed in Powerschool within thirty (30) calendar days of receipt of the request. The decision will inform the family of their right to appeal the decision within the time provided and will inform the family that they may reapply for a waiver during the school year if their circumstances change or if the basis of the decision or reason for which they were denied a waiver changes.

Please go here for more information on school fee waivers.

Guests

The safety of our students and staff is our top priority. For this reason, our exterior doors remain locked at all times, and guests must adhere to the following protocol.

Guests are defined as individuals other than enrolled students and campus staff. Upon entry, guests must be screened via Evolv - a weapons detection system - and then go directly to the main office or the reception desk where an approved form of identification will be scanned. You will then receive a visitor's badge that should be visible throughout your visit. Guests must only access the areas of the school that satisfy the intention of the visit. Once the visit is complete, guests should inform the front office of their leave, and exit the building as soon as possible. Loitering or refusal to leave upon the request of school staff may result in removal by law enforcement.

Trespassing on school grounds is prohibited. Further, it is prohibited by law to commit criminal damage to school property, to vandalize school property, or to distribute/deliver written or printed solicitation within 1,000 feet of school property for the purpose of inviting students to an event when a significant purpose of the event is to commit or solicit illegal acts or will otherwise be held in or around abandoned buildings.

Threatening or offensive acts or language by a guest will not be tolerated. Guests are expected to respect the educational environment and are subject to removal from the school at the discretion of staff. Guests in such situations may also be banned from future visits to the school or campus events after receiving appropriate due process.

Right to access
If an announced site for a school program or public event is not accessible to a parent/guardian, student, or community member, the individual may, 10 days in advance of the program, request that the program be relocated to a site that would meet their needs or that another accommodation be made. Requests should be made to the principal of the campus, who will make reasonable accommodations.

Health and Wellness

The purpose of this policy is for Noble to communicate the expectations for a healthy school environment, provide healthier food choices to students, and meet established requirements for nutrition education and physical activity. Noble recognizes that good health and daily physical activity are vital in enabling students' success. Noble has implemented the following goals to align students with good health and develop nutritious habits.

Nutrition
The Food Services Department, led by the Director of Dining Services, shall implement and ensure compliance with the policy by leading the review, update, and evaluation of the policy. Noble will evaluate compliance with the wellness policy for each campus annually. Noble will invite a diverse group of stakeholders to participate in the development, implementation, and review of the policy. Stakeholders may include an administrator, teacher, SFA representative, parent/guardian, student, and medical professional.

Nutrition Promotion

- Nutrition standards are consistent with the federal regulations.
- Noble will host tasting tables at several schools to encourage sampling new menu items and solicit feedback before menu implementation.
- Noble will develop wellness committees to include collaborative and informative open discussions with students that lead to a better food service experience.
- Noble will provide a fresh salad bar during lunch meals to promote healthier decisions and develop health habits for students' future.

Nutrition Education

- Noble provides students with access to nutritional facts for all food items served for all meals.

Other School Based Strategies

- All meals must meet or exceed the current nutrition requirements established under the Healthy Hunger- Free Kids Acts of 2010.

Reporting

- The Wellness Policy and school menus are available on Noble's website.

Fundraising with Food (Nutrition Standards for Competitive Foods)

- Food & Beverage Marketing: USDA allows the marketing of only those food items that meet USDA Smart Snacks in School nutrition standards.
- Fundraisers involving the sale of food and/or beverage items must meet USDA Smart Snacks in School nutrition standards when sold to students.
- Homemade foods or beverages cannot be served or sold. Given student allergies and other student safety concerns, at no time, including at campus events or as a part of a fundraiser, should homemade food (student or adult-made) ever be distributed to students.

Physical Activity

In addition to student participation in (at a minimum) two years of NobleFit, staff are encouraged to provide supportive, experiential, growth-oriented health and fitness programming before and after school as a club or enrichment.

Physical Education programming ensures that students are meeting physical education requirements set by Illinois state standards. There is risk of injury in PE classes and fitness events. Noble Schools, its campuses, and employees are not liable for any accidental harm that may occur. Coaches, teachers, and trainers may provide first aid to a student in case of injury in connection with these activities. Please see "*Concussion Policy*" on page 36 for additional information concerning concussions and head injuries.

Sexual Health Education

Noble campuses provide sexual health education to all students. In accordance with relevant law, course material and instruction will be developmentally appropriate, medically researched, accurate, and complete. Further, course material and instruction will place emphasis on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases.

Noble views parents/guardians as the primary educators of their children for sexual health. A parent/guardian may submit a written request to the campus Sexual Health Education Coordinator or PE teacher that their child be excused from taking or participating in any class or course in comprehensive sex education. In addition, as allowed by state law, designated, trained staff members or designated trained third parties may distribute male and female condoms in specified locations at Noble campuses; a parent/guardian may submit a written request to the campus that their child not access these resources. Parents/Guardians may use this form and submit it to the campus' Sexual Health Education Coordinator or NobleFit teacher if they chose to opt their child out.

No Solicitation

Students may not sell any goods or services for a fundraiser, charity or any other reason whatsoever while on school grounds unless they are doing so with the express consent of campus staff and for a school-sponsored club or organization.

Noble League

All Noble campuses are members of the Noble League and the Illinois High School Association (IHSA). The Noble League is the competition mechanism of Noble athletics, fitness, academics, and the arts. The Noble League facilitates league and championship competitions for over 20 sports and activities. Noble League coaches enhance the Noble mission by empowering students to compete and learn through growth-oriented competition.

Noble League Offerings

Fall Sports	Winter Sports	Spring Sports	Activities
Boys Soccer	Boys Basketball	Baseball	Chess
Boys 16-Inch Softball	Competitive Cheerleading	Boys Rugby	Debate
Cross Country	Competitive Dance	Boys Volleyball	Honor Music Festival
Football	Girls Basketball	Girls Soccer	Marching Band
Girls Flag Football	Step	Softball	E-Sports
Girls Rugby	Wrestling	Track & Field	Theatre Arts
Girls Volleyball			Visual Arts
Sideline Cheerleading			

Noble League Academic Eligibility

All eligibility is determined on a weekly basis. To be eligible to participate in sports, Noble students must

1. Pass IHSA equivalent of 2.5 credit hours in the current and previous semester
2. Maintain a cumulative or current 2.3 GPA (unweighted)
3. Meet additional campus or coach requirements

Participation Day of Game

Students who have an unexcused absence may not attend or participate in an after-school sporting event that same day without written permission from the principal.

Sport Physicals

Students who choose to try out for and/or participate in a sport are required to have an annual physical / certificate of physical fitness on file with the campus. The physical must be current within 395 days preceding any date of participation in any such practice, contest, or activity.

Fees for Sport Participation

Campuses may charge a reasonable fee for participation in sports. Fees help cover costs associated with operating an athletic program.

Campus-Issued Equipment and Uniforms

Campuses may issue uniforms and equipment for their sport. Campus-issued uniforms and equipment must be returned at the end of a season in similar condition as originally issued, minus regular wear and tear. Students who do not return issued equipment and uniforms, or who return damaged materials, may be required for replacement costs.

Non Campus-Issued Items

Students may be required to purchase personal items essential for their sport (i.e. socks, under shirts, shorts, athletic shoes, or protective gear).

Noble League Student and Parent Expectations
Student-athletes, parents, and all other spectators are expected to display respect and intentional sportsmanship toward other students, coaches, game officials, game personnel, and spectators. Inappropriate language, taunting, verbal altercations, and physical altercations are subject to consequences - including but not limited to game or season suspension - by the IHSA, Noble League, and Noble Schools. Noble League students should compete in exciting and empowering environments. Participants and spectators should feel welcome, safe, and supported.

Official Noble League Event Rules and Regulations
1. Game personnel and coaches must model, monitor, and uphold Noble's Core Values in all interactions.
2. Spectators may be removed from a contest for disruptive behavior and language.
3. Spectators who exhibit repeated disruptive behavior may be banned permanently.
4. Staff may ask spectators to remove head coverings other than those worn for religious, cultural and/or medical reasons.
5. Staff may ask for outside food, drink, and gum to be discarded before entry.
6. Staff may search bags or use a detector to promote a safe environment.
7. Noble concession stands may not sell homemade food.
8. Only approved students and staff are allowed on game sidelines/benches.
9. Coaches and players must clean benches and locker rooms after a contest.

Risk of Injury: There is risk of injury in PE classes, fitness events, athletic competitions, training, and practices. Noble Schools , its campuses, and employees are not liable for any accidental harm that may occur. Coaches, teachers, and trainers may provide first aid to a student in case of injury in connection with these activities.

Concussion Policy
Noble takes the well-being of its students seriously. It has developed a program to manage student concussions and head injuries consistent with the Youth Sports Concussion Safety Act. The return-to-play and return-to-learn protocols established by the Concussion Oversight Team are available at www.nobleleague.com. The campus specific Emergency Action Plan is available and posted at each campus. Each student and student's parent/guardian must sign a concussion information form each school year before participating in an interscholastic athletic activity, acknowledging that they have received and read written information that explains concussion prevention, symptoms, treatment, oversight, and guidelines for safely resuming participation in an athletic activity 24 hours following a concussion. The form is included in this handbook's appendix and must be turned in to the designated campus staff member prior to participation in the activity. In addition, all student-athletes are required to annually watch the Illinois High School Association's video about concussions.

Noble Statement on Hazing in Sports
The Noble Schools and the Noble league, as part of the local community standards effort, is promoting healthy, safe, and balanced lifestyles. Student organizations and athletic teams can play a vital role in this process, and can provide transformative opportunities for friendship, leadership, and personal growth and discovery. Hazing of any kind is antithetical to these goals; therefore, Noble Schools prohibits hazing activities, whether by an individual or an organization. Hazing incidents will be reported to campus leadership and consequences will align with the Noble Student and Parent Handbook. The Noble League reserves the right to temporarily or permanently suspend a student-athlete, coach, or team for hazing.

Mandated Reporting of Abuse or Neglect

A mandated reporter is a person who, because of his or her profession, is legally required to report any suspicion of child abuse or neglect to the relevant authorities. These laws are in place to prevent children from being abused and to end any possible abuse or neglect at the earliest possible stage.

All school personnel are mandated reporters, meaning Noble staff are required to report suspicions or claims of abuse or neglect to the relevant authorities (normally DCFS). Mandated reporters are required to report suspected child abuse or neglect as soon as possible after they have reasonable cause to believe that a child who is under 18 years old has been harmed or is in danger of being harmed physically, sexually, or through neglect and that a caregiver either committed the harm or should have taken steps to protect the child from harm.

Once any staff member becomes aware that a student may be the victim of abuse or neglect, they must take all of the following steps:

1. Call the DCFS hotline at (800) 25-ABUSE
2. Notify the principal or social worker
3. Complete an incident report

No one in the workplace is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

Medical Policies

Immunizations and Health Exams

All students entering in 6th and 9th grade or transferring into a Noble campus for the first time, or when deemed necessary by school authorities, must submit proof that a health examination and required immunizations were completed within the 12-month period prior to the entry date for the current school year by October 15th. All students, at any grade level, who fail to submit the required health examination and immunization documentation (and who are not otherwise exempt from such requirements under Illinois law) may be withheld from school until such time as the student presents proof of the health examination and required immunizations.

If a student is transferring into Noble from out-of-state, and they do not provide the required proof of immunizations by October 15, they may only attend class if the student provides proof that an appointment to receive the immunizations has been scheduled. If the proof of health compliance is not submitted within 30 days after starting classes, then the student may not be permitted to attend classes until proof of the vaccinations has been properly submitted.

If a parent or guardian believes their student is exempt from this policy based on religious or medical grounds, please contact the Noble Support Team.

Dental and Vision Requirements

All 6th and 9th grade students must have a dental examination and present proof of such examination by May 15th. The dental examination must have taken place within 18 months prior to May 15th of the current school year. Eye exams are only required for Noble students enrolled at an Illinois school for the first time.

Parent(s)/guardian(s) may submit a waiver for this requirement for students who show an undue burden or lack of access to the dentist and/or optometrist or physician who performs eye examinations This waiver form must be submitted by the aforementioned deadlines or by the deadline set by your campus.

Students who fail to provide proof of a dental or eye examination or to establish that they are otherwise exempt from those requirements may have their report cards withheld until the student complies.

Vision screenings, if any, conducted by the school are not a substitute for a complete eye and vision evaluation by an eye doctor. If vision screenings are offered by the school, students are not required to partake if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months.

Allergies
If a student has an allergy that would limit participation in school activities or the food program, the parent/guardian must provide written documentation from a medical professional detailing the type and extent of the allergy along with activities and foods that should be avoided.

Medications
If a student requires medication during school hours, the distribution of the medications will be supervised by the authorized employee or nurse under the following guidelines required by state law:

1. Prescription medications must be supplied in the original pharmacy container.
2. The container must be identified with the following information: student name, name of medication, prescription number, prescription date, strength of drug, doctor's name and phone number.
3. Documentation from a doctor must be on file at the school before any prescription medication will be administered to a student.
4. Parents/guardians must sign the medicine administration release.
5. Non-prescription medications must also be supplied in the original container and must be accompanied by written consent from parent/guardian.

Each campus will identify a primary and backup employee authorized to administer medication in the absence of the school nurse. Generally campuses will designate the main office as the place to receive medications. For situations requiring additional or different accommodations, each campus will work with parent(s)/guardian(s) to create a plan best suited for the student's needs.

The proper forms must be completed in the school main office annually. For over-the-counter medication, a note signed by the parent/guardian with directions must be on file at the school. Furthermore, a log will be kept on file that has the name of the student, the name of medication, the date and time it was administered, and the name of the person who administered it.

Students are not allowed to have medication in their possession or in their lockers. This includes over-the-counter medications. Students are permitted to carry EpiPens and inhalers consistent with the student's doctor order and parent/guardian consent. An emergency action plan will be developed for any student self-administering such medication. Non-permitted medications will be confiscated.

Noble and its campuses, employees, and agents are exempt from liability or professional discipline, except in the case of willful or wanton misconduct, as a result of any injury arising from the administration of asthma medication, an EpiPen, or an opioid antagonist. Parent/guardian must sign and return an acknowledgement of this policy to Noble.

If Noble or its employees administer an EpiPen, asthma medication, or opioid antagonist, whether or not undesignated, Noble will provide the parents/guardians with notice after such administration.

Self-Administration
A student may possess and self-administer diabetes medication, an EpiPen, medication prescribed for asthma for immediate use at the student's discretion, or other medication as provided for in a qualifying plan and provided the student's parent/guardian has completed and signed the relevant form(s). Qualifying plans include an asthma action plan, an Individual Health Care Action Plan, an Illinois Food Allergy Emergency Action Plan and Treatment Authorization Form, a 504 plan, and an IEP, as well as a Diabetes Care Plan. This authorization must be renewed annually. Parents/guardians are strongly encouraged to provide back-up medication to be kept in the health office.

Noble shall not incur liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless Noble and its employees and agents against any claims, except based on willful and wanton

conduct, arising out of a student's self- administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

School Distribution of Narcan

For purposes of this policy, "opioid antagonist" means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride ("Narcan") or any other similarly acting drug approved by the U.S. Food and Drug Administration.

A school nurse or other trained school personnel will provide and/or administer an undesignated opioid antagonist to a student when they, in good faith, believe a student is having an opioid overdose.Each school principal shall maintain the names of trained personnel who can administer opioid antagonists on campus. Consistent with 105 ILCS 5/22-30(f), each campus will maintain a supply of opioid antagonists during normal school day hours and during school sponsored events, to the extent such undesignated opioid antagonists are available. (Note - Noble may not maintain undesignated opioid antagonists and any requirements under this policy are void if the school is unable to obtain a prescription for opioid antagonists or is unable to fill the prescription for opioid antagonists).

Within three (3) days after the administration of an undesignated opioid antagonist, Noble will submit a report regarding the administration of undesignated opioid antagonists when used to the parent, prescriber, and Illinois State Board of Education. Noble's report to the Illinois State Board of Education will include the following information: (1) the age and type of individual receiving the opioid antagonist (i.e., student, staff, or visitor); (2) the location where symptoms developed or were first noticed; (3) the type of person administering the opioid antagonist (i.e., school nurse or trained personnel); and (4) any other information required by the State Board of Education.

Noble shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of a medication, including an opioid antagonist. And, pursuant to Illinois law, a student's parent/guardian must indemnify and hold harmless Noble and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of the administration of an opioid antagonist.

See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

Personal Property Liability

Noble is not liable for theft or damage to personal property that students bring on school property.

School Issued Property

Students are responsible for keeping their textbooks, Chromebooks, lockers, locks, and any other school issued property in the condition in which they received them. Students may be required to pay replacement costs for damaged school-issued property, including, but not limited to, the items mentioned above.

Student Initiated Groups

Non-curriculum related student groups can meet on school premises, including for the purpose of religious, political, or philosophical discussion during non-instructional time if approved by the building principal, subject to the following:

- Attendance at the meeting must be voluntary and student initiated.
- The meeting will not be school-sponsored.
- One or more school employees shall be present in a supervisory, non-participatory capacity only.
- Non-school persons may not direct, conduct, control, or regularly attend meetings.
- All school rules, applicable laws, and the constitutional rights of other persons must be observed.

Approval by the principal may not be denied on the basis of the religious, political, philosophical, or other content of the speech at a meeting unless the meeting does, or is likely to, materially and substantially interfere with educational activities within the school, is unlawful, or is in violation of any applicable Noble policies or campus rules.

Non-curriculum related student groups shall also be granted the following (to the same extent as curriculum-based groups):

- Access to classrooms in the school for meetings and events during non-instructional time.
- Access to designated bulletin boards, upon which student groups may post written materials that have been reviewed and signed by a faculty member or administrator at the school (a disclaimer of school sponsorship may be required on such written materials).
- The ability to submit student group announcements to be made during advisory periods.
- The opportunity to hold fund raising activities and engage in community service.
- Access to scrolling video screens where announcements and events are communicated.
- Inclusion of the group in the school yearbook.

Non-curriculum related student groups cannot participate in or make presentations as a group to town hall assemblies held in the school. In addition, the school will not spend public funds on non-curriculum related student groups for transportation, teacher/sponsor salary, textbooks, equipment, uniforms, activity accounts, and anything else beyond the cost of the activities and opportunities listed above.

Student Rights

The right of students to freedom of expression shall not be abridged, provided that such right shall not cause a substantial likelihood of disruption within the school or impinge on the rights of other students. Freedom of expression shall include without limitation, the rights and responsibilities of students, collectively and individually, (1) to express their views through speech and symbols, (2) to write, publish, and disseminate their views and (3) to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the principal (or designee).

No expression made by students in the exercise of such rights shall be deemed an expression of school policy, and no school officials shall be held responsible in any civil or criminal action for an expression made or published by students.

Freedom of speech: A student's right to free speech comes with the following restrictions:

- A student may not disrupt the work and culture of the school in a material or substantial way.
- A student may not incite others to disrupt the work or discipline of the school or disobey the laws.
- No student's speech may be obscene.
- Students may not say (slander) or write (libel) things about another person that damage that person's reputation and are not true, if they know the statement to be false or don't care whether it is true or false.
- Students may not use words which when spoken are likely to produce a violent action.
- Students may not use speech to invade the rights of others, including racial, sexual, ethnic, or religious slurs, or to depict, imply, or demonstrate hatred or prejudice against a protected class.

Freedom of press

Students may express themselves in publications and other written materials and will not be censored so long as their publications and written materials are signed by the author(s), and are not disruptive,

defamatory, obscene, invasive of privacy, harassing, or likely to provoke disruptive, unlawful, or violent behavior. Distribution or posting of publications, signs, and other materials must comply with the same standards and may be limited by the campus principal or his/her designee to designated times and places to avoid disruption and litter. Noble reserves the right to regulate the content of school sponsored expressive activities to comply with applicable journalistic standards as well as the general standards listed above.

Freedom of religion

Students have the right to be absent from school for observance of the holy days of their religion. These absences can be excused only if a written note from the legal guardian is received in the main office within 48 hours of the student's return to school. Parents or guardians should make every attempt to notify Noble of the student's absence due to religious observance in advance of the student's absence. Students will be allowed the opportunity to make up any work from an absence due to religious observance for equivalent credit. These absences do not count towards the final promotion attendance number.

Equal Educational Opportunities

No student shall, on the basis of his or her sex, sexual orientation, race, color, national origin, ancestry, ethnicity, language barrier, religious beliefs or religious affiliation, physical or mental disability, gender identity or expression, status as homeless, economic and social conditions, military status, order of protection status, immigration status, actual or potential marital or parental status, including pregnancy, arrest record, or association with a person or group with one of more of the aforementioned actual or perceived characteristics be denied equal access to programs, activities, services or benefits, or be limited in the exercise of any right, privilege, advantage or opportunity. Any student may file a discrimination complaint with the Noble Coordinator of Nondiscrimination (contact information listed below). Complaints will be investigated and processed pursuant to the Complaint Policy. No student shall be subjected to retaliation because of asserting a right or participating in the complaint process. The Coordinator of Nondiscrimination also serves as Noble's Title IX Coordinator. Title IX prohibits discrimination on the basis of sex, including in admission.

Rights of Students with Disabilities

Noble will provide students with disabilities with a free and appropriate public education in the least restrictive environment as required by the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Noble seeks to ensure that students with disabilities are identified, evaluated, and provided appropriate services. Students with disabilities who do not qualify for an IEP under the IDEA may qualify for services under Section 504 if the student has a physical or mental impairment that substantially limits one or more major life activity, has a record of such impairment, or is regarded as having such an impairment. Contact the Senior Director of Student Services for information about these rights.

Intimidation and Harassment Prohibited

No person, including a Noble employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race; color; nationality; sex; sexual orientation; gender identity or expression; ancestry; age; religion; physical or mental disability; military, status; physical appearance; order of protection status; homeless status; actual or potential marital or parental status, including pregnancy; arrest record; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic or protected class. Noble will not tolerate harassment, intimidation, or bullying, whether verbal, physical, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of prohibited conduct include name calling, using derogatory slurs, stalking, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or the wearing or possessing of items depicting or implying hatred or prejudice of one of the characteristics stated above.

This prohibition includes sexual harassment. Any person, including a Noble employee, agent, or student, engages in sexual harassment whenever they make sexual advances, request sexual favors, or engage in other verbal, visual, or physical conduct of a sexual or sex-based nature or imposed on the basis of sex, that affects the tangible benefits or education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, sexual violence, or spreading rumors related to a person's alleged sexual activities.

Any student may file a harassment complaint with the Coordinator of Nondiscrimination, as listed in the "Universal Complaint Policy" in this handbook. Complaints will be investigated and processed pursuant to the Complaint Policy. No student shall be subjected to retaliation because of asserting a right or participating in the complaint process. The Coordinator of Nondiscrimination also serves as Noble's Title IX Coordinator. Title IX prohibits harassment on the basis of sex. Allegations of sexual misconduct by a Noble board member, employee, vendor, or volunteer toward a student or former student will be reported by Noble to the CPS Office of the Inspector General's Sexual Allegations Unit (OIG) and CPS's Office of Student Protections & Title IX (OSP). Allegations of sexual misconduct involving only students will be reported by Noble to the OSP. Complaints investigated by CPS OIG or OSP will follow CPS Policies and Procedures. Noble will fully cooperate with OIG and OSP investigations. Allegations of sexual harassment that do not fall under Title IX and that are not investigated by OIG or OSP will be investigated and resolved using the Complaint Policy.

Student Records

Student records are confidential and will not be released except as provided by law. Students and their parent(s)/guardian(s) are provided notice of the campus policy upon enrollment and annually thereafter via this handbook.

The official records custodian shall be designated by the campus principal and have responsibility for the maintenance, care, and security of all school student records, whether or not the records are in personal custody or control.

Definition of school student records
"School student record" or "education record" means all recorded information concerning a student and by which a student may be identified individually, which is maintained by or on behalf of the school.

The following shall not be considered school student records:

1. Recorded information maintained for the exclusive use of an employee, provided the recorded information is not shared (except with a substitute) and is destroyed no later than the student's graduation or permanent withdrawal from the school
2. Video or electronic recordings created for security or safety reasons or purposes, unless maintained for a specific purpose related to a specific student.
3. Electronic recordings made on school buses
4. Any information whether written or oral, received from law enforcement pursuant to state law regarding (1) a student under the age of 17 who has been arrested or taken into custody for a specified offense if law enforcement believes there is an imminent threat of physical harm to students, school personnel or others who are present in the school or on school grounds, (2) a student who is under investigation for a matter directly related to school safety, or (3) any reports from courts or law enforcement about the detention of a student for any criminal offense, any violation of a municipal or county ordinance, or for any proceedings under the Illinois *Juvenile Court Act*

<u>Permanent records</u>
The student permanent record shall consist of the following:

1. Identifying information, including the student's name, address, gender, place and date of birth, and their parent(s)'/guardian(s)' names and addresses
2. Academic transcript, including grades, graduation date, grade level achieved, college entrance examination scores (if requested in writing by the student or a parent/guardian), the unique student identifier assigned and used by the student information system, and, if applicable, designation of achievement of the State Seal of Biliteracy, State Commendation toward Biliteracy, and Global Scholar Certification
3. Attendance record
4. Health records (medical and dental documentation necessary for enrollment)
5. Record of release of permanent record information
6. Scores received on all state assessment tests administered in grades 9-12
7. Birth certificate or other evidence required by the Missing Children Records Act

Temporary records

The student temporary record shall consist of all information not required to be in the student's permanent record and must include the following:

1. Scores received on the state assessment tests administered in grades kindergarten-8
2. A completed home language survey form
3. A record of release of temporary record information
4. Information regarding serious disciplinary infractions involving drugs, weapons, or bodily harm to another that resulted in the imposition of punishment or sanction
5. Final finding reports from the Department of Children and Family Services ("DCFS") pursuant to Section 8.6 of the Abused and Neglected Child Reporting Act (no report other than what is required under Section 8.6 shall be placed in the school student record)
6. Any biometric information that is collected in accordance with Section 10-20.40 of the Illinois School Code
7. Health related information (current documentation of a student's health that is relevant to the school participation, not otherwise governed by the Illinois Mental Health and Developmental Disabilities Confidentiality Act)
8. Accident reports
9. Documentation of a student's transfer, including records indicating the school or school district to which the student transferred
10. Information contained in related service logs maintained for a student with an individualized education program under 105 ILCS 5/14-8.02(f)

The student temporary record may also include:

1. Family background information
2. Individual and/or group intelligence test scores, aptitude test scores, and elementary and secondary achievement level test results
3. Reports of psychological evaluations
4. Special education records
5. Records associated with Section 504 of the Rehabilitation Act of 1973
6. Honors and awards
7. Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
8. Other disciplinary information
9. Any verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the education of the student
10. Teacher anecdotal records (e.g. description of student behavior or progress or a report of observed behavioral incidents)
11. Any other records in which the student is personally identifiable or that relates to the student

Inspection and Access

A parent/guardian or someone specifically designated by the parent/guardian shall have the right to inspect and copy all his/her/their child's school student records with limited exception.

1. No parent/guardian or his/her/their representative will be granted access to confidential letters and statements of recommendation which were placed in the student record prior to January 1, 1975, or when the student has waived access to his/her/their right of access after being advised of his/her/their right to obtain the names of the persons making such recommendations, provided such recommendations are not used for purposes other than those for which they were intended.
2. The school will not provide records to a parent/guardian if the school has been provided with an order of protection or a legally binding document relating to such matters as divorce, separation, or custody that specifically revokes educational rights or prohibits access. Absent such an order, the school will provide access to student records to both parents/guardians.
3. Parent/guardian shall have the right to inspect, challenge, and copy student records of their child until their child meets one of the following criteria, at which time, such rights transfer to the student:
    a. reaches 18 years of age
    b. graduates from secondary school
    c. becomes legally married or enters in military service
    d. Students shall have the right to inspect and copy their permanent record and their report cards.
4. Whenever a parent/guardian or student desires a copy of information contained in the student's records, they shall submit a written request to the record custodian. Records shall be made available to parent/guardian and eligible students within 10 business days, unless an extension is invoked, in which case the student records will be produced no later than 15 business days after the request.

Access to Records without Parental Consent

In general, student school records will not be released without prior written consent and/or notice, except in very narrow situations specified in the Illinois School Student Records Act and/or Family Educational Rights and Privacy Act. Noble shall grant access to school student records in accordance with the law including, but not limited to, releases to the following persons or in the following situations:

1. Records may be released in response to requests from the State Board of Education with a current demonstrable, educational, or administrative interest in the student, in furtherance of such interest.
2. School staff members and officials (including volunteers, consultants, and contractors who perform an educational or administrative function for Noble and are under its direct control with respect to the use and maintenance of student records) who have a current and legitimate educational or administrative interest in the student records shall have access as needed for professional purposes to both the student's permanent and temporary records.
3. School officials shall release student records without parent/guardian permission pursuant to a valid court order. A subpoena (unless signed by a judge) is not sufficient. Notice and a right to inspect and challenge the records will be provided if the student or the parent/guardian is not a named party. Please note, school officials will not accept legal notices, warrants, and/or subpoenas on behalf of students and/or families.
4. Student records may be made available without parent/guardian consent to researchers for research purposes, statistical reporting, or planning, provided that no student or parent/guardian shall be personally identified from the information released.
5. Information may be released without parental/guardian consent in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons. However, notice shall be provided to parent(s)/guardian(s) the next school day after the release.
6. Pursuant to a request by a school formerly attended by the student for records previously transferred by that school and to another school in which the student has enrolled or intends to enroll after notice to the parent(s)/guardian(s), including the right to inspect and challenge the records.
7. In connection with school meal programs

Directory Information

School officials may release directory information from time to time to the general public, including to parent teacher associations, institutions of higher education, and military recruiters, to support student involvement in Noble sponsored and related activities. Such information will only be released for purposes such as parent/guardian communication and to support student and family involvement in extracurricular activities and post high school planning.

Noble will not release the entire contents of its student directory to external organizations for political or commercial purposes. However, Noble reaches out to parents/guardians to inform them of political activity that may impact Noble's charter schools and occasionally seeks to connect Noble parents/guardians with opportunities to advocate for educational issues that impact their children. Noble sometimes works with calling or mailing services for these purposes and may release directory information, namely parent/guardian names and contact information, to those contractors.

Such directory information may be released unless a parent/guardian informs the campus principal in writing within 10 days of provision of this notice that information concerning his/her/their child should not be released.

Student social security number or student identification or unique student identifier will not be designated as directory information.

Directory information is limited to the following:

1. Identifying information: student's name, address, gender, grade level, date and place of birth, parent/guardian names, telephone numbers, and mailing and electronic mail addresses
2. Academic awards, degrees, and honors
3. Information relating to school-sponsored activities, organizations, and athletics
4. Major field of study
5. Period of attendance in school
6. Photograph, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs, except that
    a. No photograph highlighting individual faces shall be used for commercial purposes, including solicitation, advertising, promotion or fundraising without the prior written consent of the parent/guardian or student, as applicable
    b. No image on a school security videotape recording shall be designated as directory information

<u>Promotional Materials</u>

Noble allows pictures and videos to be used for print and broadcast media purposes and includes pictures and videos of students and staff on our website, on social media, and in promotional materials used to recruit students and staff and to explain Noble to external audiences, such as charter authorizers, researchers, other educational organizations, education advocacy organizations, and funders. By signing the media release form and opting in at the beginning of the school year, parents/guardians consent to allow their children's images to be used on Noble-created materials that are used for external purposes (e.g. on the Noble website or social media pages) as well as additional internal purposes (*e.g.*, staff memos and training). If a parent/guardian does not want their child's image to be used for such purposes, they should note their opposition by opting out on the media release.

<u>Protection of Pupil Rights Amendment</u>

Each school year, Noble will notify parents/guardians of Noble's policies on distributing surveys, analyses or evaluations in the areas of political affiliations or beliefs of the student or their parent/guardian; mental or psychological problems or the student or the student's parent/guardian; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships (i.e. lawyers, physicians or ministers); religious practices, affiliations, or beliefs of the student or their parent(s)/guardian(s), and income. The policy shall also include Noble's policy on

marketing surveys distributed to students. Noble will notify parents/guardians of the approximate dates during the school year during which such data collection will occur and their rights to opt out of the data collection.

Transmission of Records for Transfer Students
School officials shall release student records to the official records custodian of another school in which the student has enrolled or intends to enroll within 10 school days of a written request of such official or student, provided that the parent/guardian receives prior written notice of the nature and substance of that information and the right to inspect, copy, and challenge such information. Noble may extend the production by an additional 5 school days, in compliance with the Illinois School Student Records Act.

If a student transfers to another school, Noble will send a certified copy of the records and keep the originals.

Challenge procedures

1. Parent/guardian have the right to challenge the accuracy, relevance, or propriety of any entry in their child's school student records, except academic grades, the name and contact information of the Official Records Custodian, and references to expulsions or out-of-school suspensions, if the challenge is made at the time the student's school records are forwarded to another school to which the student is transferring.
2. A request to challenge the contents of a student record shall be made in writing to the school by the parent(s)/guardian(s) and shall state in specific terms what entries in their child's record are being challenged and the basis of the challenge and the basis of the challenge.
3. The principal shall conduct an informal conference with the parent(s)/guardian(s) within 15 school days of the receipt of the written challenge.
4. If the challenge is not resolved at the informal conference, a hearing shall be convened consistent with the Illinois School Student Records Act.
5. An appeal of the hearing can be made to the State Board of Education.

Statement of dispute
Parents/guardians may insert in the school student record a statement of reasonable length setting forth their position on any disputed information in the record. Noble will include a copy of such statement in any subsequent dissemination of the disputed information.

Maintenance of school records

1. Permanent records will be retained for 60 years after the student leaves Noble.
2. Temporary records will be retained for at least five years after the student leaves Noble.
3. Noble will review a student's temporary record every four years and when a student changes attendance centers.
4. For students with a disability, Noble may, after five years, transfer to the parent(s)/guardian(s) (or student if the student has succeeded to the rights of the parent/guardian) Special Education Records which may be of continued assistance to the student.

Destruction of school records
Noble will follow the maintenance guidelines, above, to maintain temporary records for five (5) years and permanent records for sixty (60) years after a student leaves Noble. Noble will then destroy the student records, in the normal course of business, once the applicable retention period has been met. Parents or students (if over the age of 18) may review temporary or permanent records at any time prior to their destruction by contacting the relevant Campus Operations Lead.

Research Use Policy
Student and Family Privacy Rights
In the spirit of continuously seeking best practices for educating our students and better serving our communities, Noble often participates in research studies meant to improve student understanding and pedagogy.

The policy below outlines the rights and expectations students and parents/guardians have with regard to the use of research within the Noble Network.

Surveys
All surveys requesting personal information from students, as well as any other tools used to collect personal information from students, must advance or relate to Noble's educational objectives or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party
Noble must provide authorization prior to the administration and/or distribution to a student of any survey or evaluation created by a third party. The student's parent/guardian may review the survey or evaluation upon their request and within a reasonable time of their request. This section applies to every survey created by a person or entity other than a Noble official, staff member, or student regardless of whether the student answering the questions can be identified and regardless of the subject matter of the questions.

Survey Requesting Personal Information
School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including Noble) containing any of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian
2. Mental or psychological problems of the student or the student's family, unless related to special education evaluations or provision of services
3. Behavior or attitudes about sex
4. Illegal, anti-social, self-incriminating, or demeaning behavior
5. Critical appraisals of other individuals with whom students have close family relationships
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers
7. Religious practices, affiliations, or beliefs of the student or the student's parent(s)/guardian(s)
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program

The student's parent/guardian may:

1. Inspect of the survey or evaluation within a reasonable time of their request, and/or
2. Refuse to allow their child to participate in the survey or evaluation. The school shall not penalize any student whose parent/guardian exercises this option.

Instructional Material
A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request. The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Supervision of Students

Students are not to be in the building or on the school grounds outside of regular school hours unless participating in a school-sponsored activity under the supervision of school staff.

Technology Acceptable Use Policy

Use of Noble's technical resources, including computers, the internal network, and access to the internet, must be consistent with the academic goals and expectations for the campus. The guidance that follows, known collectively as Noble's Technology Acceptable Use Policy, does not attempt to state all required or proscribed behavior by students. Instead, it provides broad guidelines that are illustrative of the expectations for use of technical resources at your campus. Failure to follow these guidelines or any misuse of the technical resources may result in the loss of privileges, disciplinary action, and/or appropriate legal action.

The following are guidelines for use of technical resources at your campus and Noble equipment used at home:

1. Use of computers, the internal network, and/or access to the internet must be for school purposes only.
2. Computers and all other technical resources must be handled carefully and returned in the same manner in which they were received.
3. Students are responsible for damaged or lost technology. This includes paying the full replacement cost for a lost, broken, or stolen Chromebook. A fee schedule should be provided and students with fee waivers should not be responsible in any way.
4. Students are accountable for everything done on Noble's technical resources and while using their user ID, including accessing Internet content and sending emails/messages or chats.
5. Noble Hotspots (mobile internet connectivity devices) should only be used for school purposes.
6. Students should use Zoom and Google Meet responsibly. If found in violation of Zoom or Google policies, these vendors can permanently deny students access to their platform.
7. The following are guidelines for use of the internet, internal or external, with Noble issued/managed equipment:
    a. Students are not allowed to access, use, share, or possess pornographic, gang-related, violent, illegal, or inappropriate digital content.
    b. Students are not allowed to access, use, or possess unauthorized or illegally obtained hardware, software, data, or files.
    c. Students are not permitted to use non-Noble technology on the school's network, mainly to prevent the spread of viruses, spyware, trojans, or denial-of-service programs.
    d. Students are not permitted to install any software programs or extensions on their devices.
    e. Students may not alter network addresses or website identifiers, including use of proxy servers or virtual private networks to bypass network security systems (firewalls, etc.)
    f. Students should not share their login names or passwords..
    g. Students must respect the privacy and rights of others and are not, under any circumstances, permitted to access the records of another student.
    h. Students may not use technical resources to make inappropriate, degrading, defamatory, or harassing comments about other students, teachers, administrators, or the school.
    i. Students should not provide personal information for any purpose whatsoever on the internet without prior consent from a campus staff member.
    j. Students must tell a campus staff member or a parent/guardian as soon as possible if they receive unsolicited contact by anyone over the internet. Students should never share personal information or agree to meet with anyone who solicits such information from them online.
8. Unless otherwise permitted by campus staff, students may not use technical resources for non-school activities such as playing games, using social media or chat programs, listening to music, watching streaming media, fundraising, or engaging in any commercial activities, including advertising or sales.
9. Files created, accessed, and/or saved by students on school computers are the property of Noble and may not be considered private records. Electronic files or digital content created, accessed, and/or saved on school computers or accessed through Noble user ID accounts may be monitored and accessed by the IT Department and campus leadership, under Legal guidance, at any time and without notification. This includes Noble user account activity and/or emails that are sent or received by students on any internet connected device.

Uniform Policy

At Noble, we believe a student uniform promotes an equitable and positive student experience by 1) fostering school identity, pride and community, and 2) enhancing school safety by making the presence of visitors/outsiders immediately apparent.

Campuses must work to support students in temporarily acquiring missing items. In situations where the uniform requirements cannot be met, a campus staff member will contact the parent/guardian (which will be logged in PowerSchool) and, as long as the student adheres to Noble's Basic Principle and Self-Expression policy as outlined below, the student will return to class. The uniform is in effect from the start of the first class to the end of the last class and remains in effect for any after school programming on campus (e.g. office hours, enrichment classes, etc.), except where mandated by religious requirements or with a note from a medical professional. At school events and sporting events outside of the school building and on dress down days, rules on attire may be adjusted, but Noble's Basic Principle and Self-Expression policies always remain in effect.

Our expectations are that parents/guardians ensure students follow our uniform, and students are responsible for knowing and following the student uniform during school hours and school activities. To ensure effective and equitable enforcement, school staff shall uphold the uniform consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, culture observance, household income, or body type/size.

<u>Basic Principle</u>
Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, chest, and nipples are fully covered (e.g. bottoms must be worn at or above the hips.) School branded items cannot be altered in any way (e.g.items may not be cut, ripped, tucked/hiked up, rolled, or tied). All items listed below must meet this basic principle.

<u>Noble Uniform Details</u>

1. **Tops and Outerwear**
    a. Students must wear unaltered Noble-branded, campus-approved tops. Noble-branded approved cardigans, jackets, vests, etc worn as uniform tops must be buttoned/zipped up.
    b. Students may only wear unaltered Noble-branded, campus-approved outerwear.
    c. Campuses may require students to wear a school-ID
    d. Outerwear accessories (e.g. gloves, earmuffs, scarves) are not permitted.

2. **Bottoms**
    a. Students must wear solid (~90%) black bottoms
        i. Examples: pants, leggings, skirts, sweats/joggers, jeans, shorts
        ii. Rips, logos (e.g. Nike swoosh), and branded designs (e.g. Adidas stripes) are permitted.
3. **Shoes**
    a. Students must wear closed-toe shoes (e.g. gym shoes)

4. **Head Coverings**
    a. Students may wear head coverings that honor religion and/or culture or if necessitated by a medical issue
    b. Hoods are not permitted (hoodies may be permitted as a campus-approved top, but the actual hood must remain down)
    c. Students may not wear hats, durags, bonnets or balaclavas/ski masks
    d. Students may not cover their eyes with sunglasses (transition sunglasses are permitted)

5. **PE Dress Code**

a. Students must be in an unaltered school-branded, Noble League, or NobleFit branded top or a school-issued leotard for dance classes
b. Students must wear athletic bottoms or school-branded sweats or shorts
c. Students must wear gym shoes to enhance safety during physical activity
d. Students may not wear jeans, skirts, dress pants, or open-toed shoes, crocs, or slippers for PE (unless for religious purposes)
e. Students may be still required to participate in physical activities or complete a written assignment if they are not in full athletic gear
f. Students will be allowed accommodations to the PE dress code for religious purposes

Self-Expression
The use of tattoos/body art, hair styles, jewelry, socks, accessories, and piercings as a medium to express individuality and identity is welcome at Noble. Expressions that meet any of the following criteria are not permitted

a. convey implied or expressed obscenities or sexual vulgarities
b. promote the use of drugs, alcohol, or tobacco products
c. promote or incite violence, gang activity, or other illegal acts,
d. convey other messages that are reasonably likely to create a substantial disruption or invade the rights of other students
e. depict or imply, in the opinion of school administration, hatred or prejudice against a protected class

Universal Complaint Policy

Making a Complaint and Enforcement
Students and parents/guardians are encouraged to report to the Coordinator of Nondiscrimination, campus principal, or an assistant principal claims or incidences of harassment, sexual harassment, or any other prohibited conduct or violations of their rights under the Constitution, State or federal statute, or policies outlined in this Handbook.

- A student may choose to report to a person of the student's same gender identity or sex.
- Complaints will be kept confidential to the extent possible given the need to investigate.
- Students who make good faith complaints will not be disciplined [for filing the complaint], and no student shall be subjected to retaliation because of asserting a right or participating in the complaint process.
- An allegation that a student was a victim of any prohibited conduct perpetrated by another student shall be referred to the campus principal or assistant principal for appropriate action.
- Any Noble employee who is determined, after an investigation, to have engaged in conduct prohibited by Noble policies will be subject to disciplinary action up to and including discharge.
- Any Noble student who is determined, after an investigation, to have engaged in conduct prohibited by Noble policies will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with The Noble Community Pact.
- Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.
- Allegations of sexual misconduct by a Noble board member, employee, vendor, or volunteer against a student or former student will be reported by Noble to the CPS Office of the Inspector General's Sexual Allegations Unit (OIG). Allegations of sexual misconduct involving only students will be reported by Noble to the CPS Office of Student protections & Title IX (OSP). Complaints investigated by CPS OIG or OSP will follow CPS Policies and Procedures. Noble will fully cooperate with OIG and OSP investigations. Allegations of sexual harassment that do not fall under Title IX and that are not investigated by OIG or OSP will be handled using this Policy.
- Allegations of sexual misconduct by a Noble board member, employee, vendor, or volunteer against a student or former student will be reported by Noble to the CPS Office of the Inspector General's Sexual Allegations Unit (OIG). Allegations of sexual misconduct involving only students will be reported by Noble to the CPS Office of Student protections & Title IX (OSP). Complaints investigated by CPS OIG or OSP will follow CPS Policies and Procedures. Noble will fully

cooperate with OIG and OSP investigations. Allegations of sexual harassment that do not fall under Title IX and that are not investigated by OIG or OSP will be handled using this Policy.

Procedures

Informal Resolution

The Coordinator of Nondiscrimination will first try to resolve complaints without using this formal complaint procedure.

- A student and/or parent/guardian filing a complaint under this policy may decline any informal suggestions and/or attempts to resolve it and may proceed directly to the complaint procedure.
- The Coordinator of Nondiscrimination will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly.
- If a formal complaint is filed under this policy, the Coordinator of Nondiscrimination will address the complaint promptly and fairly.

Right to Pursue Other Remedies Not Impaired

- The right of a person to a prompt and fair resolution of a complaint filed through these procedures will not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Although, temporary delays may be warranted at Noble's discretion, particularly for concurrent law enforcement investigations. Temporary delays may be warranted in Noble's discretion, particularly for concurrent law enforcement investigations.
- Use of this complaint procedure is not needed in order to pursue other remedies and use of this complaint procedure does not extend any filing deadline related to the pursuit of other remedies.
- If a person is pursuing another remedy subject to a complaint under this policy, Noble may continue with a simultaneous investigation under this policy and will do so in all cases required by law.

Filing a Formal Complaint

- A person filing a complaint who wishes to use this complaint procedure may do so by filing a formal complaint with the Coordinator of Nondiscrimination after attempts at an informal resolution have been unsuccessful or declined**.**
- The person filing the complaint will not be required to file a complaint with the Coordinator of Nondiscrimination and may request that the complaint be managed by the campus principal or assistant principal at the campus who shares their gender identity. If the Coordinator of Nondiscrimination, campus principal and assistant principal are of the same gender, the person filing the complaint may request that the complaint be managed by another senior leader at the campus who shares their gender identity.
- The Coordinator of Nondiscrimination or complaint manager or complaint manager may request the person filing the complaint to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent/guardians.
- The Coordinator of Nondiscrimination or complaint manager shall assist the person filing the complaint as needed.

Deadlines

All deadlines under this policy may be extended by the Coordinator of Nondiscrimination as they deem appropriate. As used in this policy, school business days means days in which Noble's main office is open.

Investigation

1. The Coordinator of Nondiscrimination will investigate the complaint or appoint a qualified campus Title IX representative to undertake the investigation on his/her/their behalf.
2. The Coordinator of Nondiscrimination shall ensure both parties have an equal opportunity to present evidence during an investigation.
3. The complaint and identity of the person making the complaint will not be disclosed except
    a. as required by law or any governing agreement
    b. as necessary to fully investigate the complaint

    c. as authorized by the person making the complaint, or by the complainant's parent/guardian if the student is under the age of 18
4. The identity of any adult witness may remain confidential at the discretion of the Coordinator of Nondiscrimination unless required to be disclosed by law or any other governing contracts.
5. The identity of any student witnesses will not be disclosed except
    a. as required by law or any governing agreement
    b. as necessary to fully investigate the complaint
    c. as authorized by the parent/guardian of the student witness, or by the student if the student is 18 or older

Within 30 school business days of the date the complaint was filed, the Coordinator of Nondiscrimination or the appointed campus Title IX representative or the appointed campus Title IX representative shall file a written report of his/her/their findings in PowerSchool and with the designated OSP specialist. The Coordinator of Nondiscrimination may request an extension of time.

Decision and Appeal

Within 5 school business days of receiving the Coordinator of Non Discrimination or Campus Title IX Representative's report, the Campus Title IX Representative shall communicate the decision in writing to the person who filed the complaint, the accused, and the Coordinator of Nondiscrimination. Decisions will be based on the preponderance of the evidence standard. Within 10 school business days after receiving the decision, the complainant or the accused may appeal the decision through a written request to the Campus Title IX Representative. The written request should include information to identify the incident in question, any information not available at the time of the investigation, and the reason for disagreement with the decision. Any party may submit their request in person or via email with the subject line of "Appeal for [Student Name - DOB XX/XX/20XX]." The Campus Title IX Representative shall promptly forward all materials relative to the complaint and appeal to the Coordinator of Nondiscrimination. Within 30 school business days, the Coordinator of Nondiscrimination shall affirm, reverse, or amend the decision or direct the Campus Title IX Representative to collect additional information. The Coordinator of Nondiscrimination shall inform the person who filed the complaint and the accused of the final decision in writing.

Coordinator of Nondiscrimination
The Coordinator of Nondiscrimination also serves as the Title IX Coordinator.
Jasmine Stratton
1 N. State Street, Floor 6
Chicago, IL 60602
jstratton@nobleschools.org/312-521-5287

The following agencies may also be able to answer inquiries related to discrimination or harassment.

U.S. Department of Education Office for Civil Rights (OCR) Chicago Office JCK Federal Building 230 S. Dearborn Street, 37th Floor Chicago, IL 60604 Telephone: (312) 730-1560/Facsimile: (312) 730-1576 Email: OCR.Chicago@ed.gov See www.ed.gov/ocr	Illinois Department of Human Rights (IDHR) Springfield Office 535 West Jefferson, 1st Floor Intake Unit Springfield, IL 62702 Telephone: (217) 785-5100/ Facsimile: (217) 785-5106 Email: IDHR.webmail@Illinois.gov See www2.illinois.gov/DHR

Noble's Faith Law Policy

Under Illinois School Code amendments made by Faith's Law, aimed to address sexual abuse prevention and response in schools, Noble was required to implement new training, policy and procedural requirements, as of July 1, 2023. Of these requirements, all Noble employees and contractors must be trained on child sexual abuse, including evidence-informed training on preventing, recognizing, reporting and responding to child sexual abuse and grooming behavior.

Additionally, Noble is required to conduct an employment history review of allegations of sexual misconduct for all applicants for employment (including contractors) who will have direct contact with children or students.

Here is a copy of the Sexual Abuse Response and Prevention Resource Guide for reference. This resource guide is also available on Noble's website and upon request.

Noble Network of Charter Schools Transportation policy

Our students come from all corners of Chicago and do not necessarily attend the campus closest to their home or current residence. Our students and their families rely heavily on public transportation to get to and from school. Noble works to ensure that transportation will not create a barrier to full educational participation in the following manner and students' transportation needs are determined on an individual basis.

Our Transportation policy follows the Illinois State Board of Education School Vehicle Use Guidelines updated on July 2017. We prohibit the use of passenger/cargo vans manufactured to carry 11-15 passengers for student transport.

Student Travel Regular Route:

a. Economically Disadvantaged Students & General Population:
   Every Student can purchase a Student Ventra card ($2) which reduces the Fare on Chicago bus and train services Monday through Friday from 5:30 AM through 8:30 PM. This fare is separate and costs less than the standard Reduced Fare offered to young children and certain adults.
b. At-Risk Students:
   Every Student can purchase a Student Ventra card ($2) which reduces the Fare on Chicago bus and train services Monday through Friday from 5:30 AM through 8:30 PM. This fare is separate and costs less than the standard Reduced Fare offered to young children and certain adults.
c. Diverse Learners:
   Transportation provided by CPS. The Noble Network submits its calendar in the June prior to the upcoming school year. Additionally, each campus's bell schedule is also submitted to ensure bus routes are coordinated with CPS's Transportation Department, and, for special schedules due to testing, requests are made as needed via the system the Transportation Department shared annually. For students who have IEPs or 504 plans, the need for transportation is reviewed annually.
d. STLS:
   All Students enrolled in the STLS program are provided with a free Ventra card. These Ventra cards must be renewed weekly through the STLS Clerk and are only valid during the school year.

In the event CPS is unable to fully accommodate a student's transportation needs, how does the charter school ensure that the needs of the student are met? We follow ODLSS's transportation policies to stay consistent with our LEA with respect to supporting students with diverse needs that cannot transport themselves in the same manner as others in District 299.

Student and Employee Travel Non-Regular Route:

a) Noble owned Vehicles**:**
   Students are allowed to drive with a Noble Employee in a Noble owned/leased vehicle after the employee has successful passed a Motor Vehicles record check and the principal has given permission.

b) Charter/yellow bus:
   All buses hired by Noble must be in good standing with the State of Illinois, Chicago Public Schools, and meet our minimum insurance requirements.
c) Employee own transportation:
   Employees are strictly prohibited from transporting students in their private vehicles.
d) Rental Vehicles**:**
   Students are allowed to be transported in rental vehicles on officially sanctioned School activities and the driver has passed a motor vehicles record check.
e) Taxi Cab/Hired car:
   Students are allowed to be transported in licensed taxi cabs which hold a valid medallion.

Motor Vehicle Records

Prior to an employee driving a Noble owned, leased, or rented vehicle, regardless if the trip includes the transportation of students, they must pass a Motor Vehicle Records check (MVR). These are conducted by a third party vendor with the employee's written consent. In order for an employee to be cleared to drive, the MVR of an employee must have the following:

1. Evidence of a valid driver's license
2. Three years of driving history clear of a major traffic violation
3. Driving History free of vehicular homicide
4. Contain no more than one minor violation in the last three years.

Budget Narrative

Noble Schools has a long history of disciplined financial stewardship, defined not by excess capacity but by restraint, long-term planning, and an unwavering commitment to protecting core instructional quality within a constrained public funding environment. Approximately 93% of Noble's operating revenue is derived from CPS per-pupil funding and other public sources, a level of concentration that requires careful budgeting and leaves little margin for discretionary program expansion. Within this context, Noble has consistently avoided short-term financial decisions that would undermine long-term stability, a discipline reflected in clean annual audits with no findings, full compliance with CPS financial scorecard metrics, and the maintenance of a BBB/Stable credit rating from Standard & Poor's. These indicators demonstrate reliability and fiscal responsibility; they do not signal surplus or discretionary capacity.

The Baker Accelerator (The Accelerator) is intentionally designed as a program that cannot be funded through CPS per-pupil revenue alone. Baker operates within the same per-student funding constraints as every public high school in Chicago, and that funding is calibrated to support the traditional school-year instructional model, not additional pre-entry programming. A four-week, full-day summer program requires incremental staffing, extended instructional time, student meals, transportation, facilities expenses, materials, and operational support that are not covered by per-pupil allocations and cannot be absorbed without diverting resources from core school-year instruction. Absent CSP funding, Baker would face a direct tradeoff between early-entry readiness programming and the instructional quality and student supports already in place during the academic year. Noble is not willing to make that tradeoff.

The Accelerator budget, as detailed in the accompanying Baker RFA Budget spreadsheet, reflects this reality. CSP funds are requested specifically to cover the start-up and incremental costs associated with early-entry programming and expansion, not to subsidize existing operations or replace public funding. The spreadsheet clearly delineates planning-period expenditures, implementation-period program costs, and Noble's ongoing cost share, reinforcing that CSP dollars are essential to the existence of the program itself rather than supplemental to an otherwise feasible initiative.

During the Planning Period, which extends up to 16 months, CSP funds support one-time design and preparation costs that Baker cannot fund through its operating budget without compromising instructional stability. These planning costs, which fall in the mid-six-figure range and are fully itemized in the spreadsheet, include stipended

time for instructional leaders and educators to adapt Baker's existing ninth-grade curriculum for accelerated summer delivery, design summer-specific staffing and supervision models, configure assessment and data reporting protocols, and establish family engagement and operational systems necessary for a compliant and effective launch. These investments are non-recurring and deliberately limited in scope. Without CSP support, Baker would either delay the program indefinitely or launch it without the planning rigor necessary to ensure quality and equity.

The Implementation Period budget accounts for the balance of CSP funding and reflects the cost of operating the Accelerator while expanding enrollment by at least 60 students according to the following preliminary schedule (subject to change during the planning year):

FY26 - Census 1: 285 students (baseline enrollment)
FY27 - Census 1: 295 students (planning year)
FY28 - Census 1: 320 students (implementation year #1)
FY29 - Census 1: 345 students (implementation year #2)

Annual implementation costs, which fall in the lower six-figure range and are detailed in the spreadsheet by category, are driven primarily by summer-specific instructional staffing and student access supports. CSP funds support lead instructors, program leadership, and targeted support for multilingual learners and students with high needs during the summer period. These roles are explicitly program-bound and seasonal; they are not yet embedded into Baker's permanent cost structure.

CSP funds during implementation also cover essential student-level costs that are prerequisites for equitable participation, including instructional materials, assessments, meals, and transportation. These costs are not optional enhancements; they are necessary to ensure high attendance and full access for students from low-income households. Facilities-related costs included in the budget, such as custodial services, security, and short-term space use where applicable, are incurred only during summer operations and do not create ongoing obligations. Evaluation and data analysis costs embedded in the implementation budget ensure that outcomes related to readiness, ninth-grade promotability, attendance, and subgroup performance are tracked systematically and used to inform decisions about continuation. Without CSP funding, these costs would have to be absorbed by Baker's operating budget, directly reducing resources available for school-year instruction.

From the outset, the Accelerator is designed to be evaluated rigorously with the expectation that it will be successful, generate strong student participation, and produce measurable improvements in academic readiness and ninth-grade outcomes. CSP funds absorb the start-up and early implementation costs that CPS per-pupil funding cannot support, allowing the model to launch with fidelity and at a scale sufficient to test impact. As enrollment expands and the program is refined based on data, Baker will intentionally assess which elements can be sustained through marginal per-pupil revenue, operational efficiencies, and targeted philanthropic support.

If outcomes meet or exceed expectations, Noble anticipates extending the Accelerator model to additional campuses, leveraging centralized systems and shared infrastructure to expand access while maintaining quality. This disciplined path to sustainability and replication depends on an initial, high-quality launch, which we are confident we will have. Without CSP funding, Baker would not reach this decision point without compromising its core academic program or the student experience it is designed to protect.

In sum, the Accelerator is not a program Noble can responsibly launch using existing resources. CPS per-pupil funding is insufficient to support pre-ninth-grade programming of this intensity, and Noble's financial discipline precludes diverting school-year resources to subsidize expansion. CSP funds are therefore necessary, catalytic, and irreplaceable. They enable Baker to expand access to a high-quality charter school while strengthening academic readiness and protecting instructional quality, fully aligning with the intent of the Charter School Program and the responsible stewardship of public dollars.

NOBLE BAKER COLLEGE PREP FIVE YEAR FORECAST (Without the CSP Grant)							
		FY27	FY28	FY29	FY30	FY31	Total
	Budgeted Average Enrollment (Without the CSP Grant)	**295**	**298**	**301**	**304**	**307**	
I) OPERATIONAL SECTION							
	Projected CPS Per Pupil	$ 15,547.35	$ 16,324.72	$ 17,140.95	$ 17,998.00	$ 18,897.90	
Operational Revenues & Unrestricted Philanthropy							
CPS PCTC (Direct, SpEd regular, Facility supplement)							
41312	CPS TUITION REIMBURSEMENT	4,382,993.00	4,863,949.58	5,158,218.53	5,470,290.75	5,801,243.34	25,676,695.20
41314	CPS FACILITIES REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00	0.00
42200	CHAPTER 1 REVENUE (SGSA)	0.00	0.00	0.00	0.00	0.00	0.00
43230	SPECIAL EDUCATION	0.00	0.00	0.00	0.00	0.00	0.00
		4,382,993.00	4,863,949.58	5,158,218.53	5,470,290.75	5,801,243.34	25,676,695.20
Federal COVID Relief Funds							
41955	OTHER FEDERAL FUNDING	0.00	0.00	0.00	0.00	0.00	0.00
Federal & State other revenue (Title, ROTC, State ELL)							
44500	FEDERAL TITLE I	72,031.18	72,751.49	73,479.01	74,213.80	74,955.93	367,431.41
44501	FEDERAL TITLE II	4,287	4,330.32	4,373.63	4,417.36	4,461.54	21,870.30
44502	*TITLE I PARENT INVOLVEMENT*	2,000	2,019.80	2,040.00	2,060.40	2,081.00	10,200.99
44503	FEDERAL TITLE III (ELL)	5,050	5,100.50	5,151.51	5,203.02	5,255.05	25,760.08
44509	TITLE I - DISTRICT WIDE	128,298	129,581.26	130,877.08	132,185.85	133,507.70	654,450.17
44510	TITLE IV	4,287	4,330.32	4,373.63	4,417.36	4,461.54	21,870.30
43220	INSTRUCTIONAL PROGRAM ROTC	0	0.00	0.00	0.00	0.00	0.00
43292	E-RATE	0	0.00	0.00	0.00	0.00	0.00
41927	OTHER GOVERNMENT GRANTS	0	0.00	0.00	0.00	0.00	0.00
41928	GOVERNMENTGRANTS	0	0.00	0.00	0.00	0.00	0.00
43224	BILINGUAL EDUCATION	4,287	4,245.00	4,245.00	4,245.00	4,245.00	21,267.45
		220,241.61	222,358.70	224,539.84	226,742.79	228,967.76	1,122,850.70
Federal Food Programs							
41600	FOOD SERVICES	128,426.48	133,563.54	138,906.08	144,462.32	150,240.82	695,599.24
41601	FOOD SERVICES - DINNER PROGRAM	0.00	0.00	0.00	0.00	0.00	0.00
		128,426.48	133,563.54	138,906.08	144,462.32	150,240.82	695,599.24

Campus Revenues (School Fees, Night & Summer School)							
41300	STUDENT FEES	2,060	2,121.80	2,185.45	2,251.02	2,318.55	10,936.82
41400	TRANSPORTATION FEES	103	106.09	109.27	112.55	115.93	546.84
41610	SALES TO PUPILS/UNIFORMS	2,060	2,121.80	2,185.45	2,251.02	2,318.55	10,936.82
41611	SPORTS FEES	0	0.00	0.00	0.00	0.00	0.00
41613	DRIVERS ED	0	0.00	0.00	0.00	0.00	0.00
41701	STUDENT ACTIVITIES/JROTC	0	0.00	0.00	0.00	0.00	0.00
41789	STUDENT SENIOR COUNCIL	0	0.00	0.00	0.00	0.00	0.00
41792	NIGHT SCHOOL	0	0.00	0.00	0.00	0.00	0.00
41793	STUDENT COUNCIL ACCOUNT	0	0.00	0.00	0.00	0.00	0.00
41795	SUMMER SCHOOL FEES	0	0.00	0.00	0.00	0.00	0.00
41797	OTHER ACTIVITY REV/MUSIC	0	0.00	0.00	0.00	0.00	0.00
41798	MISC. STUDENT FEES	0	0.00	0.00	0.00	0.00	0.00
41799	ENRICHMENT	0	0.00	0.00	0.00	0.00	0.00
41800	WRITE-OFFS/STLS	0	0.00	0.00	0.00	0.00	0.00
41821	TEXTBOOK SALES	0	0.00	0.00	0.00	0.00	0.00
41823	CAMP ACTIVITY FEES	0	0.00	0.00	0.00	0.00	0.00
41825	STUDENT GRADUATION FEES	0	0.00	0.00	0.00	0.00	0.00
41826	HONOR SOCIETY STUDENT FEES	0	0.00	0.00	0.00	0.00	0.00
41827	SENIOR PROM FEES	5,150	5,304.50	5,463.64	5,627.54	5,796.37	27,342.05
41828	SENIOR LUNCHEON FEES	0	0.00	0.00	0.00	0.00	0.00
41890	OTHER TEXTBOOKS/ YEAR BOOK FEE	0	0.00	0.00	0.00	0.00	0.00
43250	SCHOOL LUNCH FEES	0	0.00	0.00	0.00	0.00	0.00
41901	CAMPUS FUNDRAISING REVENUES	0	0.00	0.00	0.00	0.00	0.00
41906	SPORTS FUNDRAISING REVENUE	515	530.45	546.36	562.75	579.64	2,734.20
41922	FAMILY CONTRIBUTIONS (SOL)	0	0.00	0.00	0.00	0.00	0.00
46900	NDC TUITION	0	0.00	0.00	0.00	0.00	0.00
		9,888.00	10,184.64	10,490.18	10,804.88	11,129.03	52,496.73
In-Kind Revenues (Food, CPS Rent, Donanted Services							
41905	IN KIND CONTRIBUTIONS	0.00	0.00	0.00	0.00	0.00	0.00
43642	CONTRIBUTED FOOD	0.00	0.00	0.00	0.00	0.00	0.00
43646	CONTRIBUTED GOODS & SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
43651	CONTRIBUTED RENT	0.00	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00	0.00

Miscellaneous Revenues							
43240	RENTAL INCOME	0.00	0.00	0.00	0.00	0.00	0.00
43251	STAFF MEAL FEES	0.00	0.00	0.00	0.00	0.00	0.00
43645	MISCELLANEOUS INCOME	0.00	0.00	0.00	0.00	0.00	0.00
45002	INTERNAL TRANSFERS TO CAMPUSE	0.00	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00	0.00
New Unrestricted Donations							
Contributions and Grants for Operations, unrestricted							
41907	GOVERNMENT GRANTS DEVELOPME	0.00	0.00	0.00	0.00	0.00	0.00
41924	INDIVIDUAL PRIVATE CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00
41925	CORPORATE PRIVATE CONTRIBUTIOI	0.00	0.00	0.00	0.00	0.00	0.00
41926	FOUNDATIONS GRANTS	69,000.00	0.00	0.00	0.00	0.00	69,000.00
41929	ORGANIZATION GRANTS	0.00	0.00	0.00	0.00	0.00	0.00
41930	ALUMNI	0.00	0.00	0.00	0.00	0.00	0.00
50932	CHARITABLE DONATIONS (NMTC DE/	0.00	0.00	0.00	0.00	0.00	0.00
		69,000.00	0.00	0.00	0.00	0.00	69,000.00
Contributions for Summer of a Lifetime, unrestricted							
41909	TICKET SALES	0.00	0.00	0.00	0.00	0.00	0.00
41910	RAFFLE TICKETS	0.00	0.00	0.00	0.00	0.00	0.00
41911	SILENT AUCTION	0.00	0.00	0.00	0.00	0.00	0.00
41913	FALL DINNER	0.00	0.00	0.00	0.00	0.00	0.00
41918	INDIVIDUAL GIFTS (SOL)	0.00	0.00	0.00	0.00	0.00	0.00
41919	PRIVATE FOUNDATION (SOL)	0.00	0.00	0.00	0.00	0.00	0.00
41920	CORPORATE FOUNDATIONS (SOL)	0.00	0.00	0.00	0.00	0.00	0.00
41921	ANNUAL FUNDRAISERS (SOL)	0.00	0.00	0.00	0.00	0.00	0.00
41923	BOARD MEMBER CONTRIBUTIONS (S	0.00	0.00	0.00	0.00	0.00	0.00
41932	SCHOLARSHIP SUPPORT (SOL)	0.00	0.00	0.00	0.00	0.00	0.00
41934	OTHER REVENUE (SOL)	0.00	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00	0.00
Transfer of Funds from CMO							
45001	TRANSFER OF GRANT FUNDS FROM (	0.00	0.00	0.00	0.00	0.00	0.00
50239	Less: TRANSFER OF GRANT FUNDS F	0.00	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00	0.00

Plus: Release of Restrictions for Operations							
41940	PHILANTHROPY RELEASED FROM RE	45,000.00	45,000.00	45,000.00	45,000.00	45,000.00	225,000.00
Total Operational Revenues		**4,855,549.09**	**5,275,056.46**	**5,577,154.63**	**5,897,300.75**	**6,236,580.95**	**27,841,641.88**
Operational Expenses							
Personnel							
Base Salaries							
50000	SALARIES NO MATCH	0	0.00	0.00	0.00	0.00	0.00
50101	UNPLANNED VACANCIES BUDGET	0	0.00	0.00	0.00	0.00	0.00
53100	Campus salaries - Leadership (Princip	768,950	792,018.08	815,778.62	840,251.98	865,459.54	4,082,457.80
53105	Campus salaries - Office & Clerical Sta	188,596	194,253.97	200,081.59	206,084.04	212,266.56	1,001,282.26
53110	Campus salaries - Teachers, SPED & E	1,996,079	2,055,961.61	2,117,640.46	2,181,169.67	2,246,604.76	10,597,455.72
53115	Campus salaries - Facilities, Maintena	0	0.00	0.00	0.00	0.00	0.00
53120	Campus salaries - Culture, AD Culture	315,028	324,478.39	334,212.74	344,239.12	354,566.29	1,672,524.10
53125	Campus salaries - College and Alumni	176,130	181,413.90	186,856.32	192,462.01	198,235.87	935,098.09
53200	NST salaries - CEO, Executive Leaders	0	0.00	0.00	0.00	0.00	0.00
53205	NST salaries - Senior Directors, Direct	0	0.00	0.00	0.00	0.00	0.00
53210	NST salaries - All others	0	0.00	0.00	0.00	0.00	0.00
53300	NDC salaries - All	0	0.00	0.00	0.00	0.00	0.00
		3,444,782.47	3,548,125.94	3,654,569.72	3,764,206.81	3,877,133.02	18,288,817.97
Bonus							
50140	BONUS	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
50143	RELAY BONUS	0.00	0.00	0.00	0.00	0.00	0.00
		5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
Stipends							
50119	SUMMER SCHOOL PAYROLL & STIPEI	21,630	22,278.90	22,947.27	23,635.69	24,344.76	114,836.61
50133	NIGHT SCHOOL	2,575	2,652.25	2,731.82	2,813.77	2,898.19	13,671.02
50142	DISTINGUISHED TEACHER STIPEND	0	0.00	0.00	0.00	0.00	0.00
50233	HEDGE HOG/INTERNAL SUBS	0	0.00	0.00	0.00	0.00	0.00
50315	STIPENDS, GENERIC (FORMERLY PRC	34,402	35,434.06	36,497.08	37,591.99	38,719.75	182,644.89
50126	TITLE STIPENDS	0	0.00	0.00	0.00	0.00	0.00
50121	INTERNAL SUBSTITUTES	6,180	6,365.40	6,556.36	6,753.05	6,955.64	32,810.46

50397	ENRICHMENT	15,450	15,913.50	16,390.91	16,882.63	17,389.11	82,026.15
50413	SPORTS INSTRUCTOR	54,809	56,453.67	58,147.28	59,891.70	61,688.45	290,990.50
		135,046.39	139,097.78	143,270.72	147,568.84	151,995.90	716,979.63
Benefits, Payroll Taxes							
	BENEFITS VACANCY	0	0.00	0.00	0.00	0.00	0.00
50200	OTHER BENEFITS	7,234	7,450.70	7,674.22	7,904.45	8,141.58	38,404.64
50210	RETIREMENT	52,462	54,035.88	55,656.96	57,326.67	59,046.47	278,527.99
50211	TEACHERS RETIREMENT	306,517	315,712.17	325,183.54	334,939.04	344,987.21	1,627,338.63
50213	FED. INS. CONTRIB. ACT (FICA)	106,546	109,742.68	113,034.96	116,426.01	119,918.79	565,668.72
50214	MEDICARE ONLY	49,950	51,448.35	52,991.80	54,581.55	56,219.00	265,190.54
50216	SUTA	18,946	19,514.19	20,099.62	20,702.61	21,323.69	100,585.93
50220	HEALTH INSURANCE	401,418	413,460.31	425,864.12	438,640.05	451,799.25	2,131,181.51
50221	LIFE INSURANCE	21,052	21,683.74	22,334.25	23,004.27	23,694.40	111,768.83
50223	DENTAL INSURANCE	29,644	30,533.76	31,449.78	32,393.27	33,365.07	157,386.30
50224	WORKERS COMPENSATION	18,946	19,514.19	20,099.62	20,702.61	21,323.69	100,585.93
50225	VISION INSURANCE	946	973.91	1,003.12	1,033.22	1,064.21	5,020.00
		1,013,660.08	1,044,069.88	1,075,391.98	1,107,653.74	1,140,883.35	5,381,659.03
Total Personnel Expenses		**4,598,488.94**	**4,736,293.61**	**4,878,232.42**	**5,024,429.39**	**5,175,012.27**	**24,412,456.62**
Non-Personel							
Contractual Services campus							
50138	CONTRACTUAL SERVICES	51,500.00	53,045.00	54,636.35	56,275.44	57,963.70	273,420.49
50393	SUBSTITUTES	20,600.00	21,218.00	21,854.54	22,510.18	23,185.48	109,368.20
		72,100.00	74,263.00	76,490.89	78,785.62	81,149.19	382,788.69
Professtional Services and Consulting							
50122	ADMIN CONTRACTUAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
50127	TECHNOLOGY CONSULTANTS	0.00	0.00	0.00	0.00	0.00	0.00
50128	CONSULTANTS FEES	0.00	0.00	0.00	0.00	0.00	0.00
50240	MARKETING	0.00	0.00	0.00	0.00	0.00	0.00
50241	ADVOCACY	0.00	0.00	0.00	0.00	0.00	0.00
50311	PROF. SERVICES/ADM-MANAGEMEN	0.00	0.00	0.00	0.00	0.00	0.00
50312	PROF. SERVICES-DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00
50314	PROF. SERV/P.E. STIPENDS	0.00	0.00	0.00	0.00	0.00	0.00

50316	PAYROLL PROCESSING SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
50318	AUDIT SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
50320	PROPERTY SERVICES/SECURITY	0.00	0.00	0.00	0.00	0.00	0.00
50328	LEGAL FEES	0.00	0.00	0.00	0.00	0.00	0.00
50334	PROFESSIONAL FEES- PROJECT MAN	0.00	0.00	0.00	0.00	0.00	0.00
50335	PUBLIC RELATIONS	0.00	0.00	0.00	0.00	0.00	0.00
50337	PROFESSIONAL FEES- OTHER	0.00	0.00	0.00	0.00	0.00	0.00
50339	PROFESSIONAL FEES - LOBBYING	0.00	0.00	0.00	0.00	0.00	0.00
50352	Litigation And Investigation Reserve	0.00	0.00	0.00	0.00	0.00	0.00
50353	ADVOCACY	0.00	0.00	0.00	0.00	0.00	0.00
50548	CONSULTANTS/WEB DESIGN	0.00	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00	0.00
Professional Development, Staff Recruitment							
50232	TEACHER CERTIFICATION	0	0.00	0.00	0.00	0.00	0.00
50234	STAFF DEVELOPMENT - OTHER	15,450	15,913.50	16,390.91	16,882.63	17,389.11	82,026.15
50235	STAFF DEVELOPMENT	10,300	10,609.00	10,927.27	11,255.09	11,592.74	54,684.10
50236	STAFF DEVELOPMENT-FOOD	20,600	21,218.00	21,854.54	22,510.18	23,185.48	109,368.20
50338	STAFF DEVELOPMENT-TRAVEL EXPEI	3,090	3,182.70	3,278.18	3,376.53	3,477.82	16,405.23
50343	TRAVEL - NST ONLY	0	0.00	0.00	0.00	0.00	0.00
50349	DISTINGUISHED TEACHER INCIDENT/	0	0.00	0.00	0.00	0.00	0.00
50350	STAFF ADVERTISING/RECRUITMENT	1,030	1,060.90	1,092.73	1,125.51	1,159.27	5,468.41
		50,470.00	51,984.10	53,543.62	55,149.93	56,804.43	267,952.08
Food							
50309	NON-REIMBURSABLE MEALS	0.00	0.00	0.00	0.00	0.00	0.00
50310	DINNER PROGRAM	0.00	0.00	0.00	0.00	0.00	0.00
50313	FOOD - PROCESSING COSTS	120,863.29	124,489.19	128,223.86	132,070.58	136,032.70	641,679.62
		120,863.29	124,489.19	128,223.86	132,070.58	136,032.70	641,679.62
Technology							
50325	RENTAL & MAINT. (COPY-DUPL)	14,420	14,852.60	15,298.18	15,757.12	16,229.84	76,557.74
50340	COMMUNICATIONS USAGE	2,060	2,121.80	2,185.45	2,251.02	2,318.55	10,936.82
50543	TECHNOLOGY EXPENSES	0	0.00	0.00	0.00	0.00	0.00
50552	PRINTERS	0	0.00	0.00	0.00	0.00	0.00
50554	CLASSROOM AV	1,082	1,113.95	1,147.36	1,181.78	1,217.24	5,741.83

50555	HARDWARE	6,252	6,439.66	6,632.85	6,831.84	7,036.79	33,193.25
50556	SOFTWARE	18,342	18,892.51	19,459.28	20,043.06	20,644.35	97,381.44
50557	CELL PHONES/INTERNET SERVICES	0	0.00	0.00	0.00	0.00	0.00
50558	PHONE SERVICE	0	0.00	0.00	0.00	0.00	0.00
50559	E-RATE TECHNOLOGY EXPENSES	0	0.00	0.00	0.00	0.00	0.00
50561	NON E-RATE TECHNOLOGY EXPENSE	0	0.00	0.00	0.00	0.00	0.00
		42,155.84	43,420.52	44,723.13	46,064.82	47,446.77	223,811.08
Educ. Materials & Instruction Equipment							
50362	AP TESTING AND OTHER TEST COST	2,060	2,121.80	2,185.45	2,251.02	2,318.55	10,936.82
50400	EDUCATIONAL MATERIAL	82,935	85,422.61	87,985.29	90,624.84	93,343.59	440,310.90
50410	CLASSROOM SUPPLIES	0	0.00	0.00	0.00	0.00	0.00
50414	THEATER EQUIPMENT	0	0.00	0.00	0.00	0.00	0.00
50418	ENRICHMENT PROGRAM SUPPLIES	0	0.00	0.00	0.00	0.00	0.00
50419	GYM EQUIPMENT	0	0.00	0.00	0.00	0.00	0.00
50420	TEXTBOOKS	0	0.00	0.00	0.00	0.00	0.00
50490	SUMMER SCHOOL SUPPLIES	0	0.00	0.00	0.00	0.00	0.00
50902	JROTC EXPENSES	0	0.00	0.00	0.00	0.00	0.00
50903	JROTC EXPENSES (NST ONLY)	0	0.00	0.00	0.00	0.00	0.00
50904	SENIOR COUNCIL EXPENSES	0	0.00	0.00	0.00	0.00	0.00
50905	STUDENT COUNCIL EXPENSES	0	0.00	0.00	0.00	0.00	0.00
50908	YEARBOOK EXPENSES	0	0.00	0.00	0.00	0.00	0.00
50909	NATL. HONOR SOCIETY EXPENSES	1,030	1,060.90	1,092.73	1,125.51	1,159.27	5,468.41
		86,024.57	88,605.31	91,263.47	94,001.37	96,821.41	456,716.13
Student Activities (Sports, Field Studies, Transportation)							
50120	EXTRA CURRICULAR ACTIVITIES & SA	0	0.00	0.00	0.00	0.00	0.00
50139	ELL PROGRAM EXPENSES	0	0.00	0.00	0.00	0.00	0.00
50242	ALUMNI SUPPORT - TRAVEL/LODGIN	1,030	1,050.60	1,071.61	1,093.04	1,114.91	5,360.16
50243	ALUMNI SUPPORT - FOOD	1,030	1,050.60	1,071.61	1,093.04	1,114.91	5,360.16
50244	ALUMNI SUPPORT - TUITION	515	525.30	535.81	546.52	557.45	2,680.08
50245	ALUMNI SUPPORT - OTHER	1,030	1,050.60	1,071.61	1,093.04	1,114.91	5,360.16
50246	FIELD STUDIES, STUDENT TRIPS (EXC	2,060	2,101.20	2,143.22	2,186.09	2,229.81	10,720.32
50247	FIELD STUDIES, STUDENT INCENTIVE	28,044	28,604.69	29,176.78	29,760.32	30,355.52	145,941.11
50248	FIELD STUDIES, OTHER	48,450	49,419.17	50,407.56	51,415.71	52,444.02	252,136.63
50351	STUDENT ADVERTISEMENT/RECRUIT	10,300	10,506.00	10,716.12	10,930.44	11,149.05	53,601.61

50358	TRANSPORTATION, ATHLETICS	8,240	8,404.80	8,572.90	8,744.35	8,919.24	42,881.29
50359	TRANSPORTATION, OTHER	10,300	10,506.00	10,716.12	10,930.44	11,149.05	53,601.61
50361	UNIFORMS	20,600	21,012.00	21,432.24	21,860.88	22,298.10	107,203.23
50391	FIELD STUDIES	0	0.00	0.00	0.00	0.00	0.00
50396	STUDENT GRADUATION EXPENSES	8,240	8,404.80	8,572.90	8,744.35	8,919.24	42,881.29
50416	SPORTS ACTIVITIES	15,450	15,759.00	16,074.18	16,395.66	16,723.58	80,402.42
50417	REFEREES	7,210	7,354.20	7,501.28	7,651.31	7,804.34	37,521.13
50423	*BUDGETED RESERVE (APPEALS POOL,*	*20,600*	*21,012.00*	*21,432.24*	*21,860.88*	*22,298.10*	*107,203.23*
50540	CLASSROOM FURNITURE	0	0.00	0.00	0.00	0.00	0.00
50544	MUSIC ACTIVITIES	0	0.00	0.00	0.00	0.00	0.00
50913	SENIOR PROM EXPENSES	10,300	10,506.00	10,716.12	10,930.44	11,149.05	53,601.61
50914	SENIOR LUNCHEON EXPENSES	2,060	2,101.20	2,143.22	2,186.09	2,229.81	10,720.32
		195,458.98	199,368.16	203,355.52	207,422.63	211,571.09	1,017,176.38
Scholarships							
50920	STUDENT SCHOLARSHIP	8,755.00	9,017.65	9,288.18	9,566.82	9,853.83	46,481.48
Summer of a Lifetime							
54001	ADMIN EXPENSES (SOL)	0.00	0.00	0.00	0.00	0.00	0.00
54002	MISC FEES (SOL)	0.00	0.00	0.00	0.00	0.00	0.00
54004	PROGRAM EXPENSES (SOL)	0.00	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00	0.00
Insurance (Property, Vehicles, General Liab, D&O)							
50380	INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00
Occupancy (Rent, Utilities, Repairs & Mainenance)							
Occupancy, Rent							
50326	RENT ON BUILDING	0.00	0.00	0.00	0.00	0.00	0.00
50345	REAL ESTATE TAXES	0.00	0.00	0.00	0.00	0.00	0.00
50357	PARKING	0.00	0.00	0.00	0.00	0.00	0.00
50366	GYM & OTHER SHORT TERM LEASES	0.00	0.00	0.00	0.00	0.00	0.00
50471	CPS FACILITY FEE	0.00	0.00	0.00	0.00	0.00	0.00
50322	CLEANING SERVICES OUTSOURCED (	0.00	0.00	0.00	0.00	0.00	0.00
50323	FIRE PROTECTION SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
50327	CLEANING SERVICES OUTSOURCED	0.00	0.00	0.00	0.00	0.00	0.00

50412	JANITORIAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00
50467	BUILDING MAINTENANCE/REPAIRS	0.00	0.00	0.00	0.00	0.00	0.00
50468	CONTRACTED MAINTENANCE SERVI	0.00	0.00	0.00	0.00	0.00	0.00
50470	OTHER CAPITAL/FACILITY EXPENDIT	0.00	0.00	0.00	0.00	0.00	0.00
50546	FOOD PROGRAM EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00
50560	FOOD PROGRAM EQUIPMENT REPAIF	0.00	0.00	0.00	0.00	0.00	0.00
50450	UTILITIES	0.00	0.00	0.00	0.00	0.00	0.00
50465	NATURAL GAS	0.00	0.00	0.00	0.00	0.00	0.00
50466	ELECTRICITY	0.00	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00	0.00
In-Kind Expenses (Food, CPS Rent, Donated Services)							
50347	CONTRIBUTED RENT	0.00	0.00	0.00	0.00	0.00	0.00
50348	CONTRIBUTED FOOD - COMMODITIES	0.00	0.00	0.00	0.00	0.00	0.00
50547	CONTRIBUTED GOOD & SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00	0.00
CPS Admin Fee							
50472	SBB & NON SBB ADMINISTRATIVE FE	135,434.70	139,497.74	143,682.67	147,993.15	152,432.95	719,041.22
50473	SGSA ADMINISTRATIVE FEE	0.00	0.00	0.00	0.00	0.00	0.00
50474	SPED ADMINISTRATIVE FEE	0.00	0.00	0.00	0.00	0.00	0.00
		135,434.70	139,497.74	143,682.67	147,993.15	152,432.95	719,041.22
Office Expenses (supplies, printing, postage, furniture)							
50355	POSTAGE & DELIVERY	3,090.00	3,120.90	3,152.11	3,183.63	3,215.47	15,762.11
50360	PRINTING & COPYING	6,180.00	6,241.80	6,304.22	6,367.26	6,430.93	31,524.21
50411	ADMIN OFFICE SUPPLIES	10,300.00	10,403.00	10,507.03	10,612.10	10,718.22	52,540.35
50541	OFFICE FURNITURE	0.00	0.00	0.00	0.00	0.00	0.00
50620	MERCHANT BANK FEES	0.00	0.00	0.00	0.00	0.00	0.00
50623	INVESTMENT FEES	0.00	0.00	0.00	0.00	0.00	0.00
50640	DUES & FEES	0.00	0.00	0.00	0.00	0.00	0.00
50641	BANK FEES	0.00	0.00	0.00	0.00	0.00	0.00
50906	HR FEES	0.00	0.00	0.00	0.00	0.00	0.00
		19,570.00	19,765.70	19,963.36	20,162.99	20,364.62	99,826.67
Miscellaneous Expenses							

50237	MISC. EXPENSES	0.00	0.00	0.00	0.00	0.00	0.00
50642	VENDING MACHINE	0.00	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00	0.00
Minus: Direct Fundraising Costs							
50238	DONOR STEWARDSHIP	0.00	0.00	0.00	0.00	0.00	0.00
54000	EVENT EXPENSES (SOL)	0.00	0.00	0.00	0.00	0.00	0.00
50647	FUNDRAISING/SPECIAL EVENTS	0.00	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00	0.00
Total Non -Personnel Expenses		**730,832.38**	**750,411.36**	**770,534.71**	**791,217.93**	**812,476.98**	**3,855,473.35**
Total Operational Expenses		**5,329,321.32**	**5,486,704.97**	**5,648,767.12**	**5,815,647.31**	**5,987,489.25**	**28,267,929.98**
Contingency							
$ -	50423 BUDGETED RESERVE (APPEALS POOL)						0.00
	UNSPENT "GREENS"						0.00
CONTINGENCY (NEW SECTION)		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
Operational EBITDA (Before SOL)		**(473,772.23)**	**(211,648.51)**	**(71,612.50)**	**81,653.43**	**249,091.71**	**(426,288.10)**
Summer of a Lifetime Transfer							
54005	Less: TRANSFER TO SUMMER OF A L	0.00	0.00	0.00	0.00	0.00	0.00
45006	TRANSFER TO SUMMER OF A LIFETI	0.00	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00	0.00
Other Inter-Company Transfers							
50354	EQUITY INDEX ADJUSTMENT	515,000.00	325,000.00	185,000.00	35,000.00	10,000.00	1,070,000.00
Operational EBITDA (After SOL)		**41,227.77**	**113,351.49**	**113,387.50**	**116,653.43**	**259,091.71**	**643,711.90**

II) NON-OPERATIONAL SECTION

Unresticted Revenue							
Investment Income							
41510	INTEREST ON INVESTMENTS	0.00	0.00	0.00	0.00	0.00	0.00
47400	DIVIDEND INCOME - SERIES 2013 ALL	0.00	0.00	0.00	0.00	0.00	0.00
48950	DIVIDEND INCOME - CAPITALIZED IN	0.00	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00	0.00
Net Realized/Unrealized Gain on Investment							
41515	UNREALIZED GAIN ON INVESTMENTS	0.00	0.00	0.00	0.00	0.00	0.00
41516	REALIZED GAIN/LOSS ON INVESTME	0.00	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00	0.00
Other Gains/Losses (forgiveness of debt, NMTC unwinds)							
41937	DONATION (NMTC TRANSACTION)	0.00	0.00	0.00	0.00	0.00	0.00
41939	GAIN ON NMTC UNWIND	0.00	0.00	0.00	0.00	0.00	0.00
51000	BAD DEBT EXPENSE	0.00	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00	0.00
Capital Grants Revenue							
43294	E-Rate Reimbursement capitalized ex	0.00	0.00	0.00	0.00	0.00	0.00
43295	Government funding for CAPEX	0.00	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00	0.00
Total Unrestricted Revenue		0.00	0.00	0.00	0.00	0.00	0.00
Less: Interest Expense							
50621	INTEREST/LOAN	0.00	0.00	0.00	0.00	0.00	0.00
50630	DEBT SERVICE/INTEREST	0.00	0.00	0.00	0.00	0.00	0.00
52000	DEBT SERVICE/FEES	0.00	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00	0.00
Less: Depreciation, Amortization							
50590	DEPRECIATION EXPENSE	0.00	0.00	0.00	0.00	0.00	0.00
50600	AMORTIZATION EXPENSE	0.00	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00	0.00

Total Unrestricted Expenses	0.00	0.00	0.00	0.00	0.00	0.00
Net Non-Operational Unrestricted	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
New restricted contributions for Summer of a Lifetime						
41952 INDIVIDUAL GIFTS - SOL (R)	0.00	0.00	0.00	0.00	0.00	0.00
41953 FOUNDATION GRANTS - SOL (R)	0.00	0.00	0.00	0.00	0.00	0.00
41954 CORPORATE GRANTS - SOL (R)	0.00	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00	0.00
New restricted contributions for Other Operations						
41943 SCHOLARSHIP (R)	0.00	0.00	0.00	0.00	0.00	0.00
41944 INDIVIDUAL PRIVATE CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00
41945 CORPORATE PRIVATE CONTRIBUTIOI	0.00	0.00	0.00	0.00	0.00	0.00
41946 FOUNDATION GRANTS (R)	0.00	0.00	0.00	0.00	0.00	0.00
41947 ORGANIZATION GRANTS (R)	0.00	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00	0.00
Minus: Release of Restrictions for Operations						
41950 Less: PHILANTHROPY RELEASED FR(	0.00	0.00	0.00	0.00	0.00	0.00
Total Restricted Revenue	0.00	0.00	0.00	0.00	0.00	0.00
Non-Operational Result	0.00	0.00	0.00	0.00	0.00	0.00
Net Surplus/(Deficit)	**41,227.77**	**113,351.49**	**113,387.50**	**116,653.43**	**259,091.71**	**643,711.90**

Noble Schools Board of Directors
School Year 2025-2026

Executive Officers

Phyllis Lockett
Chair, Noble Schools Board of Directors
Chief Executive Officer, LEAP-X
Affiliation: Serves on the boards of the Federal Home Loan Bank of Chicago and the CME Group

Jose De La Rosa
Co-Vice Chair, Noble Schools Board of Directors
Executive Director, Enterprise Strategy & Planning, Blue Cross Blue Shield of Illinois
Affiliation: None

Dr. Aarti Dhupelia
Co-Vice Chair, Noble Schools Board of Directors
Chief Executive Officer, One Million Degrees
Affiliation: Serves on the boards of the Civic Consulting Alliance and One Goal

Allan B. Muchin*
Chairman Emeritus, Noble Schools Board of Directors
Founding Partner, Katten Muchin Rosenman LLP
Affiliation: Serves on the boards of the Chicago Bulls, Chicago White Sox, and Lyric Opera of Chicago

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Members

Angela Bodley Carter
Chief Compliance Officer, Illinois Tool Works
Affiliation: None

Priscilla Centeno
Secretary, Noble Schools Board of Directors
Noble Alumna, Noble Street College Prep
Associate Attorney, Odelson, Murphey, Frazier & McGrath, Ltd.
Affiliation: None

As of February 12, 2026

Harriette Coleman
Noble Schools Parent, UIC College Prep
WIOA Program Director, Alternative School Network, Inc.
Affiliation: None

Jenis Ellingwood
Trader, DRW Trading
Affiliation: Serves on the board of alma mater, St. Johnsbury Academy

Jasmine Hernandez
Noble Alumna, Pritzker College Prep
Founder, Ubuntu Strategies
Affiliation: Serves on the board of Metro Edge Development Partners and other boards outside of the U.S.

Julie Hoffmann
Founder + CEO, JH Philanthropy
Affiliation: Serves on the board of Hope Chicago and MOD Collective

Emmanuel Jackson*
Distinguished Teacher, Noble Schools
College Seminar Teacher and College Counselor, Muchin College Prep
Affiliation: None

Gautam Kumar
Board Treasurer, Noble Schools Board of Directors
Growth Advisor and Former CFO
Affiliation: Serves on the board of Chicago Tech Academy

Jeri Mack
Parent of Noble Schools alumna, Hansberry College Prep
Health Education and Intervention Manager, Chicago Partnerships for Health Promotion
Affiliation: None

Nancy Mills
Philanthropist
Affiliation: Serves on the board of the Jewish Federation/Jewish United Fund of Chicago

As of February 12, 2026

Jonathan Reinsdorf
Chief Executive Officer, FroogalPay, LLC
Affiliation: Serves on the board of YWCA Metropolitan Chicago

Steve Sullivan
Vice President, NAI Hiffman, Inc.
Affiliation: Formerly served on the board of Skin of Steel and the Lake County Community Foundation; currently serves on the board of Summer of a Lifetime

Dr. Nikos Varelas
Vice Provost and Liberal Arts & Sciences Distinguished Professor of Physics, University of Illinois at Chicago
Affiliation: Serves as the Past President of the Association for Undergraduate Education at Research Universities

David Weinberg
Founding Board Member
Founder, Illinois Network of Charter Schools
Affiliation: None

*Denotes a member who does not have voting privileges

As of February 12, 2026

Adopted December 14, 2009
Revised December 4, 2025

BY-LAWS OF

NOBLE NETWORK OF CHARTER SCHOOLS

ARTICLE I

NAME

The name of the Corporation shall be Noble Network of Charter Schools.

ARTICLE II

PURPOSES

Section 1. **Not For Profit.** The Corporation is organized under and shall operate as an Illinois Not For Profit Corporation, and shall have such *powers* as are now or as may hereafter be granted by the Illinois General Not For Profit Corporation Act of 1986.

Section 2. Purposes. The purposes of the Corporation are educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including but not limited to the establishment and operation of one or more charter school campuses in the City of Chicago pursuant to the Illinois Charter Schools Law, 105 ILCS 5/27A-l et seq. Consistent with the foregoing purposes and subject to all other limitations, restrictions, and prohibitions set forth in its Articles of Incorporation, the Corporation shall have the powers in furtherance of its corporate purpose specified in the Illinois Charter Schools Law, to do all and everything necessary, suitable and proper for the accomplishment of the purposes of attainment of the objects hereinabove set forth either alone or in association with other individuals, corporations or partnerships, including federal, state county and municipal bodies and authorities, and, in general, to do and perform such acts and transact such business in connection with the foregoing objects not inconsistent with the law.

Section 3. Rules. The following rules shall bind the Corporation and all persons acting for or on behalf of it:

a. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that

the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

b. Upon the dissolution of the Corporation, the Board of Directors ("Board") shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any assets not so disposed of shall be disposed of by the Circuit Court of Cook County, Illinois exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

c. The Corporation shall not adopt any practice, policy or procedure or take any action which would result in discrimination based on disability, race, creed, color, gender, national origin, religion, ancestry, sexual orientation, gender identity, marital status, age, status of being homeless, immigration status, parental status, including pregnancy, or need for special educational services.

ARTICLE III

REGISTERED OFFICE, AGENT AND SEAL

Section 1. Registered Office and Agent. The Corporation shall have and continuously maintain in the State of Illinois a registered office and a registered agent whose office shall be identical with such registered office, and may have such other offices within or without the State of Illinois and such other registered agents as the Board of Directors may from time to time determine.

ARTICLE IV
MEMBERS

Section 1. Classes of Members. The Corporation shall have no members.

ARTICLE V

BOARD OF DIRECTORS

Section 1. General Powers. The affairs of the Corporation shall be managed by the Board of Directors.

Section 2. Number, Tenure and Qualifications. The number of Directors shall be no more than twenty-five (25), as established by the Board of Directors. Each Director shall hold office for a term expiring at the next regular annual meeting of the Board of Directors of the Corporation following his or her selection or until such Director's successor is elected or appointed and qualified. Directors need not be citizens or residents of the State of Illinois. Directors shall be selected based on their expertise, experience and willingness and ability to contribute to the success of the Corporation. The Board (1) shall include at least one parent or guardian of a student who is currently enrolled in Noble Schools, as required by the Illinois Charter Schools Law; (2) shall include at least one graduate of a Noble Schools high school; and (3) may include one or more current employees who have been designated as a Noble Schools Distinguished Teacher.

Section 3. Selection. Directors, including non-voting directors, shall be elected annually in accordance with the criteria set forth in Section 2 hereof. Directors shall be elected by the Board of Directors of the Corporation at its regular annual meeting. However, the Board may choose to elect a Director at other times during the year to fill a vacancy or a newly created Board of Director position.

Section 4. Non-Voting Directors. The Board of Directors may appoint any individual of its choosing as a non-voting member of the Board of Directors. Any such person designated as a non-voting Director shall function in an advisory role to the members of the Board of Directors, and may, subject to the discretion of the Board of Directors, attend all open meetings of the Board of Directors as if such person were a Director of the Corporation, but shall not have the right to vote as a Director on any matter, shall not attend closed session meetings, unless invited by the Board of Directors, and shall not have access to confidential information of the Corporation or the Board of Directors, including verbatim recordings of closed meetings, nor be considered for purposes of determining a quorum.

Section 5. Board Officers. The officers of the Board of Directors shall be a Chair of the Board, one or more Vice Chair, a Treasurer, and a Secretary of the Board. The Board of Directors may elect or appoint such other officers as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board of Directors. Any two or more offices may be held by the same person, except

the office of Chair of the Board which cannot be combined with any other office.

a. **Election and Term of Office.** The officers of the Board of Directors shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as is practicable.

b. Removal. Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation would be served thereby.

c. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

d. Chair. The Chair shall preside at all meetings of the Board of Directors. The Chair may sign, with the Vice Chair, CEO, Secretary or any other proper officer of the Corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors have authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these By-Laws or by statute to some other officer or agent of the Corporation. In general, the Chair shall perform all duties incident to the office of Chair and such other duties as may be prescribed by the Board of Directors from time to time. The Chair's performance shall be monitored and formally reviewed by the Board Governance Committee on a not less than a triennial basis. The Chair shall be a voting member of the Board.

e. Vice Chair. In the absence of the Chair or in the event of the Chair's inability or refusal to act, the Vice Chair shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair. The Vice Chair shall perform such other duties as from time to time may be assigned to the Vice Chair by the Chair, or by the Board of Directors. The Vice Chair shall be a voting member of the Board.

f. Treasurer. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine. The Treasurer shall have charge and custody of and be responsible for all funds and securities of the Corporation and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the Chair, Vice Chair, or by the Board of Directors.

g. Secretary. The Secretary shall be custodian of the corporate records of the Corporation; shall direct and supervise the Clerk in the performance of the Clerk's duties; and shall in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Chair, Vice Chair,

or by the Board of Directors.

h. Chair Emeritus. The Board of Directors may appoint one or more positions designated as a director emeritus or chair emeritus for former Directors of the Corporation. Any such person designated as a director or chair emeritus shall function in an ex officio advisory role to the members of the Board of Directors, and may, subject to the discretion of the Board of Directors, attend all open meetings of the Board of Directors as if such person were a Director of the Corporation, but shall not have the right to vote as a Director on any matter, shall not attend closed session meetings, unless invited by the Board of Directors, and shall not have access to confidential information of the Corporation or the Board of Directors, including verbatim recordings of closed meetings, nor be considered for purposes of determining a quorum.

Section 6. Regular Meetings. The annual meeting of the Board of Directors shall be held in the month of June or as soon thereafter as possible. No later than at the annual meeting, the Board shall set a time and place for three (3) additional meetings for that year. Notice for all meetings shall comply with the Illinois Open Meetings Act, 5 ILCS 120/1 et seq.

Section 7. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the Chair or any two Directors.

Section 8. Notice. Notice of any special meeting of the Board of Directors shall be given at least two days prior thereto by written notice delivered to each Director. Any such notice may be delivered personally, by mail or by electronic means. If delivered by mail, such notice shall be deemed delivered when deposited in the United States mail in a sealed envelope addressed to the Director at his or her address as it appears on the records of the Corporation, with postage thereon prepaid. If delivered by electronic means, such notice shall be deemed delivered when transmitted to the electronic address as it appears on the records of the Corporation. “Electronic address,” as used in these By-Laws, shall include a facsimile telephone number, an electronic mail address or any other indicia by means of which notices and other information may be delivered. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not called or convened in compliance with these By-Laws. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the notice to the Directors or waiver of notice to the Directors of such meeting, unless specifically required by law or by these By-Laws. In addition to the notice requirement provided herein, public notice of regular and special meetings shall be given in accordance with the requirements of the Illinois Open Meetings Act, 5 ILCS 120/1 et seq.

Section 9. Quorum. A majority of the Board of Directors, as that number is established by the Board as contemplated in Article V, Section 2 of these By-Laws, shall constitute a quorum for the transaction of business at any meeting of the Board of

Directors. If a quorum of the Board of Directors is not present at a meeting, the meeting shall be adjourned.

Section 10. Manner of Acting. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors except where otherwise provided by law or by these By-Laws.

Section 11. Participation by Electronic or Other Means. Subject to the requirements of the Illinois Open Meetings Act, 5 ILCS 120/1 et seq., 5 ILCS 120/7, if a quorum is physically present at a meeting, members of the Board of Directors prevented from physically attending because of: (i) personal illness or disability; (ii) employment purposes or the business of the Corporation; (iii) a family or other emergency; (iv) unexpected child care obligations; or (v) any other reasons deemed permissible by the Illinois Open Meetings Act may participate in and act at any meeting of the Board of Directors using video or audio conference.

Section 12. Compensation. Board of Directors members as such shall not receive any salaries for their services; provided, that nothing herein contained shall be construed to preclude any Director serving the Corporation in any other capacity and receiving compensation therefore.

Section 13. Conflicts of Interest. No member of the Board of Directors shall vote on any matter or transaction concerning or with any individual, entity or matter with which such Director has, or within the twelve-month period preceding the vote had, any substantial ownership, employment (unless the Director is an employee of the Corporation), fiduciary, contractual or creditor relationship, or that otherwise is considered a conflict of interest under Illinois law (any such matter or transaction is hereinafter referred to as a “Conflict”). On at least an annual basis, each Director shall disclose in writing or otherwise make record of all existing Conflicts to the Chair of the Board of Directors. Each Director shall also disclose to the Chair, immediately upon becoming aware of such, all potential or existing Conflicts, and in any event, no later than prior to the discussion of the underlying matter or transaction by the Board of Directors to which such Conflict relates. Each Director shall draw to the attention of the Board of Directors such Conflict at any subsequent meetings at which such matter or transaction is discussed. Following such disclosure, a Director shall be entitled to take part in the discussions of the Board of Directors concerning such matter or transaction and shall be considered in determining whether a quorum is present, but shall not be entitled to vote on the applicable matter or transaction. The question of whether a Conflict exists shall, in the absence of certainty, be determined by the vote of a majority of disinterested Directors present at the meeting called to discuss the transaction or matter to which the Conflict relates. In instances where a Director is suspected or reported to have a potential Conflict, but has failed to disclose such Conflict to the Board of Directors, the Board of Directors shall engage the Corporation’s Chief Legal Officer or their designee to conduct an investigation of the facts. If a Conflict is identified by the Chief Legal Officer or their designee, such individual shall report their findings to the Chair of the Board of Directors. The final determination of whether a Conflict exists and what corrective action is

appropriate (*including but not limited to* recusal from voting on the particular matter or transaction or removal from the Board) shall be determined by a vote of a majority of disinterested Directors present at the relevant meeting in a manner that is not inconsistent with these By-Laws or with rules adopted by the Board of Directors.

Section 14. Open Meetings All regular and special meetings of the Board of Directors shall be open to the public in conformity with the requirements of the Illinois Open Meetings Act, 5 ILCS 120/1 et seq. Exceptions to this requirement shall be limited to those matters set out in the Illinois Open Meetings Act.

ARTICLE VI

OFFICERS OF THE CORPORATION

Section 1. Officers. The officers of the Corporation shall include a Chief Executive Officer ("CEO"), and such other officers as appointed by the CEO, all of whom may be staff positions. Any two or more offices of the Corporation may be held by the same person.

Section 2. **Election and Term of Office.** The CEO shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as is practicable.

Section 3. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Section 4. Vacancies. A vacancy in any office elected or appointed by the Board of Directors because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. CEO. The CEO shall be the principal executive officer of the Corporation and shall generally supervise and control all the business and affairs of the Corporation. The CEO may sign, with the Chair, Vice Chair, Secretary, or any other proper officer of the Corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors have authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these By-Laws or by statute to some other officer or agent of the Corporation. In general, the CEO shall perform all duties incident to the office of CEO and such other duties as may be prescribed by the Chair or by the Board of Directors from time to time. The CEO shall have the authority to appoint and remove additional officers to the Corporation not specified in these By-Laws, which officers shall have the powers set forth in writing and provided to the Board of Directors.

The Board of Directors shall have the sole and exclusive right to appoint and discharge the CEO, from time to time. The terms of the CEO's employment shall be determined by the Board of Directors in the exercise of its sole discretion.

ARTICLE VII

COMMITTEES

Section 1. Committees of the Board of Directors.

a. Audit and Finance Committee. The Audit and Finance Committee shall be comprised of two or more members of the Board of Directors and such other individuals as the Board of Directors may appoint. Except as prohibited by the Illinois General Not for Profit Corporation Act of 1986, or any other applicable law, the Audit and Finance Committee shall be authorized to act on behalf of the Board of Directors on all matters delegated, respectively, to it, including review and monitoring of internal accounting and controls of the Corporation; oversight of the Corporation's banking relationships; review and receipt of reports from the independent auditors and review of the audit procedures employed by the independent auditors; review and recommendation to the Board of Directors of the Corporation's budgets; and review of the Corporation's internal financial reports. The Audit and Finance Committee shall report any action taken by it to the Board of Directors.

b. Board Governance Committee. The Board Governance Committee shall be comprised of two or more members of the Board of Directors and such other individuals as the Board of Directors may appoint. Except as prohibited by the Illinois General Not for Profit Corporation Act of 1986, or any other applicable law, the Board Governance Committee shall be authorized to act on behalf of the Board of Directors on all matters delegated, respectively, to it, including receipt and review of applications from prospective Directors; review and recommendation of prospective Director applicants; oversight of the Board of Directors' training and development; review of Director performance; monitoring and formal review of the Chair's performance on a not less than triennial basis; review of the Corporation's corporate structure and governing documents; review and monitoring of the Chief Executive Officer's performance; and review and approval of the Chief Executive Officer's compensation package. The Board Governance Committee shall report any action taken by it to the Board of Directors.

Section 2. Other Committees of the Board of Directors. The Board of Directors may designate one or more other committees, each of which shall consist of two or more members of the Board of Directors, which committees shall have and exercise the authority of the Board of Directors in management of the Corporation; but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual member of the Board of Directors, of any responsibility imposed upon them by law.

Section 3. Other Committees. The Board of Directors may designate other

committees not having and exercising the authority of the Board of Directors in the management of the Corporation. Except as otherwise provided, members of each such committee shall be members of the Board of Directors of the Corporation, and the Chair shall appoint the members thereof. Any member thereof may be removed by the Board of Directors whenever in their judgment the best interests of the Corporation shall be served by such removal.

Section 4. Term of Office. Each member of a committee shall continue as such until the next annual meeting of the Board of Directors of the Corporation and until the member's successor is appointed, unless the Committee shall be sooner terminated, or unless such member shall cease to qualify as a member thereof.

Section 5. Chair. One member of each committee shall be appointed chair by the Chair of the Corporation.

Section 6. Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 7. Quorum. A majority of the whole committee shall constitute a quorum and, unless otherwise provided in a resolution of the Board of Directors designating a committee, the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 8. Rules. Each committee may adopt rules for its own governance not inconsistent with these By-Laws or with rules adopted by the Board of Directors.

Section 9. Open Meetings. All meetings of the standing committees and other committees authorized to exercise the authority of the Board of Directors in management of the Corporation shall be open to the public in conformity with the requirements of the Illinois Open Meetings Act, 5 ILCS 120/1 et seq. Exceptions to this requirement shall be limited to those matters set out in the Illinois Open Meetings Act.

ARTICLE VIII

CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these By-Laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances. In addition, the CEO may authorize in writing the officers that the CEO appoints to enter contracts or deliver any instrument in the name of and on behalf of the Corporation that is related to the officer's area of responsibility for the Corporation. Such authority granted by the CEO to an officer the CEO appoints may be general or confined to specific instances.

Section 2. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as from time to time may be determined by the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer or an assistant treasurer and countersigned by the Chair, Vice Chair, or CEO of the Corporation.

Section 3. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

Section 4. Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE IX

BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors.

ARTICLE X

FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in the succeeding year.

ARTICLE XI

WAIVER OF NOTICE

Whenever any notice whatever is required to be given under the provisions of the General Not For Profit Corporation Act of Illinois or under the provisions of the articles of incorporation or the By-Laws of the Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XII

INDEMNIFICATION OF OFFICERS, DIRECTORS,

EMPLOYEES, AND AGENTS

Section 1. Indemnification of Directors, Officers, etc. The Corporation shall have the power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact that such person is or was a director, officer, employee or agent of the Corporation, or was serving at the request of the Corporation, as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees) judgments, fines and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit or proceeding if such person acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit or proceeding by judgment or settlement, conviction or upon a plea of *nolo contendere* or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he or she reasonably believed to be in or not opposed to the best interest of the Corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe that his or her conduct was unlawful.

Section 2. Indemnification in the Case of Derivative Actions. The Corporation shall have the power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that such person is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against expenses (including attorneys' fees) actually and reasonably incurred by such person in connection with the defense or settlement of such action or suit if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation and except that no indemnification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his or her duty to the Corporation unless and only to the extent that the court in which such action or suit was brought shall determine upon application that despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which the court shall deem proper.

Section 3. Indemnification Against Expenses. To the extent that a Director, officer, employee or agent of the Corporation has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Sections 1 and 2, or in defense of any claim, issue or matter therein, such person shall be indemnified against expenses (including attorneys' fees) actually and reasonably incurred by him or her in connection therewith.

Section 4. Determination by Board of Directors. Any indemnification under Sections 1 and 2 (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification of the Director, officer, employee or agent is proper in the circumstances because he or she has met the applicable standard of conduct set forth in Sections 1 and 2. Such determination shall be made (a) by the Board of Directors by a majority vote of a quorum consisting of directors who were not parties to such action, suit or proceeding, or (b) if such a quorum is not obtainable, or, even if obtainable, a quorum of disinterested Directors so directs, by independent legal counsel in a written opinion.

Section 5. No Waiver of Other Rights. The indemnification provided by this article shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any contract, agreement, vote of disinterested Directors or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

Section 6. Insurance. The Corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against such person and incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this article.

ARTICLE XIII

AMENDMENTS TO BY-LAWS

These By-Laws may be altered, amended or repealed and new By-Laws may be adopted by a majority of the Board of Directors present at any regular meeting or at any special meeting, provided that at least two days' notice is given of the intention to alter, amend or repeal or to adopt new By-Laws at such meeting.



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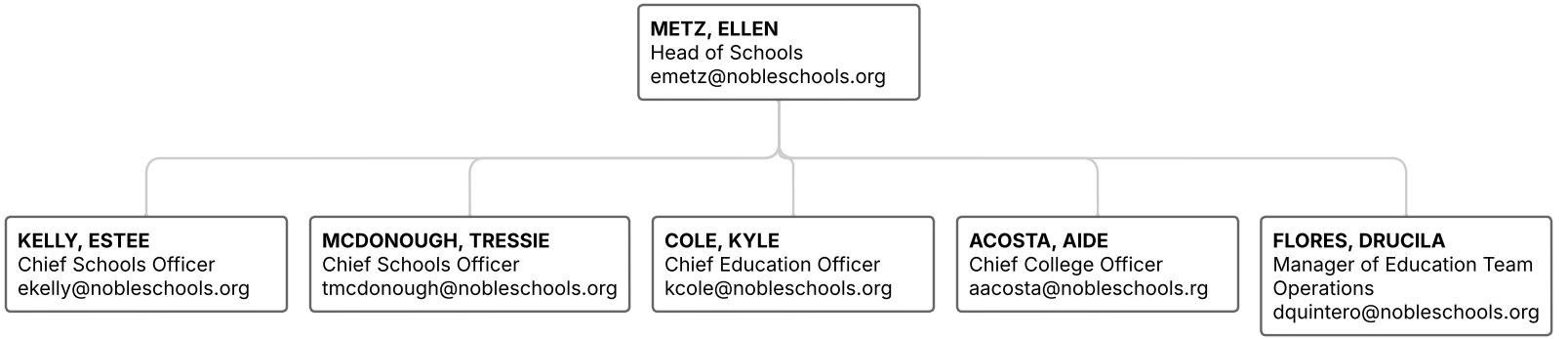
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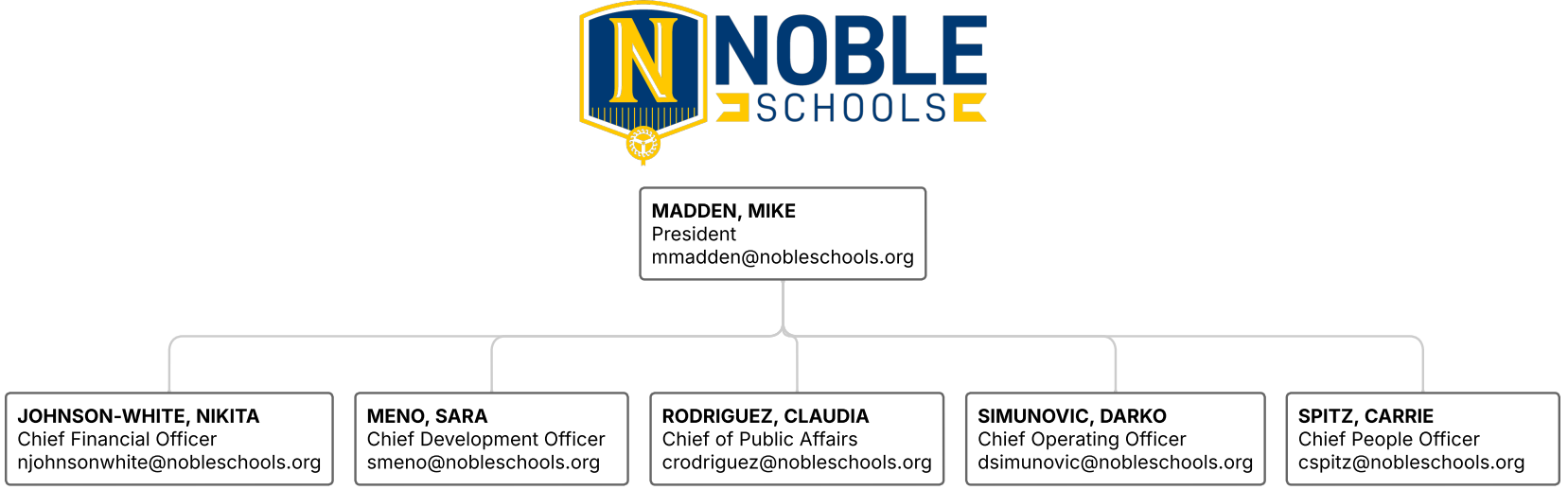
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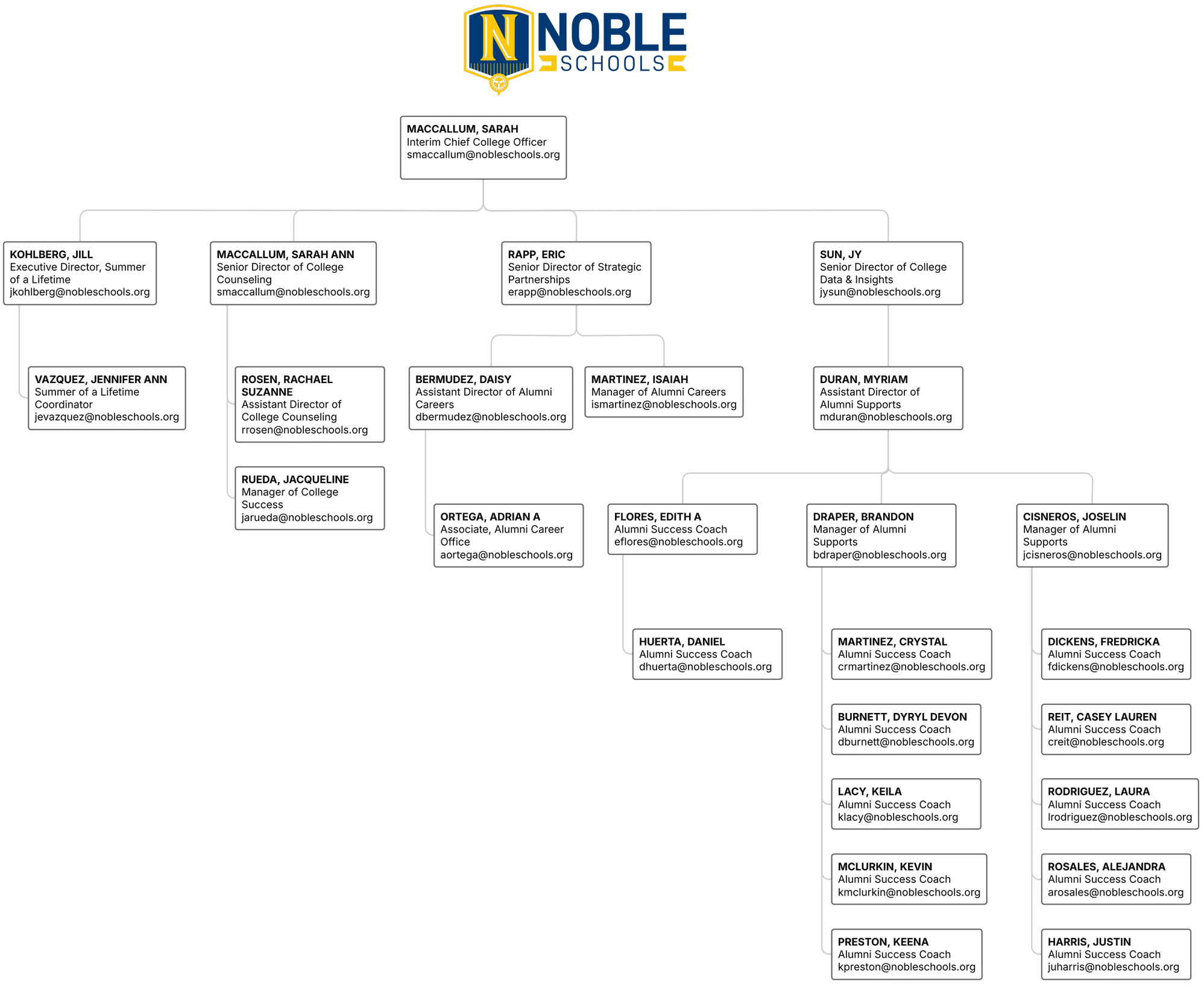
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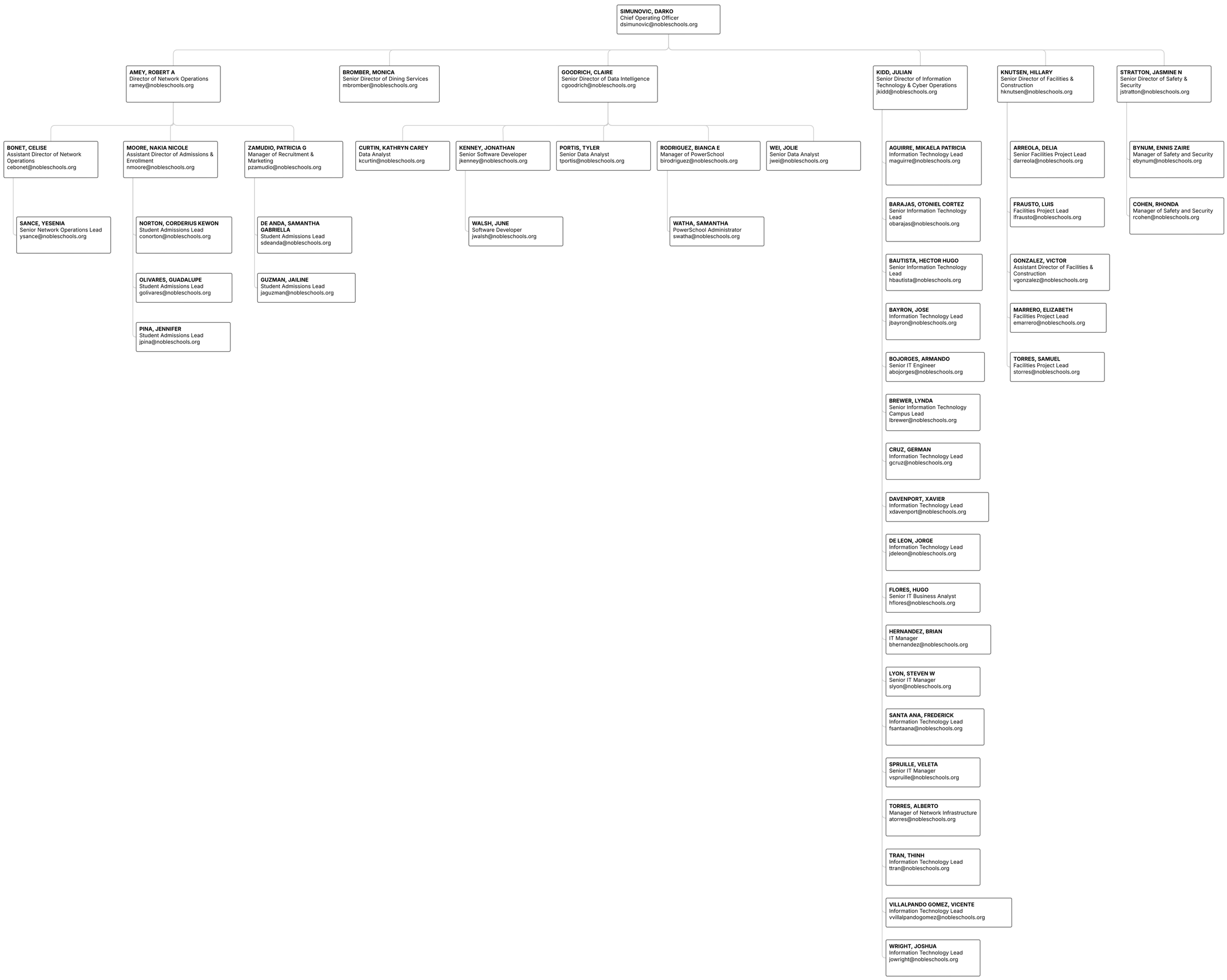


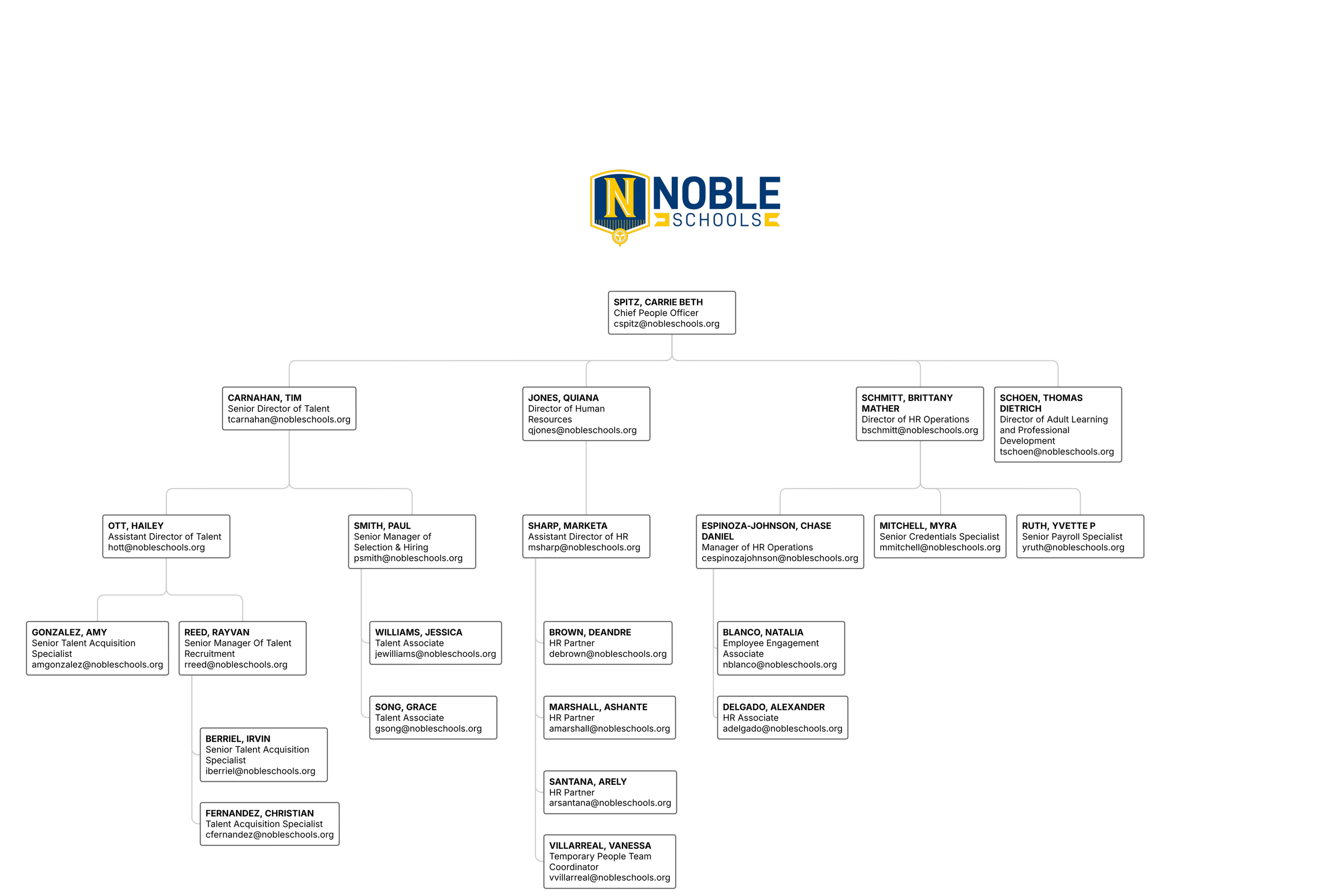
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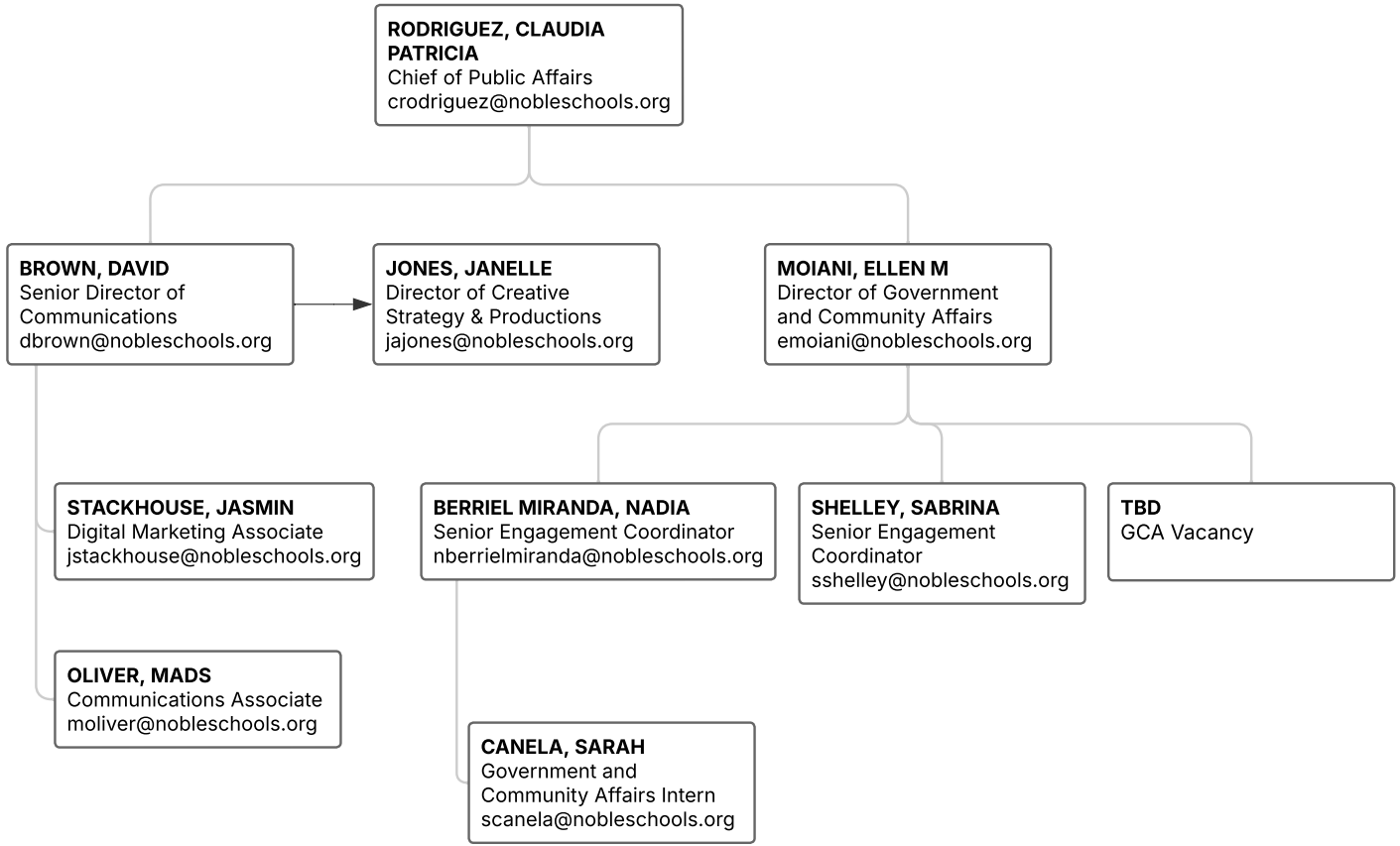
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Description of key staff responsible for administering and overseeing the subgrant, including their responsibilities and duties:

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    a. Grant Oversight
2. Mike Madden, President
    a. Grant Oversight
3. Gabriele Eimontaite, Development Associate
    a. Grant Compliance
    b. Reporting
4. Lorri Marlow, Senior Director of Philanthropic Operations
    a. Grant Compliance
    b. Reporting
5. Nikita Johnson-White, Chief Financial Officer
    a. Financial Oversight
6. Darko Simunovic, Chief Operating Officer
    a. Operations Oversight
    b. Enrollment Oversight
7. Estee Kelly, Chief of Schools
    a. Principal Oversight
8. Nate Lowry, Baker College Prep Principal
    a. Program Implementation
    b. Program Oversight
9. TBD (AP of 9th Grade Student Experience at Baker)
    a. Program Implementation
    b. Program Oversight

Note: You can find more information about Noble's senior leaders on our website.

Resumes of Leadership Team: You can find more information about Noble's senior leaders on our website. Collectively, out CEO, President, and eight chiefs - all of whom make up the senior leadership team - have 136 years of experience at Noble.

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Noble Partners

At Noble we are committed to our mission that ensures that all students have equitable and positive school experiences that equip them to complete college and lead choice-filled lives. Our scholars are brilliant and they deserve to have that brilliance nurtured in an environment Free of Fights, Free of Drugs and Free of Weapons. Below you will find a list of internal and external community partners that will aid in the effort to create a Drug-Free environment.

Purpose	Resource	Description
Academic Support	Academic Approach	Academic Approach is a Chicago-based academic tutoring and test preparation organization that delivers personalized, skills-based support to students from middle school through high school. Founded in 2001, the program uses diagnostic assessments and data-driven instruction to tailor tutoring for standardized tests like the ACT and SAT as well as broader academic subjects and study skills. In addition to individualized 1:1 tutoring, Academic Approach offers customized programs that help students build critical thinking, confidence, and lifelong learning habits—supporting success both in school and in college readiness. The organization works with families and schools to understand each student's unique needs and to craft in-house and flexible tutoring plans that fit academic goals and schedules.
Mental Health	Rosecrance	Rosecrance young adult services are offered on-site at many of our locations, as well as in the community. Virtual assessments and appointments are available for those who prefer or need those options.
Mental Health	Hazel	Hazel Health partners with school districts, including many in Chicago, to provide students with access to virtual physical and mental health services during the school day. Through secure telehealth visits, students can connect with licensed medical providers and therapists without leaving campus, reducing barriers to care for families. The model is designed to complement school nurses and counselors by expanding access to timely, high-quality health support. By embedding care directly into schools, Hazel aims to improve attendance, well-being, and academic readiness for students who might otherwise go without services.
Mental Health	Care Solace	Care Solace is a mental health care coordination service that many Chicago-area school networks use to help students, staff, and families quickly connect to available mental health and social service providers. It's not therapy itself - it's a "warm handoff" model where a multilingual Care Companion team helps match people to vetted local providers and supports them through getting an appointment. For school teams, it's designed to reduce the administrative load of finding outside services and to give staff visibility into referral progress. Many partners position it as a free, confidential resource offered through the school or network for families who need help navigating the mental health system.
Mental Health	Lutheran Social Services of Illinois	Lutheran Social Services of Illinois (LSSI) is one of the state's largest nonprofit social service providers, serving communities across Illinois since 1867. It offers a wide range of supports including foster care and family services, mental health and addiction treatment, affordable senior housing and home-based care, and services for people with intellectual and developmental disabilities. LSSI also runs programs that support people and families impacted by incarceration through reentry and related services. At its core, LSSI describes its work as welcoming all people while pursuing healing, justice, and wholeness for individuals and communities statewide.
Mentoring/Violence Interruption	A Knock At Midnight	A Knock At Midnight, NFP (AKAM) is a non-for-profit, 501(c)(3) community- based organization established in September of 2003, located on the south side of Chicago, Illiniois. AKAM primarily focuses on providing direct services in the communities of Auburn Gresham, Englewood, West Englewood, and West Chatham. However, our services are also extended throughout the city and surrounding suburban areas.
Mentoring/Violence Interruption	CHAMPS	CHAMPS Mentoring is a Chicago-based nonprofit that pairs young men with positive male mentors to help them navigate school, relationships, and the pressures of growing up. The organization works primarily with middle and high school students, focusing on character development, accountability, academic support, and exposure to new opportunities. Through consistent, structured mentoring relationships, CHAMPS seeks to build confidence and decision-making skills that position young men for long-term success. Rooted in community and high expectations, CHAMPS aims to ensure that every participant has a trusted adult champion in his corner.

Mentoring/Violence Interruption	The Corner Store	The CornerStore Chicago, NFP is a Chicago-based youth wellness and community organization that aims to make mental health and healing as accessible and familiar as a trip to the corner store. The group works with middle and high school students through small group discussions on wellness, mental health, and real-life coping skills, meeting young people where they are with interactive, culturally relevant activities. It partners with schools, educators, and community groups to provide workshops, professional development, and supportive spaces that help students feel seen, supported, and empowered to navigate challenges. At its core, The CornerStore centers youth well-being and resilience by combining mental health resources, community building, and creative engagement to foster hope and sustainable positive change.
Mentoring/Violence Interruption	Peace Program	The Peacekeepers Program in Chicago is a community-driven violence intervention initiative that trains and deploys local residents to reduce conflict and prevent gun violence in neighborhoods most affected by harm and trauma. It partners with community organizations to build trust on the ground, mediate disputes before they escalate, and create safer public spaces during high-conflict times. Since its launch as part of a broader community violence intervention strategy, Peacekeepers has expanded citywide and shown promising results in lowering shooting incidents and increasing peaceful interactions in intervention areas. The program combines paid opportunities for participants with real-world conflict resolution skills, aiming to foster both immediate safety and long-term pathways into careers in community well-being and peacebuilding.
Mentoring/Violence Interruption	Warrior Academy	Warrior Academy runs an 18-week leadership program designed to help young men build life skills through leadership development, self-discovery, goal setting, health and wellness, and social-emotional learning. Through mentoring and structured experiences, the program focuses on strengthening academic habits, widening career horizons, and building disciplined routines that support long-term success. Warrior Academy also hosts weekend experiences and camps (including college visits and wellness retreats) that expose students to new environments and expand what they believe is possible. The organization shares updates about its Chicago cohorts and programming on social media as it continues to grow its reach.
Mentoring/Violence Interruption	Kids Off the Block	KOB aims to provide at-promise low-income youth positive alternatives to gangs, drugs, and violence. They offer educational support, recreational activities, and mentorship programs.
Substance Misuse	The Stepping Stones Group	3 Certified Alcohol and Drug Counselors (CADC) will provide onsite Substance Abuse counseling to students identified at 10 participating campuses. Campuses selected were identified based upon culture data review over a period of 3 years.
Substance Misuse	Youth Outreach Services	Youth Outreach Services (YOS) is a Chicago-based nonprofit that partners with young people and families to help them navigate real obstacles and move toward a healthy, stable adulthood. It offers a comprehensive set of supports across prevention, counseling, juvenile justice, and child welfare, with services tailored to what each young person actually needs. YOS is known for meeting youth where they are - in schools, homes, and communities - and pairing relationship-based support with practical resources. Founded in 1959, YOS has served hundreds of thousands of youth and families across Chicagoland over time
Substance Misuse	Open Seat	OpenSeat is a Chicago-founded nonprofit that helps schools expand their capacity to provide personalized, 1:1 social-emotional support for students. OBJ It does this by partnering with schools and providing trained coaches who work directly with students to build skills, strengthen well-being, and navigate challenges before they escalate. The model is designed to make mental wellness support more consistent and accessible inside the school day - not just available when there's a crisis. OpenSeat's leadership team frames the work as building a scalable, school-based support layer that complements educators and existing student services.
Substance Misuse	Ignite	Offers housing placement, employment support, financial literacy, healthcare, mental health and substance use assessments and treatment, child care, referrals for Belfort House and BYS, belfort house through referrals, for youth 14-26 yrs old.

Substance Misuse	Alternatives Inc.	In-home/community crisis management, individual and group counseling, mentorship, case management, outpatient substance use treatment, career and employment services, restorative justice programs, majority case managers working in schools, for 11-17, all genders. May need a referral to have case manager assigned
Substance Misuse	Youth Outreach Services	Offers therapy and counseling, juvenile justice guidance, outpatient services, case management, substance abuse intervention, for ages 12-21
Substance Misuse	Youth Prevention Resource Center	The Youth Prevention Resource Center offers on-site and virtual training, webinars, tip sheets, and resources on various issues facing youth today.
Substance Misuse	Northwestern Medicine	Northwestern Medicine Behavioral Health offers services to increase access to quality care and support long-term recovery: medical detoxification treatment options; behavioral, emotional, social and work-related issues are addressed with a variety of treatment modalities; individual, Group and family therapy with psycho-educational component; co-occurring treatment to address addiction, mental health issues and behavioral addictions; medication-assisted treatment available to manage withdrawal symptoms and support recovery

	Mentoring/Violence Interruption				Substance Misuse				Mental Health			
	CHAMPS	The CornerStore	*Peace Program (Pilot run by campus staff)	Warrior Academy	Stepping Stones (onsite)	Youth Outreach Services (YOS)* (onsite)	Open Seat (virtual)	Other	Hazel	Care Solace	Lutheran Social Services of Illinois (LSSI)	OTHER (OpenSeat, CIS of Chicago, Alternatives, etc.)
Baker					X				X	X	X	
Butler		Semester 2	Full Year		X				X	X	X	
Chicago Bulls		Semester 2				X	X		X	X		X
DRW		X		X	Hiring		X		X	X		X
Gary Comer		X					X		X	X		X
Golder	X	Semester 2	Full Year		Hiring		X		X	X		X
Hansberry	X	X	Semester 2		X				X	X	X	
ITW Speer							X		X	X		
Johnson	X	X					X		X	X	X	
Mansueto					X				X	X		
Muchin		Semester 2	Full Year		X				X	X	X	
Noble Street			Full Year					X	X	X	X	X
Pritzker						X			X	X	X	
Rauner		Semester 2	Semester 2				X		X	X	X	
Rowe-Clark	X				X				X	X	X	
The Noble Academy	X	X					X		X	X	X	
UIC		Semester 2	Semester 2	X	Hiring		X		X	X		

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A. Certification and Assurances

Certifications & Assurances

Initial PL

1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures willbe maintained in an accurate, thorough, and complete manner.

Initial PL

2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have an approved charter public school petition from an Illinois authorizer and plan to open within 18 months, or if they have a letter of interest signed by their public chartering agency authorizer and approved by INCS.

Initial PL

3. Subgrant recipients will participate in all data reporting and evaluation activities asrequested or required by the U.S. Department of Education, INCS, and the school's authorizer, including on-site and desktop monitoring conducted by INCS, annual independent audits required by the state that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state-funded charter public school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.

Initial PL

4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter public school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Illinoislaws and administrative rules regarding staff certification and licensure.

Initial PL

5. Subgrant Recipients will be aware of and comply with federal laws including, but not limited to, complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and part B of the Individuals with Disabilities Education Act, and federal regulations applicable to the federal Charter Schools Program, including the Education Department General Administrative Regulations in 34 CFR parts 75-77, 79, 81, 82, 84, 97, 98, and 99, the Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Non-procurement) in 2 CFR part 180, as adopted and amended as regulations of the U.S. Department of Education in 2 CFR part 3485, and The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200, as adopted andamended in 2 CFR part 3474.

Initial PL

6. Subgrant recipients will comply with all state and local laws and health and safetyrequirements applicable to charter public schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.

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Initial PL 7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the Nonregulatory Guidance for CSP funds.

Initial PL 8. Subgrant recipients ensure that the charter public school will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formulary basis.

Initial PL 9. Subgrant recipients shall include important information on the website of the school to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), enrollment criteria, and state report card results This section requires the school to provide annual performance and enrollment data for the student body and subgroups of students to INCS or its designator researcher in order to share through research and grant reports.

Initial PL 10. It is the responsibility of each charter public school that receives funds under this grant to comply with all required federal assurances. Any Charter public school that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will notbe funded. Funded schools will be expected to cooperate with INCS in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to INCS. INCS may terminate a grant award upon thirty days' notice if it is deemed by INCS that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

Initial PL 11. It is the responsibility of each Charter School that receives funds under this grant to provide INCS with evidence of criminal background checks for board members and school staff.

Initial PL 12. For any school receiving E-rate, the recipient school's board certifies that the charter school is in compliance with the requirements of the federal Children's Internet Protection Act.

Initial PL 13. Recipient schools and their authorizer will be aware of and comply with Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009, by acknowledging that grant recipients and their personnel are prohibited from text messaging while driving a government-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government-supplied electronic equipment to text message or email when driving.

Initial PL 14. The recipient school and their authorizer certify that student achievement is the most important performance factor when considering renewal or revocation, and the authorizer reserves the right to revoke or not renew a school's charter based on financial, academic, or operational factors involving the management of the school.

Initial PL 15. Recipient schools and their authorizer certify that a high degree of autonomy, such as autonomy over operations, budget, and personnel, is built into its charter contract consistent with the

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requirements of ESEA § 4310 (2) and ESEA § 4303 (f)(2)(A), and that they have sought, or will seek, all the appropriate automatic and other waivers to support the level of autonomy negotiated in their charter contract.

Initial PL 16. The recipient school and their authorizer certify that any CSP subgrant deliverable created in whole, or part, with federal CSP funds will be openly and publicly licensed, unless otherwise excepted, per 2 CFR part 3474.20(c).

Initial PL 17. The recipient school is required to adhere to Executive Order 12549, Debarment and Suspension, as implemented as 2 CFR 180.200, which requires that recipients do not employ or use contractors that are indicated on the federal debarment listing.

Initial PL 18. The recipient school and their authorizer certify that, if applying under expansion, that the recipient school has not received a previous subgrant under this funding. If the recipient school has received funding under a previous subgrant, the recipient school and its authorizer certify that the school has at least three years of improved educational results, meets high-quality definition components ESEA § 4303 (8) A and D, and acknowledges that funds used cannot not be for the same activities.

Financial Controls and Audits

Initial PL 1. The recipient school shall maintain accounting records and procedures in accordance with state and federal requirements that ensure proper disbursement of, and accounting for, federal funds, including evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. The school agrees to submit upon request for audit, review, and inspection of its activities, books, documents, papers and other records relating to the expenditures of CSP subgrant proceeds.

Initial PL 2. Recipient schools will use an independent auditor for annual financial audits that is different from their authorizer's auditor.

Initial PL 3. The authorizer is required to review the independent annual audits of financial statements prepared in accordance with generally accepted accounting principles and ensure that such audits are publicly reported.

Initial PL 4. Recipient schools and their authorizer will be aware of and comply with ESEA, title V, part B [20 USC 7221c. section 5204, (e)(4)(B)], which states, "A local educational agency may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant unless the applicant enters voluntarily into a mutually agreed-upon arrangement for administrative services with the relevant local educational agency. Absent such approval, the local educational agency shall distribute all subgrant funds to the eligible applicant without delay."

Initial PL 5. Recipient schools will ensure that the awarded grant funds will be spent or encumbered by the end of each grant period unless extenuating circumstances warrant an extension request. Recipients

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understand that any such extension request must be made to INCS no later than 30 days before the end of the respective grant year and that if an extension request is not approved by on the grounds that extenuating circumstance have not been established the recipient school will be held to the original deadline.

Initial PL

6. Recipient schools are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation. Should the charter school close, the authorizer agrees to notify INCS of the reason for the closure and agrees to notify INCS regarding the appropriate disposition of assets purchased under this grant.

Initial PL

7. Recipient schools are required not to have expenditures that exceed the approved budget line items by more than a total of 10 percent of the total project period award. If they wish to deviate beyond 10 percent in any budget object core category, they must seek a revision of their budget prior to expenditure or legal obligation of those funds, or they should not be reimbursed for the excess amount.

I have read the above and agree to all terms and assurances.

Signature of Project Contact, Subgrantee	**Date Signed** 2/2/26
Signed by: Phyllis Lockett 9EA42763D0D34D7...	2/3/2026
Signature of Chair, School/Network Board of Directors	**Date Signed**
Phyllis Lockett	

Noble Network of Charter Schools

Fiscal Policies & Procedures

2025-2026

Noble Efforts Change Lives. Be Noble.

NOBLE SCHOOLS

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Document No.	Revision: A3	Area: Financial Management

TITLE: MONTHLY FINANCIAL STATEMENTS AND VARIANCE ANALYSIS

1.0 INTRODUCTION

The purpose of this standard operating procedure is to describe the process regarding monthly financial statements which include a budget comparison report, statement of revenues and expenses, statement of cash flows, a balance sheet and a monthly variance analysis.

2.0 PROCEDURE

2.1 FINANCIAL STATEMENTS

Financial statements are produced by the Controller and Director of Financial Planning and Analysis within 10 business days after the month end and given to the Chief Financial Officer (CFO) for review. The controller and CFO reviews for accuracy and completeness. Once the statements have been approved by the CFO, they are given to the appropriate board committee, principals and Chief Executive Officer.

CFO reviews monthly budget comparison report with principals. Significant variances are identified and discussed.

2.2 FINANCIAL VARIANCE ANALYSIS

The Director of FP&A prepares a monthly financial variance analysis comparing actual to budget. All significant variances are identified and explained in the analysis. Director of FP&A reviews analysis with the CFO for final approval.

Monthly financial variance analysis explanations are consolidated into our year ending report to provide a thorough and detailed report.

Document No.	Revision: A3	Area: Financial Management

TITLE: FISCAL YEAR-END PROCEDURES

1.0 INTRODUCTION

The purpose of this section is to describe the standard procedures regarding fiscal year end procedures to verify that all audit schedules are complete, accurate and agree to the GL.

Audit schedules are internally prepared schedules that summarize and/or reconcile specific revenues and expenses. Examples include federal funding, pledges receivable, prepaid expenses and fixed assets.

2.0 PROCEDURE

The Finance department meets during the last week of June to discuss and review fiscal year-end schedules and deadlines. Required schedules are assigned to staff based on the fiscal year-end closing calendar. All schedules are expected to be completed by deadline listed. All schedules are reviewed by the Controller and approved by the CFO.

2.1 Fiscal Year-End Closing Calendar

#	Item Description	Assigned to	Due date
1	Schedule of Federal Funding	Accountant	Week of 7/19
2	Bank Reconciliation - all accounts	Accountant	Week of 7/19
3	List of A/R from Gov't Sources	Accountant	Week of 7/12
4	Pledges receivable & discount	Accountant	Week of 7/12
5	Conditional Pledges	Accountant	Week of 7/12

Document No.	Revision: A3	Area: Financial Management

TITLE: FISCAL YEAR-END PROCEDURES

6	Schedule of Prepaid Expenses	Accountant	Week of 7/19
7	Fixed Asset schedule	Accountant	Week of 7/19
8	Bond cap costs & amortization	Accountant	Week of 7/19
9	Bonds cash accounts w/ reconciliation	Accountant	Week of 7/19
10	Schedule of Bonds & Notes Payable	Accountant	Week of 7/19
11	Open invoice report	Accountant	Week of 7/19
12	Accrued Expenses - payroll	Accountant	Week of 7/12
12	Accrued Expenses - bond payment (for June)	Accountant	Week of 7/12
13	Deferred Rent	Accountant	Week of 7/12
14	Deferred Student Fees	Accountant	Week of 7/12
15	Contribution & Grant revenue by donor/grantor	Accountant	Week of 7/12
16	Schedule of Contributed Goods & Services (CPS & Parthenon Group)	Director of Compliance	Week of 7/19

Document No.	Revision: A3	Area: Financial Management

TITLE: FISCAL YEAR-END PROCEDURES

17	Schedule of Temp Restricted Net Assets	Accountant	Week of 7/19
18	CPS Revenue Lead Sheet by Campus & supporting schedules	Director of Compliance	Week of 7/19
19	NNCS Food Budget for following fiscal year	Director of Compliance	Week of 7/19
20	Schedule of interest and dividend income	Accountant	Week of 7/12
21	Schedule of CMO management fees	Accountant	Week of 7/12
22	Schedule of e-rate revenue & expenditures	Accountant	Week of 7/19
23	Schedule of ROTC Revenue & Salaries	Accountant	Week of 7/19
24	Total salary reported per pay period by campus reported to CTPF.	HR/Accountant	Week of 7/19
25	Schedule of interest expense by campus	Accountant	Week of 7/19
27	Schedule of contractual services capitalized and expensed	Accountant	Week of 7/19
28	Insurance in Force document	Director of Compliance	N/A
29	Trial Balance	Controller	Week of 7/19

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TITLE: FISCAL YEAR-END PROCEDURES

30	Budget for new Fiscal Year	Director of FP&A	Week of 7/12
31	Analytic review b/w Current year actual and Prior year actual	Director of FP&A	Week of 7/19
32	Analytic review b/w Current year budget and actual	Director of FP&A	Week of 7/19
33	Documents and Agreements	CFO/Controller	As needed
33a	Charter school agreement	Director of Compliance	Week of 7/19
33b	Fed or State tax exempt letters	Director of Compliance	Week of 7/19
33c	Bylaws	Director of Compliance	Week of 7/19
33d	Vehicle Leases	Controller	As needed
33e	Equipment Leases	Controller	As needed
33f	Personnel Handbook	Controller	Week of 7/19
33g	Loan Agreements	Controller	Week of 7/19
33h	Lease Agreements	Controller	Week of 7/19
33i	Purchase Agreements	Controller	Week of 7/19

Document No.	Revision: A3	Area: Financial Management

TITLE: FISCAL YEAR-END PROCEDURES

33j	Management Agreements	Controller	Week of 7/19
33k	Grant Agreements (Exelon State of IL, E-rate)	Senior accountant	Week of 7/19
33l	Organization Chart	Controller	Week of 7/19
33m	School Catalog	Controller	Week of 7/19
34	Board meeting minutes	N/A	N/A
35	Internal F/S groupings sheet by trial balance accounts	Controller	N/A
36	Expenditures report for CPS startup funds (received and spent)	Accountant	Week of 7/19
37	Documents of any other audits performed (e-rate & Gear up)	Director of Compliance	Week of 7/19
38	Year End Adjustments	Controller	Week of 7/26

3.0 Assumptions

Fiscal year-end closing calendar assumes audit field work scheduled the last week of July or the first week of August.

SUBMISSIONS TO REGULATORS, FUNDERS AND/OR OTHER

A detailed list of requirements by regulators and funders is kept by the Director of Compliance. Requirements include audited financial statements, internal quarterly financial reports and/or monthly financial reports.

When a requirement is due, the Director of Compliance informs the Finance Department of such deadline approaching. The Accountants are responsible for submitting all documents and/or financial reports to the Contract & Compliance Specialist for timely submission to all regulators, funders and others.

PREPARATION AND REVIEW OF TAX RETURNS

Our Form 990 is prepared by our auditors Ostrow Reisin Berk & Abrams, Ltd. Accounting staff and CFO provide all information necessary to complete Form 990. CFO reviews and signs Form 990. Form 990 is posted on GuideStar.Com for public access.

CHART OF ACCOUNTS

The chart of accounts is designed and maintained by the Accountants. Only the Senior Director of FP&A, Controller and CFO can add or delete accounts.

RESTRICTED NET ASSETS

Restricted net assets are recorded in accordance with generally accepted accounting principles. A detailed schedule is created and maintained by the Accountant detailing the sum of restricted net assets. Net assets are released from donor restrictions by incurring expenses satisfying the restrictions specified by donors.

SECURITY POLICIES

1.0 FINANCIAL DATA & CHECKS

The accounting software security is maintained by the Accountants and security settings are determined by the Controller. All cash is kept in a safe and only the Controller and Accountant have access to it. Checks are kept in a locked drawer by the Accountant.

2.0 PERSONNEL FILES

All personnel and payroll records are kept in locked metal drawers. Only HR personnel have access to these files.

NOBLE NETWORK OF CHARTER SCHOOLS

OPERATING NOBLE STREET CHARTER SCHOOL

Document No.	Revision: A3	Area: Financial Management

TITLE: FIXED ASSETS

1.0 INTRODUCTION

The purpose of this section is to describe the policies and procedures for fixed assets. Fixed assets include land, building, equipment, furniture, software and hardware.

2.0 CURRENT THRESHOLD FOR CAPITAL EXPENSES

Any furniture or equipment over $5,000 is capitalized. Major improvements to campus facilities which improve or extend the lives of the asset are also capitalized. Minor repairs, replacements or maintenance which do not improve or extend the lives of the assets are expensed.

3.0 DEPRECIATION & AMORTIZATION

Depreciation of equipment is based on the estimated life of the assets using the straight-line method which ranges from three to thirty nine years. Amortizations of leasehold improvements are based on the lesser of the term of the lease or the estimated life of the improvement.

4.0 PROCEDURES

Accountants record an estimated monthly depreciation expense based on the guidelines mentioned above. Depreciation is reviewed and adjusted as necessary at fiscal year end.

5.0 ASSET IMPAIRMENT

Accountants review and test for impairment when certain changes occur which can include the following.

1. A significant decrease in the market price of the asset
2. A change in how we use the asset

If accountants determine an asset impairment exists, they review and discuss with CFO for final approval. All asset impairment losses must include a description of the asset and the facts leading to the impairment.

Document No.	Revision: A3	Area: Financial Management

TITLE: CHILD NUTRITION PROGRAM

1.0 INTRODUCTION

The purpose of this section is to describe our internal policies and procedures to ensure that all documentation for the Child Nutrition Program is accurate and maintained in file for audit and other agency examination.

2.0 PROCEDURES

2.1 STEP BY STEP PROCEDURE DESCRIPTION

1. At least once year, Office Managers will conduct an internal review of student's lunch eligibility for free, reduced and full paid meals.

2. A random sample of 5 students per campus will be reviewed. The evaluation will consist of cross-referencing data collected from PowerSchool, the internal database and student's lunch eligibility application. The following items will be evaluated.

A. The calculation of student's meal eligibility in accordance with the current income eligibility guidelines.

B. Verifying that all required signatures are included.

C. Once the student meal eligibility (free, reduce, full paid) has been confirm, the Compliance Specialist will make sure the student eligibility is also stated correctly in the internal student database (PowerSchool).

3. If an error in calculation of the student eligibility has been identified it will corrected and the school will notify parents of the new student meal price eligibility.

4. If there is any missing information on the student eligibility application, then a request to parents will be sent.

NOBLE NETWORK OF CHARTER SCHOOLS

OPERATING NOBLE STREET CHARTER SCHOOL

Document No.	Revision: A3	Area: Financial Management

TITLE: DEBT AGREEMENTS & RELATED COVENANTS

1.0 INTRODUCTION

The purpose of this section is to describe the procedures to comply with debt agreements and any related covenants.

2.0 PROCEDURE

1. The Controller reviews all loan agreements for any covenants. Covenants can include a minimum debt service coverage ratio and a minimum amount of unrestricted liquid assets available.

2. A list of covenants is kept on file listing each loan and pertaining requirements.

3. Debt service coverage ratio is calculated by the Controller and reviewed by the CFO at least once a year. Ratio is also calculated and reviewed when management decides to increase debt.

Document No.	Revision: A3	Area: Financial Management

TITLE: GIFT ACCEPTANCE POLICY

1.0 INTRODUCTION

The purpose of this section is to describe the gift acceptance policy. Gifts can also include entertainment.

2.0 POLICY

Noble Network recognizes that Gifts and Entertainment can enhance goodwill and sound working relationships. It is Noble Networks policy to prevent the use of Gifts and Entertainment to improperly influence – or appear to improperly influence – employees, customers, suppliers and others doing business with Noble Network. Employees of Noble Network must not offer or accept Gifts, Entertainment, or anything of value that would – or might appear to – improperly influence business decisions.

Gift – includes, but is not limited to, cash, gift certificates, gift cards, goods, services, prizes, favors, or anything else of value.

Entertainment – includes, but is not limited to, meals, trips, tickets or participation in entertainment events.

Employees will not be reimbursed for expenses incurred for Gifts or Entertainment.

NOBLE NETWORK OF CHARTER SCHOOLS

OPERATING NOBLE STREET CHARTER SCHOOL

Document No.	Revision: A3	Area: Grants & Private Revenue

TITLE: REVENUE RECOGNITION POLICY

1.0 INTRODUCTION

The purpose of this section is to describe the policies and procedures for recognizing revenue.

2.0 POLICY

Under the accrual basis of accounting, all revenues are recognized when earned. Grants and contracts, including pledges and contributions are adequately supported, recorded on a timely basis and reflect the terms and conditions set by the grant and/or contract.

Non-cash donations are recorded at fair value at the date of receipt.

3.0 PROCEDURES

1. The Director of External Affairs and/or Director of Compliance communicates via email to all participating parties (Office Managers, Principals, Finance) the terms and conditions of the grant and/or contract awarded.

2. Accounting creates a project in Sage Intacct accounting software to track all expenses related to the grant or contract.

3. Development verifies that all conditions are met and enters gift in the fundraising software, Raiser's Edge.

4. Development creates a weekly check log including donor name, check number, amount and restriction, if any and gives checks to accounting for deposit.

5. Finance checks deposit log and matches it to the deposit.

6. Checks are electronically deposited weekly.

7. Finance posts gifts from Raiser's Edge to Sage Intacct.

Document No.	Revision: A3	Area: Grants & Private Revenue

TITLE: RECEIVABLES & PROMISES TO GIVE

1.0 INTRODUCTION

The purpose of this section is to describe the policy and procedures for receivables and promises to give. Receivables and promises to give include grants, awards and gifts from donors.

2.0 POLICY

All receivables and promises to give are recognized when an official document signed and dated by an official or donor stating the amount we are promised to receive is received by management. Office email notifications of such promises are also considered office documentation. Promises to give or pledges receivable are entered by Development staff and posted by Accounting. Other receivables are entered and posted by Accounting. All supporting documentation is archived by the Director of Compliance and/or Development.

Any payments determined to be uncollectible must be approved by management. Once approved, Finance writes off the uncollectible balance.

NOBLE NETWORK OF CHARTER SCHOOLS

OPERATING NOBLE STREET CHARTER SCHOOL

Document No.	Revision: A3	Area: Grants & Private Revenue

TITLE: GRANTS

1.0 INTRODUCTION

The purpose of this section is to describe the policies and procedures on grants.
Grants awarded include federal, state, governmental and private grants. Grants are received by our Development department or the Director of Compliance.

2.0 PROCEDURES

1. All grant contracts are reviewed by the Development staff and/or Controller and accounting to determine the type of grant, restrictions and required reporting.

2. The Director of External Affairs communicates via email to all participating parties (Office Managers, Principals, Finance) the terms and conditions of the grant awarded.

3. Finance creates a project in the Sage Intacct system to help track expenses. All invoices, check requests and purchase orders related to the grant are required to have the project name.

4. Expenses are reviewed on a monthly basis to ensure expenses incurred are allowable.

5. All grant report submissions are completed by either Development staff or the Director of Compliance with assistance from Finance.

TITLE: CASH RECEIPTS

1.0 INTRODUCTION

The purpose of this section is to describe the standard procedures regarding the handling and recording process for Cash Receipts.

Cash Receipts are monies, usually checks, sent directly to the Network Administrator or collected at the school campuses for payments not related to student billings.

1.2 PREREQUISITS

This SOP is written assuming the following documents are completed and amounts agree:

Supporting Documentation List
Deposit Receipt
Cash Receipts Log
Deposit Slip (received from the bank)
Deposit Report
Cash Receipts Report

This policy applies, but not limited, to:

- Student fees
- Individual/Corporate Private Contributions
- Grants
- Other miscellaneous income

Document No.	Revision: A3	Area: Cash Management Procedures

TITLE: CASH RECEIPTS

3.0 PROCEDURES

3.1 ROLES & RESPONSIBILITIES

Role	Responsibility
• Network Administrator, Office Manager or Dean of Operations	• Receive and maintain record of cash receipts
	• Endorse checks
• The Development Department (Development)	• Creates a cash receipt log which indicates if monies is restricted, and additional to budget, and record cash receipts into Salesforce system
• Accountant (Finance)	• Make the deposit at the bank
• Accountant (Finance)	• Prepare Deposit Receipts • Reconcile and post recorded entries
• Accountant	• File supporting documents

3.2 STEP BY STEP PROCEDURE DESCRIPTION

3.2.1 DEVELOPMENT ROLE

1. Checks sent via mail are opened by the Network Administrator daily.

2. The Network Administrator forwards checks to the support team office, then Development records the cash receipts weekly in an electronic Cash Receipts Log.

TITLE: CASH RECEIPTS

The Log information includes the check number, donor name, and amount received, if monies is restricted or not, and if funds are in addition to budget.

3. At least once each week, usually on Fridays, Development gathers together all the checks for delivery to the Finance Department, prepares Cash Receipts Log which is located in a share folder. The Accountant prints out the cash receipts log and match it the deposit slip.

4. Then Development scans a copy of the checks into Salesforce.

5. Development enters the cash receipts allocation into Salesforce for each separate contribution. Development only has access to make cash receipts entries in Salesforce, they are not able to post entries into Sage Intacct.

6. Salesforce is not linked to Sage Intacct. Finance prepares the entries to ensure that Development allocates the cash receipts to the correct accounts and that the amounts agree to the cash receipts log. The cash log prepared by Development indicates if the contribution is restricted (if it is for what purpose) and if this contribution is in addition to budget.

    a. Restricted Contributions - Contributions restricted by either time or purpose.
    b. Unrestricted Contributions - Contributions are for general Network support.
    c. Contributions in addition to budget - Funds to be used for unbudgeted expenses and initially not part of the funds forecasted for that fiscal year

7. The Accountant creates a deposit packet which includes a copy of the Cash Receipts Log, the original checks, and the duplicate Deposit Receipt which are then ready for deposit.

8. Development and Finance meet once a month usually during the second week of the month to review and verify that all grants and contributions restrictions are being met. Materials reviewed include a schedule of the grants, the restrictions, the due date, the amount spent, and the balance remaining. All schedules will be prepared and updated in a monthly basis by Finance and shared with Development.

Document No.	Revision: A3	Area: Cash Management Procedures

TITLE: CASH RECEIPTS

3.2.2 CAMPUS ROLE:

1. The cash and checks received at the school campus for payments not related to student billings are handled by a front desk receptionist. Upon payment, a duplicate receipt is completed by the employee.

2. The original receipt is given to the payer and a copy is given to the Office Manager along with the cash or check.

3. Approximately twice a week, the Office Manager will prepare the deposits. This requires reconciling the money in the cash drawer to the receipts.

4. Once the total amount of cash and checks agree to the receipts, the Office Manager enters the cash receipts into MySchoolBucks creating a Cash Receipts Report and a Deposit Report. The Cash Receipts Report details the information regarding the purpose of the receipts, while the Deposit Report states the cash and check totals plus the grand total of the deposit.

5. The Office Manager prepares and drops off a deposits cash, checks, and money orders via the armored truck service. All backup documentation, along with reports of credit card deposits are submitted to Finance on a weekly basis via messenger service. The backup packet includes the Deposit Report, the Credit Card Receipt Report and the Cash Receipts Report.

4.0 CONTROL OBJECTIVES & ISSUES

1. Only senior members of the Finance team (accountant, Controller, & Director of Financial Planning & Analysis) post entries on Sage Intacct's general ledger.

2. Duties of cash receipts are adequately segregated, with the exception of student fees in which the Office Manager has custody of the monies and performs the recording function. However, there is compensating control in which the Finance department reconciles the entries supported by the triplicate receipt in which the students/parents are given a copy.

Document No.	Revision: A3	Area: Financial Management

TITLE: CASH RECEIPTS

5.0 EXCEPTION MANAGEMENT

1. If donations are sent to another location or to someone other than the Network Administrator, the envelopes are forwarded to the Network Administrator unopened.
2. If amounts recorded into Salesforce do not agree to the supporting documents, the Accountant will contact the document source, the Development to obtain an explanation or a resolution.
3. If the revenue account allocation does not appear proper, the Accountant will contact the Development for a resolution. Development will make the account correction on Salesforce before the Accountant will post the entry.
4. The resolution inquiry will be tracked and followed up by the Accountant while the cash/check is held at the safe in the Finance Department. Only upon resolution will the amount be deposited and posted into the system.

Document No.	Revision: A3	Area: Cash Management Procedures

TITLE: STUDENT BILLING

1.0 INTRODUCTION

The purpose of this Standard Operating Procedure (SOP) is to describe the standard procedures regarding the handling and recording process for Student Billing.

Student Billing are fees collected at the school campuses by the Office Managers of the respective campus location.

1.1 PREREQUISITS

This SOP is written assuming the following documents are completed and amounts agree:

Supporting Documentation List
Deposit Receipt
Deposit Slip (received from the bank)
Deposit Report
Cash Receipts Report

This policy applies, but not limited, to:

- Student fees
- Other miscellaneous income

3.0 PROCEDURE

3.1 ROLES & RESPONSIBILITIES

Role	Responsibility

Document No.	Revision: A3	Area: Cash Management Procedures

TITLE: STUDENT BILLING

• Office Manager	• Record student tuition charges and collect fees
	• Records cash collections under Student Billing Module of Sage Intacct
	• Make the deposit at the bank via armored car service
• Accountant (Finance)	• Creates student list from enrollment • Prepare Deposit Receipt • Reconcile and post recorded entries
• Accountant	• File supporting documents

STEP-BY-STEP PROCEDURE DESCRIPTION

3.2.1 STUDENT BILLING CHARGES AND POSTING

1. MySchoolBucks is the system used to track student billing. This system syncs with PowerSchool so all active students are automatically in MySchoolBucks.

2. Office Managers enter the tuition and student fee charges in MySchoolBucks for all students at the beginning of each school semester. The Office Manager will also enter charges throughout the school year for other fees, as applicable. It is the Office Manager' responsibility to enter these charges to the proper account. Office Managers and office staff only have access to enter charges and payments into MySchoolBucks; they cannot post the entries into the general ledger.

3. The Office Manager collects fees from the students at the time of the registration or purchase of books, uniforms, etc. The Office Manager records the payment in MySchoolBucks at the time the payment is made. A receipt is automatically generated via email to the parent or can be printed out.

4. All cash is deposited to the bank via the armored truck services. Checks and money orders are mailed directly to the Finance office to deposit via remote deposit.

5. Finance reviews for propriety of the revenue allocation and makes corrections as necessary.

TITLE: STUDENT BILLING

6. For each deposit, the Accountant will generate a report from MySchoolBucks.

7. The Accountant then validates and posts the entry.

8. After posting, the Accountant prints out the Post Report which is then attached to the other supporting documents.

9. The Accountant files the supporting documents by deposit date.

10. The Accountant sends a copy of the deposit slips to the Office Managers which are then filed at the school office.

3.3 CONTROL OBJECTIVES & ISSUES

1. Office Managers and at least one other admin school staff have access to enter charges and payments in MySchoolBucks. Each user has a specific username and password.

2. Only senior members of the Finance team post entries to the Sage Intacct software into the general ledger.

3. Duties of cash receipts are adequately segregated, with the exception of student fees in which the Office Manager has custody of the monies and performs the recording function. However, there is compensating control in which the Accounting department reconciles the entries supported by a triplicate receipt in which the students/parents are given the original copy.

3.4 EXCEPTION MANAGEMENT

NOBLE NETWORK OF CHARTER SCHOOLS

OPERATING NOBLE STREET CHARTER SCHOOL

Document No.	Revision: A3	Area: Cash Management Procedures

TITLE: STUDENT BILLING

1. If amounts recorded into MySchoolBucks do not agree to the supporting documents, the Accountant will contact the document source, the Office Manager, to obtain an explanation or a resolution.

2. The variance inquiry will be tracked and followed up by the Accountant while the cash/check is held by Finance. Only upon resolution will the amount be deposited posted into the system.

Document No.	Revision: A3	Area: Cash Management Procedures

TITLE: PETTY CASH

1.0 INTRODUCTION

The purpose of this section is to describe the standard policies and procedures regarding petty cash.

Office Manager receives Office Petty Cash.

2.0 OFFICE PETTY CASH

The office petty cash varies by campus. Office petty cash should only be used for provide change for parents when paying fees.

Any requests for petty cash increases must be approved by the Controller.

Document No.	Revision: A3	Area: Cash Management Procedures

TITLE: WIRE TRANSFERS

1.0 INTRODUCTION

The purpose of this section is to describe the standard procedures regarding wire transfers. Wire transfers are only initiated based on vendor request or special projects (i.e. quarterly bond payments). Wire requests must be accompanied by supporting documents (an invoice, agreement, or third party documentation evidencing purpose of request). If the request isn't from an established vendor, verification of a valid wire request should be obtained (this may be in the form of a confirmation call to the vendor or requestor). All wire transfers must be approved by the CFO prior to initiating. Only the CFO and the accountants have administrative right to process wires.

2.0 PROCEDURES

1. A request for wire transfer is forward to the Accountants from the Controller or CFO with instructions to process payment.

2. The Accountant will initiate the wire through our online banking support, JPMorgan Access.

3. All wire transactions require an approval from someone other than the person who initiated it. The Controller approves the wire online. The Accountant, Controller, Director of FP&A, and CFO are the only employees with access to the bank's wire module.

Document No.	Revision: A3	Area: Cash Management Procedures

TITLE: JOURNAL ENTRIES

1.0 INTRODUCTION

The purpose of this section is to describe the standard procedures regarding journal entries to ensure that all are current, accurate and complete. Recurring General Journal entries are set for certain transactions, such as leases, rent, payroll, benefits etc. Non-recurring entries are used for correcting entries, recording accruals, payroll allocations and other financial activity.

1.1 PROCEDURES

The Journal Entry must be filled out completely and conform to the following minimum requirements:

1. All fields must be completed.
2. Debit amount must equal credit amount
3. A detailed description shall be included on the journal entry.
4. All entries are made soon (within 5 business days) after the underlying accounting event to ensure the financial records and reporting is current.
5. All Journal entries are supported by documentation that clearly indicates the justification and authorization for the transactions, and must be attached and scanned to the Journal Entry.
6. The approver must initial in the General Journal entry.

1.2 CONTROL OBJECTIVES

All journal entries completed by the Accountants are reviewed by the Controller. The CFO reviews and signs-off on all journal entries prepared by the Controller that are considered material in nature.

Document No.	Revision: A3	Area: Cash Management Procedures

TITLE: PAYROLL ALLOCATION

1.0 INTRODUCTION

The purpose of this section is to describe the standard procedure regarding payroll allocations to ensure all salaries are recorded accurately. This process only includes detailed procedures on how payroll salaries are allocated and recorded. The initial pay cycle begins with HR using outsourced payroll software, Paycom.

2.0 PROCEDURE

1. The HR personnel forwards approved time sheets, payroll register and personal action summary spreadsheet to the Accountant. The payroll reports received from the payroll service provider (e.g., calculations, payrolls and payroll summaries) are compared with time sheets, pay rates, payroll deductions, compensated absences etc., by HR.
2. The Accountants verify gross pay, payroll deductions and allocate salaries based on the campus they are employed using an excel spreadsheet.
3. Any additional pay is allocated based on the personal action schedule completed by the Office Manager/Dean of Operations at each campus. Additional payouts include stipends for coaching, tutoring, or any other extracurricular work completed.
4. A summary of payroll allocation by account is uploaded into the Sage Intacct via a journal entry.
5. The following journal entries are entered bi-monthly.
    a. Payroll Allocations – Gross pay by campus, position and/or special grant/project.
    b. FICA & Medicare Allocations
    c. Tax Liability Liquidation
6. Journal entry is posted and a supporting documentation is saved in a shared file with supporting documentation.
7. Journal entry is reviewed by the Controller.

Document No.	Revision: A3	Area: Financial Management

TITLE: BANK RECONCILIATIONS

1.0 INTRODUCTION

The purpose of this section is to describe the standard procedures for completing bank reconciliations.

Bank accounts for the indicated purpose(s) and limitation(s) have been authorized by the Board of Trustees of the School at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks:

Northern Trust

JPMorgan Chase

BMO

1.2 PREREQUISITS

This SOP is written assuming the following documents are available:

Supporting Documentation List
Bank Statements

2.0 PROCEDURE

2.1 ROLES & RESPONSIBILITIES

Role	Responsibility
• Accountant	• Receives & reviews bank statements
• Accountant	• Reconcile general ledger to bank statement
• Senior Accountant	• Sign bank reconciliation

Document No.	Revision: A3	Area: Financial Management

TITLE: BANK RECONCILIATIONS

• Accountant	• File bank reconciliation with supporting documents

2.2 STEP-BY-STEP PROCEDURE DESCRIPTION

1. Bank statements are mailed to Noble Network and given to the Accountant to review bank statement transactions for reasonableness.

2. The Accountant reconciles to the general ledger using Cash Management module in Sage Intacct.

3. Once reconciled, summary report is printed and attached to the bank statement.

4. Bank reconciliation is reviewed and sign by the Senior Accountant.

Document No.	Revision: A3	Area: Financial Management

TITLE: BONDS

1.0 INTRODUCTION

The purpose of this Standard Operating Procedure (SOP) is to describe the standard procedures to reconcile bond payments per the loan payment amortization schedule and the debt service schedule.

1.2 PREREQUISITS

This SOP is written assuming the following documents are completed and amounts agree:

Supporting Documentation List
Bond Account Statements
Excel files for Bonds (all Series)
Loan Payment & Debt Service Schedule
Bond Payment Request

2.0 PROCEDURE

2.1 ROLES & RESPONSIBILITIES

Role	Responsibility
• Finance Department	• Receive Bond Statements

Document No.	Revision: A3	Area: Financial Management

TITLE: BONDS

• Senior Accountant	• Keep record of bond activity in Excel files for all series • Match payments to the Bond Amortization schedule and the Debt Services schedule • Get approval from the Controller for payment • Process payment via wire • Post journal entries in Sage Intacct
• Amalgamated Bank (Trustee)	• Request Bonds payment via e-mail
• Senior Accountant	• File supporting documents

2.2 STEP-BY-STEP PROCEDURE DESCRIPTION

2.2.1 Bond Bank Account Reconciliation:

1. Monthly Bond Cash account statements from Amalgamated are mailed to the Network and given to the Accountant to record the monthly activity.

2. The Accountant uses three Excel files to track the monthly activity separately for all Series.

3. Monthly activity includes recording dividend income, bond payouts and transfers between accounts if applicable.

4. The Excel file is the support for the monthly journal entry recorded and is reviewed by Controller.

2.2.2 Bond Payments:

1. The Controller receives a request via email for bond payment from Amalgamated. Email includes an Excel spreadsheet detailing the required bond payment.

Document No.	Revision: A3	Area: Financial Management

TITLE: BONDS

2. The Senior Accountant matches the requested bond payment to the bond loan payment schedule & debt service schedule.
3. The Controller approves the payment request.
4. The Accountant initiates wire transfer and Controller approves it.
5. The Senior Accountant prepares the journal entry to record the payment using the interest and principal breakdown per the amortization schedule.
6. The Controller posts the journal entry and the Accountant attaches the loan request as backup.

Document No.	Revision: A3	Area: Accounts Payable

TITLE: PURCHASING OF GOODS & SERVICES

1.0 INTRODUCTION

The purpose of this Standard Operating Procedure (SOP) is to describe the standard procedures regarding purchases of goods and services, payment to vendors, and recording the expenses into the general ledger in Sage Intacct. At Noble Network of Charter Schools ("campus"), there are two ways in which purchases are made: Check Disbursement Requisition, and use of the campus credit card.

Items purchased with the campus funds are only for allowable, reasonable, and necessary items related to the operations of the campus, as set forth in Noble's credit card and spending policy. Certain limitations are set and guidelines are followed in the purchasing process. It is the responsibility of management to grant the authorization for such purchases to use their judgment and knowledge of the campus policy to ensure the propriety of the goods and services that are purchased. It is the Accounts Payable Specialist's responsibility to ensure receipt of adequate supporting documentation, proper approval, and correct account coding of the payments.

The following are members of management who have authority to approve purchases:

Chief Executive Officer/Superintendent
Assistant Superintendent
Chief Financial Officer
Controller
Principals
Office Managers
Deans of Operations
Program Directors
Department Heads

Document No.	Revision: A3	Area: Accounts Payable

TITLE: PURCHASING OF GOODS & SERVICES

1.0 PAYMENT & POSTING

1. Invoices are either mailed directly to the Noble Network PO Box or sent directly to nobleinvoices@mystampli.com.

2. Invoices are processed by the Accounts Payable Specialist in Stampli and assigned the appropriate "source" for approval.

3. The Accounts Payable Specialist will review the Invoice and any supporting documents for proper completion and authorization.

4. One invoices have completed the approval process, the Accounts Payable Manager reviews the invoice and authorizes it for payment.

5. Invoices are then routed to the Controller and CFO for payment approval.

2.0 CONTROL OBJECTIVES & ISSUES

1. Duties related to purchasing are adequately segregated.

2. All invoices follow an approval workflow that allows invoices to be approved based on amount and who made the purchase.

1.0 INTRODUCTION

The purpose of this section is to describe the standard procedures regarding the management and recording of purchases made using a Check Disbursement Requisition Form.

Check Disbursement Requisition Forms are generally used to reimburse campus employees for approved purchases made on behalf of the campus.

1.2 PREREQUISITES

Document No.	Revision: A3	Area: Accounts Payable

This Standard Operating Procedure is written assuming the following documents are completed and amounts agree:

Supporting Documentation List
Check Disbursement Requisition Form
Transactions Receipt
Other supporting documents, if available

2.0 PROCEDURE

2.1 ROLES & RESPONSIBILITIES

Role	Responsibility
• Campus Employee	• Obtain proper supporting transaction receipt • Complete the Check Disbursement Requisition Form
• Principal/Office Manager	• Reviews and approves purchase by signing the Check Disbursement Requisition Form

Document No.	Revision: A3	Area: Accounts Payable

TITLE: PURCHASING OF GOODS & SERVICES

• Accounts Payable Specialist	• Ensures the Check Disbursement Requisition Form agrees to supporting receipt • Enters purchase batches
• AP Supervisor	• Reviews transactions and posts purchase batches
• Accounts Payable Specialist	• Ensures the Check Disbursement Requisition Form agrees to supporting receipt • Enters purchase batches • Files supporting documents

2.2 STEP-BY-STEP PROCEDURE DESCRIPTION

2.2.1 PURCHASE APPROVAL

1. Payments made with a Check Disbursement Requisition Form are normally a reimbursement to an employee that has made an approved purchase on behalf of the campus. Another scenario is an employee contacted a vendor for service or product and is requesting a check made out directly to the vendor. These purchases must be reasonable for the normal course of business, or the purchase was made due to an emergency situation and the Purchase Order process was not possible.

2. Before the Check Disbursement Requisition Form is completed, an approved purchase transaction has already occurred.

3. The person requesting the check ("Campus Employee") completes the Check Disbursement Requisition Form in its entirety if possible. On occasion the Office Manager completes the Check Disbursement Requisition Form.

4. The Check Disbursement Requisition Form and a purchase transaction receipt are submitted to the Campus Principal or Department Head for review and approval. Approval is noted with a signature on the Form. The Principal or Department Head will make necessary corrections on the Form.

5. Upon review, the Office Manager will submit the Check Disbursement Requisition Form, the receipt, and other supporting documents to the Account Payable Assistant to process for payment.

2.2.2 PAYMENT PROCESSING

6. Upon receipt of the Check Disbursement Requisition Form and its supporting documents, all the documents are uploaded to Stampli.

7. The Accounts Payable Specialist will review the Check Disbursement Requisition Form and its supporting documents for proper completion and authorization.

8. The approved Check Disbursement Requisitions, with their supporting documents, are forwarded to the Accounts Payable Specialist who will enter the check requests into Stampli. These are entered similarly to invoices; however the entries are identified by the Employee or Vendor name on the check.

9. Once the check requests are entered into Stampli, the request is assigned a source and it must go through the approval workflow in order for the AP Manager to approve it for payment.

3.0 CONTROL OBJECTIVES & ISSUES

1. Once the Check Disbursement Requisition Form is forwarded to the Accounts Payable Specialist, all supporting documents necessary should already be attached, and all conflicts, if any, should already be resolved.

TITLE: PURCHASING OF GOODS & SERVICES

2. Before a Check Disbursement Requisition Form is approved, a transaction receipt or similar supporting documentation must accompany the Check Disbursement Requisition Form.

3. The receipts are required attachments to the Check Disbursement Requisition Form.

4.0 EXCEPTION MANAGEMENT

1. A Check Disbursement Requisition will not go forward without proper authorization and supporting documentation. The Principal's signature, whether handwritten or a stamp, is required for the check request to be processed.

2. If shipment contents, information on the packing slip, vendor receipts and Check Disbursement Requisition Form do not agree, it is the Office Manager's responsibility to contact the necessary people in order to resolve the issue.

3. If any supporting documents are missing, the Accounts Payable Specialist will contact the Office Manager or Department Head to obtain the missing document or an explanation. If a receipt is not available, a note from the Principal approving the reimbursement is used as supporting documentation to process the check request.

4. In cases where the amounts noted in the supporting documents do not agree to the Check Disbursement Requisition Form, the Accounts Payable Specialist will contact the Office Manager for an explanation. However, the payment will be processed if the amount due with corresponding backup is less than the Check Disbursement Requisition amount. If the amount due is greater than the Check Disbursement Requisition, the payment will be held back until a reasonable explanation is received with noted approval from the Principal or Department Head regarding the amount change.

5. Inquiries made before the Accounts Payable Specialist receives the Check Disbursement Requisition Form will be tracked and followed up by the Campus Employee. Inquiries related to payment and vendor relationship is the responsibility of the Accounts Payable Specialist and Supervisor. At times, a collaborative effort may be necessary to come to a resolution. Only upon a resolution will the payment be processed and posted into the system.

Document No.	Revision: A3	Area: Accounts Payable

TITLE: CHECK DISBURSEMENTS

5.0 NOBLE CREDIT CARDS

1. While Noble intends that vendors will invoice the Network for goods and services, there are times when a credit card is necessary to conduct school related business in a timely fashion. Therefore, Noble will issue a credit card to each campus, department and principal. Other cards may be issued at the CFO's discretion; any card may be revoked at the CFO's discretion. Each Noble Credit Card is assigned a credit limit by the Finance Department based on the employee's role, the type and amount of business purchasing, and the employee's campus or departmental budget. Credit limits may be adjusted at management's discretion. Noble Credit Cards are considered the property of Noble Network of Charter Schools. The cards should be kept secure and are only to be used by the person whose name appears on the card.

2. All Noble credit card transactions are available online on software called BILL. Credit card transactions are available immediately and it is the responsibility of the cardholder or their designee to code each expense and upload supporting receipts for all expenses. Cardholders are required to complete coding, description of business purpose and upload receipts within 7 days after the transaction date. If the required information isn't submitted within the allotted time, a cardholder's credit card will be frozen automatically. Accounts Payable personnel will review the submitted transactions and backup for accuracy and completeness, and notify the cardholder of any incomplete or missing information via email. Accounts Payable personnel also review to ensure the spending is within policy.

3. All Noble credit card payments will be made by the Noble.

4. Each cardholder's manager or designee must approve all credit card purchases and/or reimbursements before payment is made. Spending analysis is available for the CFO, Controller and CEO to review online. CFO, controller, and accountants review transactions on a monthly basis. An analysis of spending is available upon request. Any finding will be communicated to the manager.

5. If the employee's Noble Credit Card is lost, stolen or fraudulent charges are suspected, the employee must contact Card Services immediately. The employee must also notify the Controller of the situation by email confirming that Card Services has been contacted.

NOBLE NETWORK OF CHARTER SCHOOLS

OPERATING NOBLE STREET CHARTER SCHOOL

Document No.	Revision: A3	Area: Accounts Payable

TITLE: FINAL REVIEW, PAYMENT & CONCLUDING STEPS

1.0 PAYMENT

1. Upon approval, all payments are directly paid via Stampli either as an ACH or printed check.

2. In instances when a physical check is needed, the Controller has the ability to print checks and send them directly to the school.

3.0 CONCLUDING STEPS

3.1 CONFIRMATION

Periodically, the respective Office Managers run a disbursement report which shows them the invoices that have been paid.

3.2 RECONCILIATION WITH BANK

1. For each day there is a check run, the Accountant will send a formatted check list to the bank via the bank's website.

2. The Accountant generates a report from Sage Intacct listing all the checks printed that day.

3. This report is exported from Sage Intacct into a Microsoft Excel spreadsheet.

4. The Accountant will modify the report to fit the bank's format which lists only the bank account number, the check number, the check amount, and the transaction date.

5. The modified report is uploaded into the bank's website.

TITLE: FINAL REVIEW, PAYMENT & CONCLUDING STEPS

3.3 POSTING

The AP Manager or Controller posts expenses daily.

Document No.	Revision: A3	Area: Corporate Governance

TITLE: DOCUMENT RETENTION & DESTRUCTIVE POLICY

1.0 INTRODUCTION

The following policies and procedures were developed in compliance with the Illinois School Student Records Act and the rules and regulations to govern school student records, effective March, 24, 1976, issued by the Illinois State Board of Education.

2.0 STUDENT RECORDS

"Student Records" shall mean any written or recorded information concerning a student by which a student may be individually identified and which the Noble Network of Charter Schools maintains.

Recorded information maintained by a staff member for his or her exclusive use, or his or her substitute, shall not be considered a part of the student records.

2.1 STUDENT PERMANENT RECORD

The Student Permanent Record shall consist of:

1. Basic identifying information, including student's name and gender
2. Academic transcript, including grades, class rank, graduation dates, grade level achieved and scores on college entrance examinations
3. Attendance records
4. Health records and accident reports
5. Honors and awards received
6. Record of release of permanent record information

2.2 TEMPORARY RECORDS

The Student Temporary Records shall consist of all information not required to be in the student's permanent record and may include:

1. Family background information
2. Intelligence test scores, group and individual

3. Aptitude test scores

4. Reports of psychological evaluations including information on intelligence, personality and academic information through test administration, observation or interviews
5. Elementary and secondary achievement level test results
6. Participation in extracurricular activities
7. Teachers' anecdotal records
8. Disciplinary information
9. Special education files including the reports on which placement or non-placement was based and all records and tape recordings relating to special education placement hearings and appeals
10. Any verified reports or information from non-educational persons, agencies or organizations
11. Other verified information of clear relevance to the education of the student
12. Record of release of temporary record information to individuals not on the school staff

3.0 INSPECTION OF STUDENT RECORDS

1. Parents shall have the right to inspect, challenge and copy student records of that parent's child until one of the following events occurs:

a) The student attains 21 years of age; or

b) The student attains 18 years of age-and declares himself or herself financially independent of his or her parents.

2. Students shall have the right to inspect and copy their permanent record. Students shall not have access to

their temporary records until they:

a) Attain 18 years of age

b) graduate or,

c) Assume financial independence.

3. Student records shall be made available to parents and eligible students within fifteen (15) school days of the time a written request for review is submitted to the records

custodian.

4. Whenever access to student records is granted to parents or students, a qualified staff member shall be present to interpret information contained in these records.

5. Copies of student records shall be provided to eligible parents or students at a cost of 25 cents per page. No parent or student shall be denied a requested copy of student records due to inability to bear the cost of such copying.

6. Whenever a parent or student desires a copy of information contained in the student's records, he or she shall:

    a) Submit a written request to the student's counselor; and

    b) Pay the school 25 cents per page of copy.

4.0 RIGHT TO CONTROL ACCESS OF STUDENT RECORDS

School officials shall release student records to the official records custodian of another school in which the student has enrolled or intends to enroll upon the written request of such official or student, provided that the parent receives prior written notice of the nature and substance of the information to be transferred. Parents may, upon written request, inspect copy and challenge such information.

Once parents have been notified of their right to inspect, copy and challenge information to be transferred to another school and the parents do not respond within ten (10) school days, the records shall be forwarded to the requesting school.

4.1 ACCESS TO RECORDS WITHOUT PARENT CONSENT

1. School staff members who have a current and legitimate educational interest in the student records shall have access as needed for professional purposes to both the student's permanent and temporary records.

2. School officials shall release student records without parent permission pursuant to a valid court order or subpoena presented by local, state or federal officials. However, the school officials shall notify the parents in writing regarding the judicial order and the information so provided.

3. Student records may be made available to researchers for statistical purposes, provided that: a) Permission has been received from the State Superintendent of Education; and b) No student or parent shall be personally identified from the information released.
4. Information may be released without parental consent in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

5. If a student is 18 years of age and the student is financially independent of parents, the student may request the parents be denied access to his or her records.

6. A student who desires to declare himself or herself financially independent of his or her parents shall submit a request in writing to the school's records custodian.

5.1 CHALLENGE PROCEDURES

1. A parent shall have the right to challenge the accuracy, relevance or propriety of any entry in the student records of his or her child, exclusive of grades. A request to challenge the contents of a student record shall be made in writing to the school by the parents and shall state in specific terms what entries in their child's record are being challenged.

2. The Principal shall conduct an informal conference with the parents within fifteen (15) school days of the receipt of the written challenge.

6.1 MAINTENANCE OF SCHOOL RECORDS

1. Student permanent records and the information contained therein shall be maintained for a period of sixty (60) years after the student has transferred, graduated or permanently

withdrawn from school.

2. Student temporary records shall be maintained until August 1st of the year the student transfers, graduates or permanently withdraws from school. The records of special education students shall be maintained for a period of three (3) years. Information maintained by staff members for their exclusive use shall be destroyed by the staff member maintaining the information no later than the student's transfer, graduation or permanent withdrawal from the school.

3. The Principal shall be responsible for having all student records verified and to eliminate or correct all out-of-date, misleading, inaccurate, unnecessary or irrelevant information on all students' files.

7.0 OTHER DOCUMENTS

Important documentation such as by-laws, tax- exempt status, contract agreements, insurance policies and etc, are copied and scanned into a pdf file. The hard copies of filed in the perspective binder and locked in the metal cabinet.

While the electronic copy of the document will be put into a perspective folder within the company network folder. In case of an emergency or accident, there is the hard copy as well as the electronic copies. The Company network can only be accessed by the Business Department.

Financial documentation is copied and scanned into the accounting system called Sage Intacct. The hard copies are filed away in its perspective order and place and locked the metal cabinets. The electronic copies are attached to its perspective vendor, invoice, or journal entry once it is scanned into the "Scan Later" folder.

Documentation upon Board minutes are documented and sealed in a folder. That folder is put away in a locked drawer by the Administrator

Document No.	Revision: A3	Area: Corporate Governance

TITLE: WHISTLEBLOWER POLICY

Employees must observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. For this reason, employees, with reasonable grounds, are encouraged to report violations or suspected violations of state or federal law as well as violations or suspected violations of Noble Network of Charter Schools policies.

Examples of matters which should be reported include awareness of false or misleading information in NNCS's financial statements or other public or legal documents, situations where false information is provided to or withheld from auditors or government officials, forgery or alteration of documents, misappropriation or misuse of NNCS supplies, funds or other assets, or authorizing or receiving compensation for goods or services not received.

1.0 NO RETALIATION

No employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequences. Another employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment.

An employee, however, may not make an allegation regarding unlawful or unethical behavior that is without foundation or knowingly false. If an employee makes an allegation in this manner, NNCS will view this as a serious disciplinary offense.

2.0 REPORTING VIOLATIONS

Employees are encouraged to report unlawful or unethical conduct to their Supervisor, the Chief Executive Officer, the Chief Financial Officer, or Human Resources. Supervisors shall, upon receipt of a report of unlawful or unethical conduct, immediately report such acts to their Supervisor. Employees may choose to report suspected violations on a confidential basis or anonymously. Reports will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Document No.	Revision: A3	Area: Corporate Governance

TITLE: BOARD OF DIRECTORS

Our Board of Directors governs the Noble Network of Charter Schools. The Board of Directors includes up to twenty-five seasoned business and professional men and women. The board is responsible for setting board organizational policy, fiscal oversight and hiring and evaluating the Superintendent and CEO.

Directors are elected to one year, renewable terms. The board meets at least six times throughout our fiscal year.

Noble Network of Charter Schools also has an Audit and Finance Committee which meet on a quarterly basis to review Noble's financial position.

Both board committees receive financial reports on a quarterly basis.

The Network Administrator is responsible for recording and maintaining all board meeting minutes.

Document No.	Revision: A3	Area: Corporate Governance

TITLE: CONFLICT OF INTEREST POLICY

1.0 INTRODUCTION

The purpose of this section is to describe our conflict of interest policy.

2.0 POLICY

All employees and others acting on behalf of Noble Network of Charter Schools must be free of interest that could adversely influence their judgment, objectivity or loyalty to the organization when conducting business activities or other assignments for the Network. Any potential conflict of interest raised by any activity or assignment must be immediately disclosed to management.

July 28, 2025

To Whom It May Concern:

There were no changes to Noble's Financial Policies Handbook for FY25-26.

Sincerely,
Gautam Kumar

Signature: 

Title: Audit Finance Committee Chair

Date: Jul 31 2025

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Chicago IL, 60602
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NOBLE
SCHOOLS

NOBLE SCHOOLS STAFF HANDBOOK

EDUCATIONAL & EMPLOYMENT POLICIES AND PRACTICES | EFFECTIVE AUGUST 1, 2025

2025

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Welcome from our CEO

Noble Family,

Welcome to a new school year at Noble! Whether you're joining us for the first time or returning to continue your journey, we're honored to have you as part of our community. Together, we have the extraordinary privilege of serving more than 12,000 students across 17 campuses and supporting a growing network of over 31,000 Noble alumni.

As a proud Noble alumna - and as someone who's served as a coach, teacher, and principal - I'm deeply honored to partner with you in creating an exceptional educational experience for every student who chooses Noble. This work is personal to me, and I'm excited about what we'll accomplish together.

We believe Noble efforts change lives. The transformational outcomes our students achieve are the direct result of the dedication, purpose, and daily actions of our staff. We relentlessly prioritize what's best for students, and this handbook outlines the policies that help us build a positive, high-performing work environment where those outcomes are possible.

Each year, we reflect on and refine the systems, structures, and practices that give our staff clarity, agency, and support to thrive. I encourage you to use this handbook as a tool to understand our shared expectations and to set yourself up for success in your role. When our staff thrive, our students do too.

We aim to provide the best education in the country and that starts with your passion, professionalism, and hard work. Thank you for your unwavering commitment to our students and our mission.

Much Love,

Brenda Cora
Chief Executive Officer

Scope and Purpose of this Handbook
Noble Schools ("Noble," the "Network," or the "organization") has prepared this handbook to provide you with key information about the expectations, work environment, and policies that guide how we operate. It outlines the on-the-job conduct expected of all employees at Noble. If you have questions about specific sections or topics not addressed in this handbook, please reach out to your manager or the HR team.

This handbook is intended to help you understand Noble's policies and expectations, and to support your success and fulfillment in your role. From time to time, we may update or revise policies. You will be notified of these changes, and the most current version of the handbook will always be available in multiple locations, including online in Noble's Staff Portal.

Compliance with this handbook is a condition of your employment at Noble. However, this handbook is not a contract - express or implied - and does not guarantee employment for any specific duration. While we hope your time with Noble will be long and rewarding, employment is at-will, meaning either you or Noble may end the relationship at any time, with or without cause or notice. This at-will status remains in effect regardless of any contrary statement made by any Noble employee or representative.

Noble Key Documents
2025-2026 Noble Identity Framework
2025-2026 Student and Parent Handbook
2025-2026 Calendar
Diversity, Equity, Inclusion at Noble
2025-2026 Staff Handbook Summary of Changes

Document No.	Revision: A3	Area: Corporate Governance

TITLE: IT USER ACCESS RIGHTS

1.0 INTRODUCTION

The purpose of this section is to describe the policies and procedures regarding user access rights for active and terminated employees.

2.0 POLICY

User access rights are controlled by IT Department with the exception of our accounting software the Sage Intacct system. IT and Accounting work together to make sure all user access is updated and correct. HR is responsible for informing IT and Accounting of any position change or terminated employees. IT and Accounting then update user access rights accordingly.

3.0 PROCESS

1. HR informs IT and Finance via email of any employee changes including terminated employees.

2. IT updates user access right as needed. This includes email, PowerSchool, pc access, citrix and other systems.

3. If employee changes require access right changes to the Sage Intacct system, Finance is responsible for making this update.

Subject Endorsement Program	75% tuition coverage	25% of total tuition + cost of books/fees University of Phoenix: Varies based on number of courses needed

For all programs where Noble supports with tuition assistance, there is a commitment for staff to stay at Noble in the area of licensure for 2 school years post graduation from the program. Investing in our staff licensure should support both the developmental needs of staff and the organizational licensure requirements per our Charter. For staff that are hired with a current and active license, it is required that staff maintain this status. Staff members who do not remain employed at Noble for 2 school years post graduation will be required to pay back 100% of any tuition assistance received.

For questions related to Noble's 2025-26 Noble Licensure Programs please reach out to credentials@nobleschools.org

Pre-2020-21 $2,500 annual incentive
Prior to the 2020-21 school year, teachers who independently enrolled in a Masters-granting program at Relay (non-resident, non-special education MAT, non-TFA) were made eligible for an 8-year annual $2,500 bonus as outlined in previous Staff Handbooks. Staff members enrolled under this incentive remain eligible despite changes to incentives moving forward for new enrollees in Masters programs as outlined above.

Teach For America Corps Member Contribution
Teach For America Corps Members hired at Noble for or after the 2017-18 school year or Teach For America alumni who completed Relay as part of their Teach For America requirements outside of Chicago or at a non-Noble campus within Chicago are not eligible for the above-mentioned financial supports. The choice to do Relay was made as part of committing to Teach For America and independent of the decision to join Noble (whereas corps members prior to 2017-18 were required to do Relay by Noble and not TFA).

Alternative Licensure and Masters Pathways
If a teacher finds a university program similar to the licensure and master's degree programs above-mentioned that gives a similarly timed path to a teaching license, they may submit an appeal to their principal and Noble's Chief People Officer to apply for a similar financial incentive toward this different pathway. Appeals should be made in writing (email). Each appeal will be assessed on an individual basis for possible approval. Teachers are encouraged to leverage Relay and/or the Teacher Licensure Pathways pre-established for Noble teachers as a first set of options.

Section 4. Finance and Accounting Policies

4.01 General Spending Guidance

a) Overview

Noble is primarily funded with public and philanthropic support and is therefore subject to the rules and regulations associated with that support. Noble employees with authority to spend on behalf of Noble are considered stewards of public funds and, in all cases, should avoid fraud, waste and abuse of public funds. The following spending guidelines are in place and applicable for all spending of Noble funds. Refer to the NST Finance Department for additional guidelines on preventing fraud and managing funds.

All business-related expenses should be paid by asking vendors to submit invoices directly to the Noble Finance Department. Expenses under $10,000 may be paid with a Noble Credit Card, if they meet the criteria per section 3.03 (Noble Credit Cards)

All invoices to be paid by the Noble Accounts Payable (AP) Team should be sent:

- Electronically to nobleinvoices@mystampli.com
- Mailed to Noble Schools, Attention: 1 N. State Street, 6th Floor, Chicago, IL 60602.

Accounts Payable will issue checks or process an electronic funds transfer (EFT) via Stampli. Payments will be made payable to vendors upon receiving appropriate documentation (i.e., an invoice, W9 for new vendors, vendor payment form, etc.). Payment will be made directly to the vendor by the Finance Team. Alternate arrangements may be made on a case-by-case basis for nominal vendor payments. Noble staff should not deliver payments to vendor contacts from their personal accounts (including via zelle, venmo, cash app, or other cash transfer methods).

Acceptable expenditures include business and school-related expenditures such as:

- Classroom supplies
- Educational materials
- Administrative supplies
- Staff development supplies
- Meals for staff or students at school or Noble-related events
- Business travel and lodging
- Conference or other events

The following expenditures are *prohibited:*

- Upgrades beyond coach or economy travel
- Airline clubs
- Air phone calls
- Alcohol unless approved in advance by the CEO, President, or CFO (and the funds are donated)
- Cash advances
- Commuting (e.g., employee travel to/from work on a daily basis)
- Hotel recreational activities (e.g., spas, athletic facilities, movies)
- Laundry service
- Luxury vehicle rentals
- Expenses of a political nature (fundraiser for elected officials, party conventions, etc.)
- Donations to non-profit organizations
- Any personal purchases

- Professional Development meals and events occurring later than 9pm

Purchases made outside of these guidelines must be pre-approved in writing by the CFO, President, or CEO. Unauthorized and non-compliant purchases shall be reimbursed/repaid with the personal funds of the purchaser within 10 business days of the transaction. If such a non-compliant purchase occurs, the employee must notify his/her supervisor and the Finance Department. An invoice will be sent to the purchaser to reimburse Noble for all non-compliant purchases. Cash will not be accepted to reimburse an unauthorized or non-compliant purchase. Failure to reimburse Noble for non-compliant purchases and/or consistent misuse of Noble funds could result in disciplinary action, up to and including termination.

Checks should be made payable to Noble Schools and hand-delivered to the Finance Department or mailed to 1 N. State Street, 6th Floor, Chicago, IL 60602.

b) Restaurant and Food Spending

The following guidelines must be followed unless written exception is given by the CFO, President, or CEO:

- Any single purchase of food must not exceed $35 per person, per meal, including tip and tax.
- Food purchases must not exceed $60 per day, per person.
- Tips should not exceed 20% of the total bill.
- A senior Noble staff member at a meal or event should always pay the bill.
- Noble employees should exercise careful judgment in the selection of restaurants, venues or establishments when spending Noble funds.

Noble employees will be reimbursed or may use a Noble Credit Card at restaurants when:

- Traveling out of town for work purposes
- Traveling with students
- Meeting with alumni or candidates
- Ordering food to be consumed on campus at a meeting or event
- Ordering food for a business or school related meeting or event
- Conducting business meetings with non-Noble guests

Receipts for food purchases shall include:

- For meals of nine persons or fewer, a list of persons in attendance and an itemized receipt of all individual items purchased must be submitted.
- For meals of ten people or more, a description of the group present (example: 22 teachers from Muchin campus or 150 sophomores from the Baker campus) and an itemized receipt of all individual items purchased must be submitted.
- All food purchases require detailed itemized receipts showing each item purchased. Alcohol purchases should be excluded.

c) Fundraisers and Donor Events

Generally, alcohol may not be purchased by Noble. However, fundraisers or donor sponsored celebrations where alcohol may be purchased will be permitted only if all charges are paid by the donor. In the rare instance when the donor is not willing to purchase the alcohol, Noble may do so, provided that such purchase is reviewed and approved in writing by the CFO prior to execution.

d) Travel Spending

For Travel and/or Lodging for students and/or staff:

- Round trip travel by air, train, or bus must not exceed $500 per traveler, per trip.
- Hotel accommodations must not exceed $250 per night, per traveler.
- Use of a personal vehicle for business travel is reimbursed via request for mileage allowance reimbursement based upon IRS standard mileage rates and guidelines.
- If travel or hotel accommodations cannot be arranged within the limits stated above, please reach out to the Finance Department for pre-approval by the CFO of these expenses before purchasing tickets/reservations.

For Professional Development Retreats:

- An all-inclusive limit of $350 for each staff member attending PD retreats (including the cost of transportation, meals and lodging) will be strictly enforced.
- The cost of social events (such as cruises, shows, etc.) may only be purchased using non-Noble funds.
- The Noble restaurant spending policy applies for professional development and retreats:
    - $35/person, per/meal limit, including tax and tip (up to 20%); maximum of $60/day/person.
    - Detailed itemized receipts are required.
    - No alcohol may be purchased using Noble funds unless approved by the CFO, CEO or President.

For use of Rideshare services for work-related travel:

- Noble permits employees to use rideshare services (e.g., Uber, Lyft) for work-related travel when such travel is cost-effective, and appropriate for the business purpose.
- The purpose of the trip must be directly related to school business.
- Travel should be compared to other available options (e.g., school vehicle, public transit) for cost-efficiency.
- Shared or pooled rides should be selected when feasible to reduce cost.
- Rideshare services should not be used for personal errands or non-work related activities.
- Noble credit cards may be used for payment of rideshare services that are business or school related only. Personal rideshares will not be reimbursed. Documentation should be submitted showing the date, pickup/drop off locations, and fare amount. Tips of up to 20% may be included.

e) Holiday Party Spending

Maximum total expenditure of $60 per Noble employee should include the $35/person, per meal limit, excluding tax and tip (up to 20%) limit.

- All associated expenses eligible for reimbursement should be billed to Noble or paid through approved credit advances on a Noble Credit Card
- Network funds should not be spent at expensive/fine dining establishments
- Noble spending limited to no more than $35 per guest
- Detailed itemized receipts are required for all expenditures
- The $60/employee limit does not include staff swag/gifts. These items can be purchased within reason and budget constraints.
- There shall be no presentation of cash or gift cards redeemable for cash or general merchandise (due to tax and compensation issues).
- No alcohol may be purchased using Noble funds unless approved by the CEO, CFO or President (and the funds are donated).

f) Gifts to Employees

Employee gifts of Visa, American Express, MasterCard, Discover or other credit card gift cards that are equivalent to cash or may be redeemed for general merchandise are not acceptable; they are taxable and need to be reported to the IRS. Bonuses for employees should be submitted to payroll.

Other gifts under $100 are generally acceptable, because they do not have to be reported and taxed if provided on an occasional basis. Examples include:

- Occasional snacks, coffee, doughnuts, etc.
- Occasional tickets for entertainment events
- Flowers, fruit, books, etc., provided under special circumstances
- Holiday gift items
- Gift certificates and gift cards that are under $100 and are redeemable only for specific merchandise (such as a holiday turkey or tickets to an event) and are not redeemable for general merchandise. However, multiple gift cards that exceed $100 in total will be considered taxable income.

4.02 Staff Expense Reimbursements via Check Requests

Staff members will be reimbursed for business purchases (within Noble guidelines) that were bought via personal credit card or cash. To receive reimbursement for a business purchase, Noble employees must submit a completed Noble Check Reimbursement Requisition with the detailed itemized receipts and documentation to their campus main office or NST Finance Team for processing.

Check Reimbursement Requisitions must include: account coding, description of business purchase, detailed itemized receipts and supervisor’s signature. Receipts should be labeled so

that they can be clearly associated with each expense line on the reimbursement form. Reimbursement Forms and receipts can be sent by email to your school's assigned AP Specialist or by email to (accountspayable@nobleschools.org).

- If a receipt for a transaction is lost, a *Missing Receipt Form* will need to be completed, approved by the employee's supervisor, and submitted in place of the original receipt.
- The submitted reports and backup will be reviewed for accuracy and completeness. Noble Employees will be notified by email if additional documentation or information is required.
- Properly completed requisitions with all supporting documentation will be processed and reimbursed within 10 business days via ACH or check. Check Reimbursement Requisitions should be submitted no less frequently than monthly; reimbursements older than 60 days will only be made after review and approval by the CFO.

The NST Finance Department will retain copies of all Reimbursement Requests and associated receipts.

4.03 Noble Credit Cards

Employees who have a Noble Credit Card are required to follow these guidelines:

- Credit cards can only be used for non-1099 vendors
    - Credit cards should not be used for 1099 vendors, which include but are not limited to: independent contractors, school partners, non-employee compensation or other income payments
    - Examples of non-1099 vendors are corporations (i.e. Office Depot, Home Depot, Target)
- Credit cards should not be used to pay vendor invoices. Vendors should send invoices to nobleinvoices@mystampli.com for payment processing via Stampli to track invoices and avoid duplicate payments.
- Individual transactions should not exceed $10,000 ($20,000 for Chiefs, Pals and COLs), except with written authorization of the Controller, CFO, or President.
- Detailed, itemized receipts/invoices are required for all purchases regardless of amount, including restaurant receipts.
- All credit card transactions must be reconciled and coded within 7 days after the transaction date. Failure to meet this deadline will automatically freeze your credit card. The card will automatically unfreeze once transactions are coded.
- Noble credit cards should never be used for personal purchases. Failure to reimburse Noble for non-compliant purchases and/or consistent misuse of Noble credit cards may result in disciplinary action, up to and including termination.
- Receipts for credit card purchases can be emailed to receipts@card.bill.com utilizing your Noble email address.

4.04 Tax Exempt Status

Sales tax is not automatically exempted. It is the responsibility of the purchaser to make certain that sales tax is not charged on Noble transactions. A copy of Noble's Tax Exemption Letter with

the Exemption Identification Number can be obtained from the Finance Department. Tax Exempt wallet-sized cards are also available through the Finance Department. Cardholders should bring sales tax issues to the attention of Noble's Controller.

4.05 Vendor Selection and Procurement Policy

Employees that have the authority to purchase goods and/or services for Noble are required to comply with the provisions of Noble's policy on Vendor Selection and Procurement available through the Finance Department. No contract should be signed or entered into without first consulting with the Chief Financial Officer or designee in the NST Finance Department and the Legal Department. All contracts must be signed by the applicable Principal or Chief.

Yearly Contract/ Purchase Amount (dollars)	Vendor Selection Form Required	Noble General Contract Terms Required	Quotes or Bids	Procurement Method	Formal Contract	Approver NST	Approver Campus
<10,000 (micro-purchases-aggregated for FY)	NO	NO	NO	To the extent practicable, must distribute equitably among qualified suppliers. May be awarded without submitting competitive quotes if you consider the price reasonable.	NO	MANAGER	COL OR OFFICE MGR
>$10,000 and <25,000 (micro-purchases-aggregated for FY)	NO	YES	NO	To the extent practicable, must distribute equitably among qualified suppliers. May be awarded without submitting competitive quotes if you consider the price reasonable.	YES	ASSISTANT DIRECTOR OR DIRECTOR OR SENIOR DIRECTOR	COL
>25,000 and <50,000 (small purchases)	YES	YES	INFORMAL	Price rate quotations must be obtained from an adequate number of qualified sources	YES	ASSISTANT DIRECTOR OR DIRECTOR OR SENIOR DIRECTOR	PAL
>50,000 and <250,000 (small purchases)	YES	YES	INFORMAL	Price rate quotations must be obtained from an adequate number of qualified sources	YES	CHIEF	CHIEF SCHOOLS OFFICER
>250,000 and <2,000,000	YES	YES	SEALED BID OR COMPETITIVE PROPOSAL	Competitive proposals (1) OR sealed bids (2), unless an exception (3) applies	YES	PRESIDENT OR HEAD OF SCHOOLS OR OR CEO AND CFO	HOS AND CFO
>2,000,000	YES	YES	SEALED BID OR COMPETITIVE PROPOSAL	Competitive proposals (1) OR sealed bids (2), unless an exception (3) applies	YES	CEO & (FINANCE COMMITTEE OR CHAIRMAN)	CEO & (FINANCE COMMITTEE OR CHAIRMAN)

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MEMORANDUM

BOARD OF EDUCATION OF THE CITY OF CHICAGO
REAL ESTATE DEPARTMENT

NOT FOR FURTHER DISTRIBUTION

PRIVILEGED AND CONFIDENTIAL
ATTORNEY-CLIENT COMMUNICATION

To: Susan J. Narrajos, Board Office
Pedro Martinez, Chief Executive Officer
Ruchi Verma, General Counsel

From: Stephen Stults, Director of Real Estate

Date: February 7, 2025

Re: Charter School Lease Renewal for:
Noble Street Charter School, Baker (Board Report No. 24-0125-OP9)

Enclosed for signature is the renewal lease agreement with The Noble Street Charter School for shared occupancy of Bowen High School, located at 2710 E. 89th St., Chicago, Illinois.

If you have any questions, please email me at smstults@cps.edu.

Thank you.

Stephen Stults

Enclosures Attached

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January 25, 2024

APPROVE RENEWAL LEASE AGREEMENT WITH NOBLE NETWORK OF CHARTER SCHOOLS FOR A PORTION OF THE BOWEN HIGH SCHOOL BUILDING, 2710 EAST 89th STREET

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into a renewal lease agreement with Noble Network of Charter Schools for a portion of the Bowen High School building, located at 2710 E. 89th St., Chicago, Illinois, for use as Baker College Prep, a charter school. A written renewal lease agreement is currently being negotiated. The authority granted herein shall automatically rescind in the event a written renewal lease agreement is not executed within 120 days of the date of this Board Report.

TENANT: Noble Network of Charter Schools (Baker College Prep)
1 North State Street
Chicago, Illinois 60602
Contact: Michael Madden, President
Phone: (312) 961-3803 / mmadden@nobleschools.org

LANDLORD: Board of Education of the City of Chicago

PREMISES: Tenant shall use a portion of the Bowen High School building located at 2710 E. 89th St., Chicago, Illinois, as set forth in the renewal lease agreement, unless otherwise permitted by Landlord. Tenant shall share the premises with Bowen High School. The renewal of Tenant's current Charter School Agreement is scheduled to be authorized by the Board on the date hereof.

USE: Tenant shall use the Premises to operate a charter school and related educational and community programs and for no other purpose.

ORIGINAL LEASE AGREEMENT: The original lease agreement (authorized by Board Report 13-0724-OPS) was for a term that commenced on August 1, 2013, and ended on June 30, 2020. The lease was renewed for a term that commenced on July 1, 2020, and ends on June 30, 2024 (authorized by Board Report 20-0122-OP2).

RENEWAL TERM: The term of the renewal lease agreement shall be for a term that is coterminous with the renewal of the Charter School Agreement. If Tenant's Charter School Agreement is terminated, the renewal lease agreement shall also terminate.

RENT: One dollar ($1.00) per year.

OPERATING AND UTILITIES EXPENSES: Tenant shall procure all operating services from Landlord, unless otherwise permitted by Landlord. Tenant shall reimburse Landlord for operating services provided by Landlord at Landlord's then-current rates and costs and in accordance with Landlord's then-current procedures. The charter shall be assessed to reflect this option.

AUTHORIZATION: Authorize the General Counsel to include other relevant terms and conditions in the written renewal lease agreement. Authorize the President and Secretary to execute the renewal lease agreement. Authorize the Chief Operations Officer to execute any and all ancillary documents related to the renewal lease agreement.

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AFFIRMATIVE ACTION: Exempt.

LSC REVIEW: Local School Council approval is not applicable to this report.

FINANCIAL: Rent payable to the General Fund.

GENERAL CONDITIONS:
Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:

DocuSigned by:
charles mayfield
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Charles Mayfield
Chief Operating Officer

Approved:

DocuSigned by:
Pedro Martinez
AA17786A4B2446C...
Pedro Martinez
Chief Executive Officer

Approved as to legal form: DS ES

DocuSigned by:
Ruchi Verma
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Ruchi Verma
General Counsel

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Board of Education

Office of the Board
1 North Dearborn Street
Suite 950
Chicago, IL 60602

Board Report

25-0130-AR1 **Agenda Date:** 1/30/2025

REPORT ON BOARD REPORT RESCISSIONS

THE GENERAL COUNSEL REPORTS THE FOLLOWING:

I. Extend the rescission dates contained in the following Board Reports to March 20, 2025 because the parties remain involved in good faith negotiations which are likely to result in an agreement and the user group(s) concurs with this extension:

1. 21-0428-PR6: Authorize the Pre-Qualification Status of and New Agreements with Various Organizations to Provide In-School Arts Education Services
User Group: Teaching and Learning Office
Status: 43 of 46 vendors fully executed; the remainder are in negotiations

2. 21-0623-PR10: Amend Board Report 21-0428-PR5 Authorize the Pre-Qualification Status of and New Master Agreements with Various Vendors to Provide Educational Technology Products and Services
User Group: Teaching and Learning Office
Status: 18 of 24 vendors fully executed; 21-0623-PR10-85 is in the signature phase

3. 21-0623-PR11: Amend Board Report 21-0526-PR6 Authorize the Pre-Qualification Status of and New Agreements with Various Vendors to Provide Professional Learning Services
User Group: Teaching and Learning Office
Status: 11 of 14 vendors fully executed; the remainder are in negotiations

4. 21-0825-PR2: Authorize New Agreements with Various Vendors for Social and Emotional Learning Products and Services
User Group: College and Career Success Office
Status: 65 of 70 vendors fully executed; the remainder are in negotiations

5. 21-1027-PR1: Amend Board Report 21-0825-PR2 Authorize New Agreements with Various Vendors for Social and Emotional Learning Products and Services
User Group: College and Career Success Office
Status: 14 of 20 vendors fully executed; the remainder are in negotiations

6. 21-1215-PR2: Amend Board Report 21-1117-PR3 Amend Board Report 21-0922-PR4 Amend Board Report 21-0623-PR10 Amend Board Report 21-0428-PR5 Authorize the Pre-Qualification Status of and New Master Agreements with Various Vendors to Provide Educational Technology Products and Services
User Group: Teaching and Learning Office
Status: 25 of 45 vendors fully executed; 21-1215-PR2-184 and 21-1215-PR2-204 are in the signature phase

7. 22-0427-PR4: Amend Board Report 21-1215-PR2 Amend Board Report 21-1117-PR3 Amend Board Report 21-0922-PR4 Amend Board Report 21-0623-PR10 Amend Board Report 21-0428-PR5 Authorize the Pre-Qualification Status of and New Master Agreements with Various Vendors to Provide Educational Technology Products and Services
User Group: Teaching and Learning Office

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Status: 13 of 32 vendors fully executed; 22-0427-PR4-227 is in the signature phase

8. 22-0824-PR1: Amend Board Report 21-0922-PR5 Amend Board Report 21-0623-PR11 Amend Board Report 21-0526-PR6 Authorize the Pre-Qualification Status of and New Agreements with Various Vendors to Provide Professional Learning Services
User Group: Teaching and Learning Office
Status: In negotiations

9. 22-1207-EX3: Authorize New Agreement with SCH&T Corp of Illinois DBA Sheraton Grand Chicago for Albert G Lane Technical High School Prom
User Group: Albert G Lane Technical High School
Status: In negotiation

10. 23-0125-EX5: Authorize Renewal of the Alain Locke Charter Agreement School with Conditions
User Group: Office of Innovation & Incubation
Status: In negotiations

11. 23-0125-EX17: Authorize Renewal of the Chicago Tech Academy High School Agreement
User Group: Office of Innovation & Incubation
Status: In negotiations

12. 23-0426-PR15: Authorize the Extension and Ratification of the Agreement with Various Vendors for Professional Survey Services
User Group: Facility Opers & Maint - City Wide
Status: 10 of 15 vendors fully executed; the remainder are in negotiations

13. 23-0628-PR2: Amend Board Report 23-0125-PR1 Amend Board Report 22-0824-PR2 Amend Board Report 22-0427-PR4 Amend Board Report 21-1215-PR2 Amend Board Report 21-1117-PR3 Amend Board Report 21-0922-PR4 Amend Board Report 21-0623-PR10 Amend Board Report 21-0428-PR5 Authorize the Pre-Qualification Status of and New Master Agreements with Various Vendors to Provide Educational Technology Products and Services
User Group: Teaching and Learning Office
Status: 6 of 11 vendors fully executed; 23-0628-PR2-283 is in the signature phase

14. 23-0628-PR4: Amend Board Report 21-0623-PR18 Authorize a New Agreement with Jones Lang Lasalle Americas, Inc. for Facility Management and Building Engineering Services
User Group: Facility Operations and Maintenance-City Wide
Status: In negotiations

15. 23-0628-PR9: Amend Board Report 20-1118-PR4 Authorize New Agreements with CDW Government, LLC and SHI International, Corp. to Provide Software Products and Services
User Group: Information & Technology Services
Status: In negotiations

16. 23-0824-PR5: Amend Board Report 21-1117-PR4 Authorize the First, Second and Final Renewal Agreement with Various Vendors for Environmental Contracting Services
User Group: Facility Operations and Maintenance-City Wide
Status: In negotiations

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17. 23-0824-PR15: Amend Board Report 21-0623-PR24 Authorize the Pre-Qualification Status of and Final Renewal Agreements with Various Technical Service Consultants
User Group: Information and Technology Services
Status: In negotiations

18. 23-1025-PR7: Amend Board Report 21-0623-PR21 Authorize a New Agreement with AT and T Corp. for Cellular Services, Applications, Equipment, Accessories and Support
User Group: Information and Technology Services
Status: In negotiations

19. 23-1025-PR9: Authorize the First and Second (Final) Renewal Agreement with Various Contractors to Provide Various Trades Work Over $25,000 for the Operations and Maintenance Program
User Group: Facility Operations and Maintenance-City Wide
Status: 159 of 167 vendors fully executed; the remainder are in negotiations

20. 23-1025-PR11: Authorize a New Agreement with Various Vendors for Furniture, Accessories and Related Design, Reconfiguration, and Repair Services
User Group: Facility Operations and Maintenance-City Wide
Status: 4 of 5 vendors fully vendors executed; the remainder are in negotiations

21. 23-1025-PR15: Amend Board Report 22-1026-PR17 Authorize the Second and Final Renewal Agreement with EyeMed Vision Care LLC (“EyeMed”) and its Third Party Administrator First American Administrators, Inc. Insurance Policy Issued by Fidelity Security Life Insurance Company for Vision Services
User Group: Talent Office
Status: 2 of 3 vendors fully executed; the remainder are in negotiations

22. 23-1025-PR18: Authorize a New Agreement with CaremarkPCS Health, L.L.C. for Pharmacy Benefit Management Services
User Group: Talent Office
Status: In negotiations

23. 24-0125-OP2: Approve Renewal Lease Agreement with KIPP Chicago Schools for a Portion of the Nash School Building, 4818 West Ohio Street
User Group: Real Estate
Status: In negotiations

24. 24-0125-EX3: Authorize the Renewal of the Art in Motion Charter School Agreement with Conditions
User Group: Office of Innovation and Incubation
Status: In negotiations

25. 24-0125-OP3: Approve Renewal Lease Agreement with KIPP Chicago Schools for the Former Lathrop School Building, 1440 South Christiana Avenue
User Group: Real Estate
Status: In negotiations

26. 24-0125-EX4: Authorize the Renewal of The Chicago High School for the Arts Agreement with Conditions
User Group: Office of Innovation and Incubation
Status: In negotiations

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27. 24-0125-OP4: Approve Renewal Lease Agreement with KIPP Chicago Schools for a Portion of the Penn Elementary School Building, 1616 South Avers Avenue
User Group: Real Estate
Status: In negotiations

28. 24-0125-EX5: Authorize the Renewal of the Chicago International Charter School Agreement with Conditions
User Group: Office of Innovation and Incubation
Status: In negotiations

29. 24-0125-OP5: Approve Renewal Lease Agreement with KIPP Chicago Schools for a Portion of the Former Hope School Building, 5515 South Lowe Avenue
User Group: Real Estate
Status: In negotiations

30. 24-0125-EX6: Authorize the Renewal of the Great Lakes Academy Charter School Agreement with Conditions
User Group: Office of Innovation and Incubation
Status: In negotiations

31. 24-0125-OP6: Approve Renewal Lease Agreement with KIPP Chicago Schools for a Portion of the Orr Academy High School Building, 730 North Pulaski Road
User Group: Real Estate
Status: In negotiations

32. 24-0125-OP7: Approve Renewal Lease Agreement with L.E.A.R.N. Charter School for a Portion of the James Thorp Elementary School Building, 8914 South Buffalo Avenue
User Group: Real Estate
Status: In negotiations

33. 24-0125-EX8: Authorize the Renewal of the LEARN Charter School Agreement with Conditions
User Group: Office of Innovation and Incubation
Status: In negotiations

34. 24-0125-OP8: Approve Renewal Lease Agreement with The Montessori Network for the Former Johns School Building, 6936 South Hermitage Avenue
User Group: Real Estate
Status: In negotiations

35. 24-0125-OP9: Approve Renewal Lease Agreement with Noble Network of Charter Schools for a Portion of the Bowen High School Building, 2710 East 89th Street
User Group: Real Estate
Status: In negotiations

36. 24-0125-OP10: Approve Renewal Lease Agreement with Noble Network of Charter Schools for a Portion of the Corliss High School Building, 821 East 103rd Street
User Group: Real Estate
Status: In negotiations

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37. 24-0125-EX11: Authorize the Renewal of The Montessori School of Englewood Charter Agreement with Conditions
User Group: Office of Innovation and Incubation
Status: In negotiations

38. 24-0125-OP11: Approve Renewal Lease Agreement with Noble Network of Charter Schools for the Former Cregier School Building, 2040 West Adams Street
User Group: Real Estate
Status: In negotiations

39. 24-0125-EX12: Authorize the Renewal of the Namaste Charter School Agreement with Conditions
User Group: Office of Innovation and Incubation
Status: In negotiations

40. 24-0125-OP12: Approve Renewal Lease Agreement with Noble Network of Charter Schools for a Portion of the Revere Elementary School Building, 1010 East 72nd Street
User Group: Real Estate
Status: In negotiations

41. 24-0125-EX13: Authorize the Renewal of the Noble Network of Charter Schools Agreement with Conditions
User Group: Office of Innovation and Incubation
Status: In negotiations

42. 24-0125-OP13: Approve Renewal Lease Agreement with Noble Network of Charter Schools for the Former Reed School Building, 6350 South Stewart Avenue
User Group: Real Estate
Status: In negotiations

43. 24-0125-OP14: Approve Renewal Lease Agreement with Noble Network of Charter Schools for the Former Truth School Main Building, 1443 North Ogden Avenue, and Annex, 1409 North Ogden Avenue
User Group: Real Estate
Status: In negotiations

44. 24-0125-OP15: Approve Renewal Lease Agreement with Noble Network of Charter Schools for the Former Gladstone School Building, 1231 South Damen Avenue
User Group: Real Estate
Status: In negotiations

45. 24-0222-PR1: Amend Board Report 22-0525-PR3 Authorize the First Renewal Agreement with SAGA Innovations, Inc. for In-Class Math Tutoring Services to At-Risk Student at Various High Schools
User Group: Teaching and Learning Office
Status: In negotiations

46. 24-0222-PR13: Amend Board Report 23-0726-PR12 Authorize the Pre-Qualification Status of and New Agreements with Various Vendors to Provide Temporary Staffing Services
User Group: Talent Office
Status: 11 of 19 vendors fully executed; the remainder are in negotiations

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47. 24-0425-PR5: Authorize the First and Second (Final) Renewal Agreements with Various Vendors for Social and Emotional Learning Products and Services
User Group: Social and Emotional Learning
Status: 16 of 116 vendors fully executed; the remainder are in negotiations

48. 24-0627-PR2: Amend Board Report 21-1117-PR2 Authorize the Pre-Qualification Status of and New Agreements with Various Vendors to Provide Out of School Time and Student Health and Wellness Products and Services
User Group: Student Support and Engagement
Status: 34 of 37 vendors fully executed; the remainder are in negotiations

49. 24-0627-PR3: Authorize the First (Final) Renewal Agreement with Various Vendors for Educational Technology Products and Services
User Group: Teaching and Learning Office
Status: 152 of 204 vendors fully executed; the remainder are in negotiations

50. 24-0627-PR4: Amend Board Report 21-1117-PR5 Authorize the Pre-Qualification Status of and New Agreements with Various Vendors to Provide General Contracting Services
User Group: Facility Operations & Maintenance-City Wide
Status: 158 of 204 vendors fully executed; the remainder are in negotiations

51. 24-0627-PR5: Authorize Pre-Qualification Status of and New Agreements with Various Vendors to Provide Services for Architect/Engineer of Record Services
User Group: Facility Operations & Maintenance-City Wide
Status: 98 of 105 vendors fully executed; the remainder are in negotiations

52. 24-0627-PR7: Authorize the First Renewal Agreement with T-Mobile, Inc., Comcast Corporation, and RCN Cable TV of Chicago, Inc., Under Chicago Connected for Internet Connectivity and Related Services
User Group: Information & Technology Services
Status: 2 of 3 vendors fully executed; the remainder are in negotiations

53. 24-0627-PR10: Amend Board Report 23-0928-PR7 Authorize the Pre-Qualification Status of and New Agreements with Various Vendors to Provide School, Band, and Security Uniforms, Gym Apparel and Spirit Wear
User Group: Procurement and Contracts Office
Status: 2 of 4 vendors fully executed; the remainder are in negotiations

54. 24-0627-PR11: Authorize the Second Renewal Agreement with Various Vendors to Provide Safe Passage Services for Designated Neighborhoods
User Group: School Safety and Security Office
Status: 14 of 17 vendors fully executed; the remainder are in negotiations

55. 24-0829-PR3: Amend Board Report 23-1025-PR12 Authorize the Pre-Qualification Status of and New Agreements with Various Contractors to Provide Environmental Contracting Services
User Group: Facility Operations and Maintenance-City Wide
Status: In negotiation

56. 24-0829-PR5: Authorize the Second Renewal Agreement with Johnson Controls Fire Protection LP for Fire Suppression Ansul and Exhaust System Maintenance and Repair Services
User Group: Facility Operations and Maintenance-City Wide

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Status: In negotiation

57. 24-0829-PR9: Amend Board Report 24-0627-PR11 Authorize the Second Renewal Agreement with Various Vendors to Provide Safe Passage Services for Designated Neighborhoods
User Group: School Safety and Security Office
Status: 1 of 17 vendors fully executed; the remainder are in negotiations

58. 24-0829-PR10: Authorize the First Renewal Agreement with Accurate Biometrics, Inc for Comprehensive Fingerprinting and Related Services
User Group: School Safety and Security Office
Status: In negotiation

59. 24-1101-PR1: Amend Board Report 24-0523-PR5 Authorize the First Renewal Agreements with Various Vendors to Provide Professional Learning Services
User Group: Teaching and Learning Office
Status: In negotiation

60. 24-1101-PR3: Amend Board Report 24-0321-PR2 Amend Board Report 23-1025-PR9 Authorize the First and Second (Final) Renewal Agreement with Various Contractors to Provide Various Trades Work Over $25,000 $35,000 for the Operations and Maintenance Program
User Group: Facility Operations & Maintenance
Status: In negotiation

61. 24-1101-PR4: Authorize the First and Second (Final) Renewal of the Pre-Qualification Status of and Agreements with Various Vendors to Provide General Contracting Services
User Group: Facility Operations & Maintenance
Status: In negotiation

62. 24-1101-PR5: Authorize a New Agreement with Various Vendors for the Purchase of Custodial Equipment
User Group: Facility Operations & Maintenance
Status: In negotiation

63. 24-1101-PR8: Authorize the First and Second Renewals for Agreement with Multiple Vendors for Teacher Recruitment for High Need Areas and Schools
User Group: Talent Office
Status: In negotiation

64. 24-1101-PR9: Authorize a New Agreement with Delta Dental of Illinois for DPPO and DHMO Insurance Services (Dental PPO and Dental HMO Insurance)
User Group: Talent Office
Status: In negotiation

65. 24-1101-PR10: Authorize a New Agreement with Luxottica of America, Inc. dba EyeMed Vision Care LLC for Vision Insurance Services
User Group: Talent Office
Status: In negotiation

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II. Rescind the following Board Reports in part or in full for failure to enter into an agreement with the Board, after repeated attempts, and the user groups have been advised of such rescission:

1. 21-0623-PR10: Amend Board Report 21-0428-PR5 Authorize the Pre-Qualification Status of and New Master Agreements with Various Vendors to Provide Educational Technology Products and Services
User Group: Teaching and Learning Office
Status: 18 of 24 vendors fully executed; 21-0623-PR10-73, 21-0623-PR10-81, 21-0623-PR10-88 will rescind in part due to not entering into an agreement

2. 21-1215-PR2: Amend Board Report 21-1117-PR3 Amend Board Report 21-0922-PR4 Amend Board Report 21-0623-PR10 Amend Board Report 21-0428-PR5 Authorize the Pre-Qualification Status of and New Master Agreements with Various Vendors to Provide Educational Technology Products and Services
User Group: Teaching and Learning Office
Status: 25 of 45 vendors fully executed; 21-1215-PR2-183, 21-1215-PR2-185, 21-1215-PR2-197, 21-1215-PR2-209, 21-1215-PR2-212 will rescind in part due to not entering into an agreement

3. 22-0427-PR4: Amend Board Report 21-1215-PR2 Amend Board Report 21-1117-PR3 Amend Board Report 21-0922-PR4 Amend Board Report 21-0623-PR10 Amend Board Report 21-0428-PR5 Authorize the Pre-Qualification Status of and New Master Agreements with Various Vendors to Provide Educational Technology Products and Services
User Group: Teaching and Learning Office
Status: 13 of 32 vendors fully executed; 22-0427-PR4-218, 22-0427-PR4-220, 22-0427-PR4-221, 22-0427-PR4-230, 22-0427-PR4-234, 22-0427-PR4-236, 22-0427-PR4-242, 22-0427-PR4-246 will rescind in part due to not entering into an agreement

4. 22-1026-PR2: Authorize the First Renewal Agreement with Various Vendors to Provide College Career Readiness Services to All Schools and Departments
User Group: College & Career Success Office
Status: 9 of 11 vendors fully executed; 22-1026-PR2-9, 22-1026-PR2-11 will rescind in part due to not entering into an agreement

5. 23-0524-OP4: Approve Intergovernmental Agreement with City Colleges of Chicago for Use of the Building Located at 3400 N. Austin Avenue
User Group: Real Estate
Status: Rescind in part as to the requirement of a written agreement

6. 23-0628-PR2: Amend Board Report 23-0125-PR1 Amend Board Report 22-0824-PR2 Amend Board Report 22-0427-PR4 Amend Board Report 21-1215-PR2 Amend Board Report 21-1117-PR3 Amend Board Report 21-0922-PR4 Amend Board Report 21-0623-PR10 Amend Board Report 21-0428-PR5 Authorize the Pre-Qualification Status of and New Master Agreements with Various Vendors to Provide Educational Technology Products and Services
User Group: Teaching and Learning Office
Status: 6 of 11 vendors fully executed; 23-0628-PR2-277, 23-0628-PR2-279, 23-0628-PR2-281, 23-0628-PR2-284 will rescind in part due to not entering into an agreement

7. 23-0824-PR1: Authorize a New Agreement with Fisher Scientific Company L.L.C. for the Purchase of Covid Testing and Services
User Group: Office of Student health and Wellness
Status: Will rescind in full due to not entering into an agreement

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Respectfully submitted:

DS

By: DocuSigned by:

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Ruchi Verma, General Counsel

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This Lease Renewal Agreement will be posted on the CPS internet website.

RENEWAL OF CHARTER SCHOOL LEASE AGREEMENT BETWEEN THE BOARD OF EDUCATION OF THE CITY OF CHICAGO AND NOBLE NETWORK OF CHARTER SCHOOLS

(Shared Occupancy – Bowen High School)

THIS **LEASE RENEWAL AGREEMENT** ("Renewal") is effective as of July 1, 2024 (the "Effective Date"), by and between **BOARD OF EDUCATION OF THE CITY OF CHICAGO** ("Landlord" or the "Board"), and **NOBLE NETWORK OF CHARTER SCHOOLS**, an Illinois not for profit corporation ("Tenant" and together with Landlord, the "Parties").

RECITALS

A. **WHEREAS,** Landlord owns or controls the Bowen High School building, located at 2710 E 89th St, Chicago, Illinois (the **"**School"**)**.

B. **WHEREAS,** Tenant occupies the School pursuant to a lease agreement with Landlord effective as of July 1, 2020 for a term commencing on July 1, 2020 and ending June 30, 2024 (the "Lease", authorized by Board Report 20-0122-OP2) for a charter school campus and related educational and community educational programs, and for no other purposes.

C. **WHEREAS**, Landlord and Tenant desire to renew the Lease and extend the term for shared use of the campus pursuant to the Memorandum of Understanding effective July 1, 2013 (collectively, the "Premises") for Noble Network of Charter Schools – Baker College Prep**.**

NOW, THEREFORE, in consideration of the mutual covenants set forth herein and other good and valuable consideration, the receipt and sufficiency of which are hereby mutually acknowledged, the Parties agree as follows:

1. **Recitals and Defined Terms.** The recitals are incorporated herein by reference and made a part of this Renewal. All capitalized terms used herein shall have the same meanings as they do in the Lease, unless otherwise expressly provided herein.

2. **Charter School Agreement**. The Parties previously entered into a separate Charter School Agreement dated July 1, 2019, for a renewal term commencing on July 1, 2019 and ending on June 30, 2024, pursuant to which Tenant was granted a charter for the purpose of operating a charter campus ("Prior Charter School Agreement", authorized by Board Report 19-0123-EX9). The Parties are currently negotiating the renewal of the Charter School Agreement, as authorized by Board Report 24-0125-EX13 ("New Charter School Agreement"), which upon execution, by this reference, shall be deemed incorporated herein and made a part hereof as if stated in its entirety as of the effective date of the New Charter School Agreement. The Prior Charter School Agreement shall continue to be incorporated into and made a part of the extended Lease until such time as the New Charter School Agreement is fully executed.

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3. **Extended Term.** The Term of the Lease is hereby extended from the Effective Date through and including June 30, 2028 (the "Extended Term") unless sooner terminated as set forth in the Lease. In particular, and without limitation, notwithstanding the foregoing, if either of the events set forth in Subsection 14.A.(i)(a) or (b) of the Lease occurs, the Lease shall automatically terminate as set forth in Subsection 14.A.(i); provided, however, nothing in this Renewal or elsewhere in the Lease shall in any way limit the survivability of any provisions herein or elsewhere in the Lease that pertain to survivability of certain covenants, obligations, representations and warranties post-termination or post-expiration of the Lease, and all covenants, obligations, representations and warranties contained herein and elsewhere in the Lease that expressly (or impliedly by their terms) or otherwise as a matter of law are to survive any termination or expiration of the Lease shall continue to survive.

4. **Rent.** The rent for the Renewal shall be One Dollar ($1.00) per year.

5. **Holding Over.** Any holding over by Tenant beyond the Extended Term shall be construed to be a month-to-month tenancy. During any holding over period, all other terms and provisions of the Lease and this Renewal shall remain in full force and effect.

6. **Reaffirmation of Lease.** Except to the extent expressly set forth in this Renewal, all of the terms and conditions of the Lease shall remain in full force and effect and are hereby ratified and affirmed. If there is any conflict between the terms and provisions of the Lease and the terms and provisions of this Renewal, the terms and provisions of this Renewal shall control.

7. **Severability.** In the event that any provision of this Renewal shall at any time be found to be invalid or otherwise rendered unenforceable, such provision shall be limited to the extent necessary to render the same valid, or shall be excised from this Renewal, as the circumstances require, and this Renewal shall be construed as if said provision had been incorporated herein as so limited or as if said provision had not been included herein, as the case may be.

8. **Counterparts.** This Renewal may be executed in counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. A signature delivered in electronic format or by facsimile shall be considered binding for both Parties.

9. **Effectiveness.** This Renewal is not effective unless and until the same is signed and delivered by both Tenant and Landlord.

(SIGNATURES APPEAR ON THE FOLLOWING PAGE)

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This Lease Renewal Agreement will be posted on the CPS internet website.

IN WITNESS HEREOF, the parties hereto have caused this Renewal to be duly executed on the dates indicated below in each signature block.

LANDLORD:

BOARD OF EDUCATION OF THE CITY OF CHICAGO

Signed by:
By: Sean B. Harden
F5B1E1744ECE4D4...
DS ME Initial EHS
Sean B. Harden, President

DocuSigned by:
Attest:
ADCB249319B6449...
Susan J. Narrajos, Secretary

Board Report No. 24-0125-OP9

Signed by:
By:
AA17786A4B2446C...
Pedro Martinez, Chief Executive Officer

Dated: January 29, 2025 | 5:49:05 PM CST

Approved as to Legal Form:
DocuSigned by:
56B562E0FFA44C9...
DS ME Initial EHS
Ruchi Verma, General Counsel

TENANT:

NOBLE NETWORK OF CHARTER SCHOOLS

DocuSigned by:
By: Constance Jones
979EFAEDCA1A5C...
Constance Jones, Chief Executive Officer

Dated: _____

Rescission Report: 24-0523-AR1: line 45
24-0725-AR1: line 43
24-0926-AR1: line 40
24-1212-AR1: line 39
25-0130-AR1: line 35

January 23, 2019

AUTHORIZE RENEWAL OF THE NOBLE STREET CHARTER SCHOOL AGREEMENT WITH CONDITIONS

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

Authorize renewal of the Noble Street Charter School Agreement (the "Charter School Agreement") with conditions for an additional five-year period. A new Charter School Agreement applicable to this renewal term will be negotiated. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this Board Report. The agreement authorized herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this renewal is stated below.

SCHOOL OPERATOR: Noble Network of Charter Schools, an IL not-for-profit corporation
1010 N. Noble Street
Chicago, IL 60642
Phone: (773) 862-1449
Contact Person: Constance Jones, CEO

CHARTER SCHOOL: Noble Street Charter School
1010 N. Noble Street
Chicago, IL 60642
Phone: (773) 862-1449
Contact Person: Constance Jones, CEO

OVERSIGHT: Office of Innovation and Incubation
42 W. Madison Street, 3rd Floor
Chicago, IL 60602
Phone: 773-553-1530
Contact Person: Mary K. Bradley, Executive Director

ORIGINAL AGREEMENT: The original Charter School Agreement (authorized by Board Report 98-0429-EX12) was for a term commencing July 2, 1998 (with the charter school opening in the fall of 1999) and ending June 30, 2004 and authorized the operation of a charter school serving no more than 500 students in grades 9 through 12. The charter and Charter School Agreement were subsequently renewed for a term commencing July 1, 2004 and ending June 30, 2009 (authorized by Board Report 04-0225-EX3). The charter and Charter School Agreement were further renewed for a term commencing on July 1, 2009 and ending June 30, 2014, serving no more than 4,796 students in grades K through 12 (authorized by Board Report 08-1217-EX7). The charter and Charter School Agreement were then renewed for a term commencing July 1, 2014 and ending June 30, 2019, serving no more than 12,975 students in grades 6 through 12 (authorized by Board Report 14-0226-EX9). The charter and Charter School Agreement were subsequently amended as follows:

- Board Report 14-0423-EX9: Approved the change in names of the following campuses: Crimson Campus to the Butler College Prep Campus, Orange Campus to the Baker College Prep Campus, Purple Campus to the DRW College Prep Campus, and Silver Campus to the Hansberry College Prep Campus. Also approved the (a) final Noble Exeter Academy Campus proposal with an at capacity enrollment of 900 students, (b) change in name of the Noble Exeter Academy Campus to The Noble Academy Campus; (c) identification of the independent facility located at 17 N. State Street as the temporary location of The Noble Academy Campus; and (d) disbursement of one-time incubation and startup funds to the charter operator for the new charter campuses opening in the fall of 2014. Finally, approved the increase in the at capacity enrollment at the Pritzker College Prep Campus by 125 students to 1,000 students, thereby increasing the overall at capacity enrollment of the charter school from 12,975 students to 14,000 students in the fall of 2014.

- Board Report 15-0624-EX7: Approved the temporary relocation of The Noble Academy Campus to the CPS facility at 1443 N. Ogden Avenue for the 2015-2016 school year.

- Board Report 15-1028-EX7: Approved the establishment of one new high school campus, Noble #17 Campus, to open in the fall of 2016 and serve an at capacity enrollment of 1,100 students, thereby increasing the overall at capacity enrollment of the charter school from 14,000 students to 15,100 students in the fall of 2016. Also approved the facility construction by the charter operator of a permanent location for its Noble #17 Campus at the intersection of 47th Street and South California Avenue contingent upon the subsequent approval of the facility by the CPS Facility Department. Also required the charter operator to submit written communications to the CEO or designee on the exact address of the permanent site for the Noble #17 Campus no later than six months prior to the proposed effective date of relocation.

- Board Report 16-0427-EX14: Approved the change in the student enrollment capacity for Noble Street Charter School from the individual campus-level to the network-level beginning in the fall of 2016. The overall network-level at capacity enrollment of the charter school will remain unchanged at 15,100 students. Also approved the (a) identification of the independent facility at 5101 S. Keeler Avenue as the temporary location for the Noble #17 Campus for the 2016-2017 school year contingent upon the subsequent approval of the facility by the CPS Facility Department, (b) change in name of the Noble #17 Campus to the Mansueto High School Campus, and (c) extension for The Noble Academy Campus to continue temporarily occupying the CPS facility at 1443 N. Ogden Avenue for the 2016-2017 school year.

- Board Report 17-0828-EX8: Approved an extension for The Noble Academy Campus to continue temporarily occupying the CPS facility at 1443 N. Ogden Avenue for the 2017-2018 and the 2018-2019 school years.

CHARTER RENEWAL PROPOSAL: Noble Network of Charter Schools submitted a renewal proposal on July 31, 2018 to continue the operation of the Noble Street Charter School under a unified mission. The charter school shall continue to serve grades 6 through 12 with a maximum enrollment of 15,100 students at the following locations:

Campus Name	Year Opened	Address	At Capacity Grades	2018 – 2019 Enrollment	Estimated At Capacity Enrollment*
Noble	1999	1010 N. Noble Street	9-12	651	650
Pritzker College Prep	2006	4131 W. Cortland Street	9-12	986	1,000
Rauner College Prep	2006	1337 W. Ohio Street	9-12	632	650
Golder College Prep	2007	1454 W. Superior Street	9-12	664	650
Rowe-Clark Math & Science Academy	2007	3645 W. Chicago Avenue	9-12	468	650
UIC College Prep	2008	1231 S. Damen Avenue	9-12	935	900
Gary Comer College Prep	2008	7131 S. South Chicago Avenue & 1010 E. 72nd Street	6-12	1,099	1,200
Chicago Bulls College Prep	2009	2040 W. Adams Street	9–12	1137	1,150

Muchin College Prep	2009	1 N. State Street	9-12	949	900
John and Eunice Johnson College Prep	2010	6350 S. Stewart Avenue	9-12	802	850
Hansberry College Prep	2012	8710-56 S. Aberdeen Street	9-12	642	900
DRW College Prep	2012	931 S. Homan Avenue	9-12	514	900
Butler College Prep	2013	821 E. 103rd Street	9-12	647	900
Baker College Prep	2013	2710 E. 89th Street	9-12	363	900
ITW David Speer Academy	2014	5321 W. Grand Avenue	9-12	1019	900
The Noble Academy	2014	1443 N. Ogden Avenue (permanent) facility)	9-12	499	900
Mansueto High School	2016	2911 W. 47th Street	9-12	526	1,100

*At cap enrollment at individual campuses may fluctuate but overall network-level at cap enrollment will remain unchanged.

The agreement will incorporate an accountability plan in which the charter school is evaluated by the Board each year based on numerous factors related to its academic, financial and operational performance.

CHARTER EVALUATION: After receiving the charter renewal proposal, the Office of Innovation and Incubation conducted a comprehensive evaluation of the Noble Street Charter School's academic performance, financial viability, and legal and contract compliance. This evaluation included a review of the proposal, academic results, financial performance, governance documents, parental issues, facilities surveys, and special education documentation. A public hearing was held on November 14, 2018 for all contract and charter schools going through renewals to receive public comments, including Noble Street Charter School. The Office of Innovation and Incubation recommends that, based on the school's performance on these and other accountability criteria, as well as the school's demonstration of intent to satisfy the "Additional Terms and Conditions" referred to herein below, Noble Street Charter School be authorized to continue operating as a charter school.

RENEWAL TERM: The term of the Noble Street Charter School's charter and agreement is being extended for a five (5) year term commencing July 1, 2019 and ending June 30, 2024.

ADDITIONAL TERMS AND CONDITIONS: Additional terms and conditions will be communicated to the charter school by the Chief Executive Officer or her designee in a formal Letter of Conditions and will be included as an attachment to the Charter School Agreement with the Noble Network of Charter Schools.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement. Authorize the President and Secretary to execute the written Charter School Agreement. Authorize the Executive Director of the Office of Innovation and Incubation to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification. Authorize the General Counsel to further negotiate and execute any amendments to the Charter School Agreement as required by the Illinois State Board of Education.

LSC REVIEW: Approval of Local School Council is not applicable to this report.

FINANCIAL: The financial implications will be addressed during the development of the 2019-2020 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY19 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

GENERAL CONDITIONS:
Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Approved for Consideration:

Elizabeth Kirby
Chief of School Strategy and Planning

Approved as to Legal Form:

Joseph T. Moriarty
General Counsel

Approved:

Janice K. Jackson, Ed.D.
Chief Executive Officer

Section 10: Needs Analysis

Baker College Prep, which opened in 2013, serves students and families on Chicago's Southeast Side, primarily within the Greater Stony Island region. This community has experienced decades of disinvestment, population decline, and limited access to consistently high-performing public high schools. While families actively exercise high school choice, many students leave the region to attend school elsewhere in Chicago. CPS Annual Regional Analysis data indicate that of the 6,094 high school students residing in Greater Stony Island, approximately 62% attend school outside the region. Among students attending a non-zoned high school within the region, 65% enroll in charter or contract schools, reflecting strong demand for high-quality, open-enrollment public options.

The central need in the community is not access alone, but access to high-quality seats that produce measurable academic growth and durable postsecondary outcomes. Noble has a 25-year track record of delivering strong academic results, including consistent college acceptance and enrollment outcomes, and has been recognized nationally for accelerating student growth. That record remains strong. At the same time, the post-pandemic starting point for many students has shifted significantly. Incoming ninth graders at Baker now average approximately 11 on ACT-aligned diagnostics, with only 3% meeting grade-level readiness thresholds at entry. These entry points are materially lower than pre-pandemic cohorts and reflect broader citywide and national trends. Students are entering high school further behind academically, and even strong year-to-year growth within the traditional four-year model is increasingly insufficient to fully close readiness gaps.

Research from the University of Chicago Consortium on School Research demonstrates that ninth grade is a decisive inflection point. Students who finish ninth grade "on track" are dramatically more likely to graduate, while those who fall off track face significantly reduced likelihood of completion. What happens during the transition into high school can outweigh prior academic history. In Greater Stony Island, many students arrive from elementary and middle schools with significant gaps in literacy and mathematics. Without earlier, more intensive intervention, those gaps compound in ninth grade, affecting promotability, confidence, and long-term persistence.

Over the past four months, Noble has engaged in a broad listening and feedback process across the network to assess where the organization must innovate to meet this moment. More than 10,000 data points were collected from families, students, staff, and members of the broader

Noble community. The feedback was clear and consistent: Noble must continue to innovate academically so that the four years of high school are even more powerful and effective for students who are arriving further below readiness benchmarks. This was not a critique of academic strength; rather, it was a call to build on Noble's position as an academic powerhouse and adapt to the new starting line students face. Families and staff alike expressed a desire for additional time, earlier intervention, and structures that allow students to accelerate more quickly toward college readiness.

Baker's needs assessment is also informed by sustained, campus-level family engagement. As an open-enrollment school participating in GoCPS, Baker conducts regular outreach events, informational sessions, and direct engagement with families across the region. Families consistently express three priorities: strong academics aligned to college pathways; clarity about expectations and support; and confidence that their children will be prepared for life beyond high school. There is deep aspiration in the community, particularly among first-generation college families, for students to access opportunity without leaving their neighborhood.

Enrollment projections are grounded in historical patterns, GoCPS data, and regional demographics. Baker's FY26 Census 1 enrollment is 285 students. With CSP support, Baker projects growth to 345 students by FY29, a net increase of 60 students. This growth reflects demonstrated demand rather than speculative expansion. While CPS enrollment declined by approximately 9,000 students between SY25 and SY26, Noble's enrollment increased, reflecting family confidence in school quality. The goal is not simply to grow, but to ensure that more students have access to a Noble school experience that positions them for college completion and choice-filled lives.

Baker's student demographics further underscore community needs. More than 91% of students qualify as economically disadvantaged. Twenty-nine percent have an IEP or 504 plan. Sixteen percent are multilingual learners. Approximately 8% are living in temporary housing situations. These students bring tremendous resilience and potential, but also require intentional academic structures and supports to overcome systemic barriers and close readiness gaps within a compressed high school timeline.

Charter autonomy allows Baker to respond directly to these needs. The proposed pre-ninth-grade Accelerator reflects a strategic response to both academic data and community voice. By extending learning time into the summer before ninth grade, Baker creates additional

instructional minutes in a focused, aligned environment before students enter the full high school schedule. Full-day summer programming provides structured academic time during a period when many students lack access to enrichment. Embedded English language supports and integrated special education services ensure equitable access. Hosting the program on a college campus reinforces long-term aspirations and signals the seriousness of purpose.

The need for expansion is therefore both academic and community-driven. Students are entering high school at lower academic baselines than in prior years, requiring earlier and more intentional intervention. At the same time, families in Greater Stony Island continue to seek high-quality, open-enrollment options that combine rigor, structure, and a clear college pathway. The proposed expansion pairs responsible enrollment growth with an innovation strategy designed to strengthen quality rather than dilute it.

Through disciplined growth, sustained family engagement, and an evidence-aligned academic model, Baker's proposed expansion meets the documented needs of Greater Stony Island students and families. It builds on Noble's established academic strength while responding honestly and strategically to the current readiness reality. By creating more time, earlier intervention, and stronger transitions into ninth grade, the project advances the shared goal of ensuring that every student who chooses Noble is positioned to succeed in college and beyond.

Chicago Public Schools

Office of Innovation and Incubation

Annual Board Member Conflict-of-Interest Form

Purpose

Each board member of a charter or contract school governing board must complete this form **annually** to identify and resolve actual or potential conflicts of interest in the school. These disclosures protect the public and the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a governing board member.

In connection with any actual or possible conflict of interest, a governing board member must disclose the existence of their interest and should be given an opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers who are considering the proposed transaction or arrangement that creates the conflict.

Definitions

1. **Employee.** The school leader and all other employees of the charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
2. **Entity.** Any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
3. **Board.** The governing board of the charter or contract school.
4. **Management Organization.** Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.
5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: Noble Schools

Personal Information

Full Legal Name:	Allan B. Muchin
Occupation/Company/Title:	Attorney/Katten Muchin Rosenman LLP/Senior Counsel
Business Email Address:	allan.muchin@katten.com
Business Phone Number:	312-902-5238

1. When were you elected or appointed to the Board? August 1, 1999
2. When did your current term as a Board member start and when does it expire?
   8/1/2025 - 8/1/2026

Nepotism (*Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

   Yes ☐

   No ☑

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

   Yes ☐

   No ☑

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

   Yes ☐

   No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Gifts (*Provide a brief narrative in the space provided for any Yes response.*)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity engaged in any transaction with the School?

   Yes ☐

   No ☑

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity soliciting work or business from your School?

   Yes ☐

   No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Conflict of Interest (*Provide a brief narrative in the space provided for any Yes response*)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

   Yes ☐

No ☑

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

   Yes ☐

   No ☑

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

   Yes ☐

   No ☑

4. Do you or any of your relatives have any contractual agreements with the School?

   Yes ☐

   No ☑

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

   Yes ☐

   No ☑

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

   Yes ☐

   No ☑

7. Have you or any of your relatives leased or sold any real property to the School?

   Yes ☐

   No ☑

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☑

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☑

   No ☐

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

Narrative (*please ensure that you include the number of the question that the response references*):

#2 Page 5 I currently serve on the Boards of the Chicago Bulls, Chicago White Sox and Lyric Opera of Chicago.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.



Signature ***Date***

10/1/25

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: Noble Schools

Personal Information

Full Legal Name:	Emmanuel Jackson
Occupation/Company/Title:	Noble Schools
Business Email Address:	emjackson@muchincollegeprep.org
Business Phone Number:	312-445-4880

1. When were you elected or appointed to the Board? June 20, 2024
2. When did your current term as a Board member start and when does it expire?
   ~~6/20/2025 - 6/20/2026~~

Nepotism (*Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

   Yes ☑ I'm a noble employee

   No ☐

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

   Yes ☐

   No ☑

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

Gifts (*Provide a brief narrative in the space provided for any Yes response.*)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity engaged in any transaction with the School?

Yes ☐

No ☑

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity soliciting work or business from your School?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

Conflict of Interest (*Provide a brief narrative in the space provided for any Yes response*)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

Yes ☐

No ☑

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

Yes ☐

No ☑

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes ☐

No ☑

4. Do you or any of your relatives have any contractual agreements with the School?

Yes ☐

No ☑

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

Yes ☑ I am a noble employee.

No ☐

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes ☐

No ☑

7. Have you or any of your relatives leased or sold any real property to the School?

Yes ☐

No ☑

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____

_____

_____

_____

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☑

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☑

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☐

   No ☑

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

Yes ☑

No ☐

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

Yes ☐

No ☑ I am not a voting member of the board.

Narrative (*please ensure that you include the number of the question that the response references*):
4 Page 5: I did not vote on the bylaws because I am a non-voting member of the Board, and the bylaws were already in place when I joined the Board.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

EMMANUEL

Signature

9/19/2025

Date

Chicago Public Schools

Office of Innovation and Incubation

Annual Board Member Conflict-of-Interest Form

Purpose

Each board member of a charter or contract school governing board must complete this form **annually** to identify and resolve actual or potential conflicts of interest in the school. These disclosures protect the public and the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a governing board member.

In connection with any actual or possible conflict of interest, a governing board member must disclose the existence of their interest and should be given an opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers who are considering the proposed transaction or arrangement that creates the conflict.

Definitions

1. **Employee.** The school leader and all other employees of the charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
2. **Entity.** Any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
3. **Board.** The governing board of the charter or contract school.
4. **Management Organization.** Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.
5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: Noble Schools

Personal Information

Full Legal Name:	Gautam Kumar
Occupation/Company/Title:	CFO, InTandem
Business Email Address:	gkumar@ourfamilywizard.com
Business Phone Number:	+1.312.753.9420

1. When were you elected or appointed to the Board? March 11, 2021
2. When did your current term as a Board member start and when does it expire?
   ~~3/11/2025 - 3/11/2026~~

Nepotism (*Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

   Yes ☐

   No ☑

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

   Yes ☐

   No ☑

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

   Yes ☐

   No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Gifts (*Provide a brief narrative in the space provided for any Yes response.*)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity engaged in any transaction with the School?

   Yes ☐

   No ☑

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity soliciting work or business from your School?

   Yes ☐

   No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Conflict of Interest (*Provide a brief narrative in the space provided for any Yes response*)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

   Yes ☐

No ☑

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

   Yes ☐

   No ☑

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

   Yes ☐

   No ☑

4. Do you or any of your relatives have any contractual agreements with the School?

   Yes ☐

   No ☑

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

   Yes ☐

   No ☑

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

   Yes ☐

   No ☑

7. Have you or any of your relatives leased or sold any real property to the School?

   Yes ☐

   No ☑

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☑

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☑

   No ☐

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

Narrative (*please ensure that you include the number of the question that the response references*):
I also serve on the board of Chicago Tech Academy

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.



10/19/2025

Signature ***Date***

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: Noble Schools

Personal Information

Full Legal Name:	Harriette Coleman
Occupation/Company/Title:	Director / Alternative School \ Workforce Dev.
Business Email Address:	hcoleman@asnchicago.org
Business Phone Number:	773-728-4030

1. When were you elected or appointed to the Board? 4/19/2018
2. When did your current term as a Board member start and when does it expire?
   ~~4/19/2025 - 4/19/2026~~

Nepotism (*Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

   Yes ☐

   No ☒

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

   Yes ☐

   No ☒

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

Yes ☐

No ☒

Narrative (*please ensure that you include the number of the question that the response references*):

_____

_____

_____

_____

Gifts (*Provide a brief narrative in the space provided for any Yes response.*)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity engaged in any transaction with the School?

Yes ☐

No ☒

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity soliciting work or business from your School?

Yes ☐

No ☒

Narrative (*please ensure that you include the number of the question that the response references*):

_____

_____

_____

_____

Conflict of Interest (*Provide a brief narrative in the space provided for any Yes response*)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

Yes ☐

No ☒

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

   Yes ☐

   No ☒

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

   Yes ☐

   No ☒

4. Do you or any of your relatives have any contractual agreements with the School?

   Yes ☐

   No ☒

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

   Yes ☐

   No ☒

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

   Yes ☐

   No ☒

7. Have you or any of your relatives leased or sold any real property to the School?

   Yes ☐

   No ☒

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☒

Narrative (*please ensure that you include the number of the question that the response references*):

_____

_____

_____

_____

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☒

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☒

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

   Yes ☒

   No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☒

   No ☐

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

Yes ☒

No ☐

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

Yes ☒

No ☐

Narrative (*please ensure that you include the number of the question that the response references*):

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

Harriette Cole — Sept 19, 2025

Signature ***Date***

Chicago Public Schools

Office of Innovation and Incubation

Annual Board Member Conflict-of-Interest Form

Purpose

Each board member of a charter or contract school governing board must complete this form **annually** to identify and resolve actual or potential conflicts of interest in the school. These disclosures protect the public and the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a governing board member.

In connection with any actual or possible conflict of interest, a governing board member must disclose the existence of their interest and should be given an opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers who are considering the proposed transaction or arrangement that creates the conflict.

Definitions

1. **Employee.** The school leader and all other employees of the charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
2. **Entity.** Any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
3. **Board.** The governing board of the charter or contract school.
4. **Management Organization.** Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.
5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No

response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: _____Noble Network_____

Personal Information

Full Legal Name:	**Jenis Ellingwood**
Occupation/Company/Title:	**Trader, DRW**
Business Email Address:	**jellingwood@drw.com**
Business Phone Number:	**312 542 1230**

1. When were you elected or appointed to the Board? __November 2023_____ 2. When did your current term as a Board member start and when does it expire?

10/11/2025 to 10/19/2026

Nepotism (*Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

No

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

No

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

No

Narrative (*please ensure that you include the number of the question that the response references*):

Gifts (*Provide a brief narrative in the space provided for any Yes response.*)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity engaged in any transaction with the School?

No

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity soliciting work or business from your School?

No

Narrative (*please ensure that you include the number of the question that the response references*):

Conflict of Interest (*Provide a brief narrative in the space provided for any Yes response*)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

No

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership,

or beneficial interest in a trust.

No

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

No

4. Do you or any of your relatives have any contractual agreements with the School?

No

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

No

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

No

7. Have you or any of your relatives leased or sold any real property to the School?

No

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

No

Narrative (*please ensure that you include the number of the question that the response references*):

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

   No

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes

   I serve on the Board of my Independent High School St. Johnsbury Academy in St. Johnsbury, Vermont

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

   Yes

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

   Yes

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

Yes

Narrative (*please ensure that you include the number of the question that the response references*): _

#2 above-I serve on the Board of Trustees of my alma mater St. Johnsbury Adademy in St. Johnsbury Vermont. I do not receive compensation for my work. I attend 2 board meetings and a retreat each year. _____

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

_____ 1/27/2026

Signature Date

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: Noble Schools

Personal Information

Full Legal Name:	Jose De La Rosa
Occupation/Company/Title:	Executive Director, Enterprise Strategy & Planning, BCBSIL
Business Email Address:	jose@delarosa.ws
Business Phone Number:	(773) 368-9255

1. When were you elected or appointed to the Board? 2/25/2020
2. When did your current term as a Board member start and when does it expire?
   ~~2/25/2025 - 2/25/2026~~

Nepotism (*Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

   Yes ☐

   No ☑

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

   Yes ☐

   No ☑

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____

_____

_____

_____

Gifts (*Provide a brief narrative in the space provided for any Yes response.*)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity engaged in any transaction with the School?

Yes ☐

No ☑

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity soliciting work or business from your School?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____

_____

_____

_____

Conflict of Interest (*Provide a brief narrative in the space provided for any Yes response*)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

Yes ☐

No ☑

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

Yes ☐
No ☑

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes ☐
No ☑

4. Do you or any of your relatives have any contractual agreements with the School?

Yes ☐
No ☑

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

Yes ☐
No ☑

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes ☐
No ☑

7. Have you or any of your relatives leased or sold any real property to the School?

Yes ☐
No ☑

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____

_____

_____

_____

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☑

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☑

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

Yes ☑

No ☐

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

Yes ☑

No ☐

Narrative (*please ensure that you include the number of the question that the response references*):

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

Signature ***Date*** 9/19/2025

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: Noble Schools

Personal Information

Full Legal Name:	Nancy Mills
Occupation/Company/Title:	Philanthropist
Business Email Address:	nlmills30@gmail.com
Business Phone Number:	847-702-6201

1. When were you elected or appointed to the Board? February 25, 2020
2. When did your current term as a Board member start and when does it expire?
   ~~2/25/2025 - 2/25/2026~~

Nepotism (*Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

   Yes ☐

   No ☑

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

   Yes ☐

   No ☑

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

Gifts (*Provide a brief narrative in the space provided for any Yes response.*)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity engaged in any transaction with the School?

Yes ☐

No ☑

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity soliciting work or business from your School?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

Conflict of Interest (*Provide a brief narrative in the space provided for any Yes response*)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

Yes ☐

No ☑

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

Yes ☐

No ☑

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes ☐

No ☑

4. Do you or any of your relatives have any contractual agreements with the School?

Yes ☐

No ☑

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

Yes ☐

No ☑

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes ☐

No ☑

7. Have you or any of your relatives leased or sold any real property to the School?

Yes ☐

No ☑

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____

_____

_____

_____

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☑

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☑

   No ☐

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

Yes ☑

No ☐

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

Yes ☑

No ☐

Narrative (*please ensure that you include the number of the question that the response references*):

Q2 – Jewish Federation/Jewish United Fund of Chicago – Director

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

[signature] 9/19/25

Signature ***Date***

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: Noble Schools

Personal Information

Full Legal Name:	Priscilla Centeno
Occupation/Company/Title:	Associate Attorney, Odelson, Murphey, Frazier & McGrath, Ltd.
Business Email Address:	priscillacenteno@gmail.com
Business Phone Number:	773-574-2923

1. When were you elected or appointed to the Board? 9/4/2024
2. When did your current term as a Board member start and when does it expire?
   9/4/2025 - 9/4/2026

Nepotism (*Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

   Yes ☐

   No ☒

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

   Yes ☐

   No ☒

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

Yes ☐

No ☒

Narrative (*please ensure that you include the number of the question that the response references*):

Gifts (*Provide a brief narrative in the space provided for any Yes response.*)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity engaged in any transaction with the School?

Yes ☐

No ☒

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity soliciting work or business from your School?

Yes ☐

No ☒

Narrative (*please ensure that you include the number of the question that the response references*):

Conflict of Interest (*Provide a brief narrative in the space provided for any Yes response*)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

Yes ☐

No ☒

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

Yes ☐
No ☒

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes ☐
No ☒

4. Do you or any of your relatives have any contractual agreements with the School?

Yes ☐
No ☒

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

Yes ☐
No ☒

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes ☐
No ☒

7. Have you or any of your relatives leased or sold any real property to the School?

Yes ☐
No ☒

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☒

Narrative (*please ensure that you include the number of the question that the response references*):

_____

_____

_____

_____

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☒

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☒

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

   Yes ☒

   No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☒

   No ☐

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

Yes ☒

No ☐

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

Yes ☒

No ☐

Narrative (*please ensure that you include the number of the question that the response references*):

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

Priscilla Cuta — 9/19/25

Signature ***Date***

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: Noble Schools

Personal Information

Full Legal Name:	Steve Sullivan — NAI HIFFMAN
Occupation/Company/Title:	VP — INDUSTRIAL REAL ESTATE SALES
Business Email Address:	SSULLIVAN@HIFFMAN.COM
Business Phone Number:	847 — 610 - 0123

1. When were you elected or appointed to the Board? March 10, 2014
2. When did your current term as a Board member start and when does it expire?
   3/10/2025 - 3/10/2026

Nepotism (*Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

   Yes ☐

   No ☑

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

   Yes ☐

   No ☑

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

Yes ☐

No ☒

Narrative (*please ensure that you include the number of the question that the response references*):

Gifts (*Provide a brief narrative in the space provided for any Yes response.*)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity engaged in any transaction with the School?

Yes ☐

No ☒

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity soliciting work or business from your School?

Yes ☐

No ☒

Narrative (*please ensure that you include the number of the question that the response references*):

Conflict of Interest (*Provide a brief narrative in the space provided for any Yes response*)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

Yes ☐

No ☑

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

Yes ☐
No ☑

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes ☐
No ☑

4. Do you or any of your relatives have any contractual agreements with the School?

Yes ☐
No ☑

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

Yes ☐
No ☑

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes ☐
No ☑

7. Have you or any of your relatives leased or sold any real property to the School?

Yes ☐
No ☑

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____

_____

_____

_____

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☑

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☑ PAST { SKIN OF STEEL (CHAIR, MELANOMA RESEARCH)
   LAKE COUNTY COMMUNITY FOUNDATION, BOARD

   No ☐ CURRENT: SUMMER OF A LIFETIME (NOBLE PROGRAM)

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

Yes ☒

No ☐

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

Yes ☒

No ☐

Narrative (*please ensure that you include the number of the question that the response references*):

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

[signature] 09/19/25

Signature ***Date***

Chicago Public Schools

Office of Innovation and Incubation

Annual Board Member Conflict-of-Interest Form

Purpose

Each board member of a charter or contract school governing board must complete this form **annually** to identify and resolve actual or potential conflicts of interest in the school. These disclosures protect the public and the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a governing board member.

In connection with any actual or possible conflict of interest, a governing board member must disclose the existence of their interest and should be given an opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers who are considering the proposed transaction or arrangement that creates the conflict.

Definitions

1. **Employee.** The school leader and all other employees of the charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
2. **Entity.** Any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
3. **Board.** The governing board of the charter or contract school.
4. **Management Organization.** Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.
5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: Noble Schools

Personal Information

Full Legal Name:	Julie Hoffmann
Occupation/Company/Title:	Founder and CEO, JH Philanthropy
Business Email Address:	julie@jhphilanthropy.com
Business Phone Number:	602-705-3335

1. When were you elected or appointed to the Board? June 16, 2022
2. When did your current term as a Board member start and when does it expire?
   6/16/25 - 6/16/26

Nepotism (*Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

   Yes ☐

   No ☑

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

   Yes ☐

   No ☑

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

   Yes ☐

   No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Gifts (*Provide a brief narrative in the space provided for any Yes response.*)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity engaged in any transaction with the School?

   Yes ☐

   No ☑

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity soliciting work or business from your School?

   Yes ☐

   No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Conflict of Interest (*Provide a brief narrative in the space provided for any Yes response*)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

   Yes ☑

No ☐

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

   Yes ☐

   No ☑

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

   Yes ☐

   No ☑

4. Do you or any of your relatives have any contractual agreements with the School?

   Yes ☐

   No ☑

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

   Yes ☐

   No ☑

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

   Yes ☐

   No ☑

7. Have you or any of your relatives leased or sold any real property to the School?

   Yes ☐

   No ☑

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

Re: Question 1 - I am a board member of Hope Chicago, which provides scholarships to graduates of Johnson College Prep.

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☑

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☑

   No ☐

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

Narrative (*please ensure that you include the number of the question that the response references*):
#2 I serve on the boards of directors of Hope Chicago and MOD Collective, in addition to Noble Schools.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.



Signature ***Date***

Chicago Public Schools

Office of Innovation and Incubation

Annual Board Member Conflict-of-Interest Form

Purpose

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Definitions

1. **Employee.** The school leader and all other employees of the charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
2. **Entity.** Any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
3. **Board.** The governing board of the charter or contract school.
4. **Management Organization.** Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.
5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: Noble Schools

Personal Information

Full Legal Name:	Dave Weinberg
Occupation/Company/Title:	Founder, Illinois Network of Charter Schools
Business Email Address:	dave@d-weinberg.com
Business Phone Number:	3123152288

1. When were you elected or appointed to the Board? August 1, 1999
2. When did your current term as a Board member start and when does it expire?
   8/1/2025 - 8/1/2026

Nepotism (*Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

   Yes ☐

   No ☑

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

   Yes ☐

   No ☑

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

   Yes ☐

   No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Gifts (*Provide a brief narrative in the space provided for any Yes response.*)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity engaged in any transaction with the School?

   Yes ☐

   No ☑

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity soliciting work or business from your School?

   Yes ☐

   No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Conflict of Interest (*Provide a brief narrative in the space provided for any Yes response*)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

   Yes ☐

No ☑

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

   Yes ☐

   No ☑

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

   Yes ☐

   No ☑

4. Do you or any of your relatives have any contractual agreements with the School?

   Yes ☐

   No ☑

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

   Yes ☐

   No ☑

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

   Yes ☐

   No ☑

7. Have you or any of your relatives leased or sold any real property to the School?

   Yes ☐

   No ☑

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☑

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☑

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

_____ 9/29/2025_____

Signature ***Date***

Chicago Public Schools

Office of Innovation and Incubation

Annual Board Member Conflict-of-Interest Form

Purpose

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Definitions

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4. **Management Organization.** Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.
5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: Noble Schools

Personal Information

Full Legal Name:	Jonathan Reinsdorf
Occupation/Company/Title:	Chief Executive Officer, FroogalPay, LLC
Business Email Address:	JR@froogalit.com
Business Phone Number:	(312) 590-5901

1. When were you elected or appointed to the Board? August 11, 2008
2. When did your current term as a Board member start and when does it expire?
   8/11/2025 - 8/11/2026

Nepotism (*Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

   Yes ☐

   No ☑

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

   Yes ☐

   No ☑

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

   Yes ☐

   No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Gifts (*Provide a brief narrative in the space provided for any Yes response.*)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity engaged in any transaction with the School?

   Yes ☐

   No ☑

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity soliciting work or business from your School?

   Yes ☐

   No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Conflict of Interest (*Provide a brief narrative in the space provided for any Yes response*)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

   Yes ☐

No ☑

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

   Yes ☐

   No ☑

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

   Yes ☐

   No ☑

4. Do you or any of your relatives have any contractual agreements with the School?

   Yes ☐

   No ☑

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

   Yes ☐

   No ☑

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

   Yes ☐

   No ☑

7. Have you or any of your relatives leased or sold any real property to the School?

   Yes ☐

   No ☑

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☑

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☑ GWCA Metropolitan

   No ☐

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

Jonathan Reinsdorf _____ 12/10/25 _____

Signature ***Date***

Chicago Public Schools

Office of Innovation and Incubation

Annual Board Member Conflict-of-Interest Form

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6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

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School Name: Noble Schools

Personal Information

Full Legal Name:	Jasmine Hernandez
Occupation/Company/Title:	CEO, Ubuntu Strategies
Business Email Address:	Jasmine@ubuntu-strategies.com
Business Phone Number:	773-517-2105

1. When were you elected or appointed to the Board? June 15, 2023
2. When did your current term as a Board member start and when does it expire?
   6/15/2025 - 6/15/2026

Nepotism (*Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

   Yes ☐

   No ☑

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

   Yes ☐

   No ☑

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

   Yes ☐

   No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Gifts (*Provide a brief narrative in the space provided for any Yes response.*)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity engaged in any transaction with the School?

   Yes ☐

   No ☑

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity soliciting work or business from your School?

   Yes ☐

   No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Conflict of Interest (*Provide a brief narrative in the space provided for any Yes response*)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

   Yes ☐

No ☑

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

   Yes ☐

   No ☑

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

   Yes ☐

   No ☑

4. Do you or any of your relatives have any contractual agreements with the School?

   Yes ☐

   No ☑

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

   Yes ☐

   No ☑

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

   Yes ☐

   No ☑

7. Have you or any of your relatives leased or sold any real property to the School?

   Yes ☐

   No ☑

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☑

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☑

   No ☐

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

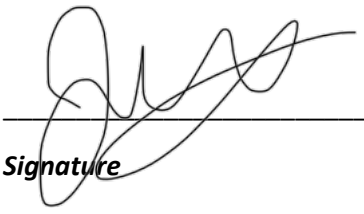
6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

Narrative (*please ensure that you include the number of the question that the response references*):
#2 Additional Boards: Metro Edge Development Partners; others not based in the U.S.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.



Signature

01/27/26

Date

Chicago Public Schools

Office of Innovation and Incubation

Annual Board Member Conflict-of-Interest Form

Purpose

Each board member of a charter or contract school governing board must complete this form **annually** to identify and resolve actual or potential conflicts of interest in the school. These disclosures protect the public and the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a governing board member.

In connection with any actual or possible conflict of interest, a governing board member must disclose the existence of their interest and should be given an opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers who are considering the proposed transaction or arrangement that creates the conflict.

Definitions

1. **Employee.** The school leader and all other employees of the charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
2. **Entity.** Any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
3. **Board.** The governing board of the charter or contract school.
4. **Management Organization.** Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.
5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: Noble Schools

Personal Information

Full Legal Name:	Jeri Mack
Occupation/Company/Title:	Public Health Practitioner/UIC OCEAN-HP/Director of Community Engm
Business Email Address:	Ahealthieryou15@gmail.com
Business Phone Number:	17738792365

1. When were you elected or appointed to the Board? December 3, 2019
2. When did your current term as a Board member start and when does it expire?
   12/3/2025 - 12/3/2026

Nepotism (*Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

   Yes ☐ Yes

   No ☐

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

   Yes ☐

   No ☐

   No

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

   Yes ☐

   No ☐ No

Narrative (*please ensure that you include the number of the question that the response references*):

My daughter, an Alumni of Hansberry College Prep holds an employment position and a Volunteer Cheer Coach position.

Gifts (*Provide a brief narrative in the space provided for any Yes response.*)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity engaged in any transaction with the School?

   Yes ☐

   No ☐ No

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity soliciting work or business from your School?

   Yes ☐

   No ☐ No

Narrative (*please ensure that you include the number of the question that the response references*):

Conflict of Interest (*Provide a brief narrative in the space provided for any Yes response*)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

   Yes ☐

No ☐ No

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

   Yes ☐

   No ☐ No

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

   Yes ☐

   No ☐ No

4. Do you or any of your relatives have any contractual agreements with the School?

   Yes ☐

   No ☐ No

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

   Yes ☐

   No ☐ No

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

   Yes ☐

   No ☐ No

7. Have you or any of your relatives leased or sold any real property to the School?

   Yes ☐

   No ☐ No

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☐ No

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☐ No

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☐ No

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

   Yes ☐ Yes

   No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☐ Yes

   No ☐

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

Yes ☐ Yes

No ☐

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

Yes ☐ Yes

No ☐

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

Jeri Mack _____ 12/30/25 _____

Signature ***Date***

Chicago Public Schools

Office of Innovation and Incubation

Annual Board Member Conflict-of-Interest Form

Purpose

Each board member of a charter or contract school governing board must complete this form **annually** to identify and resolve actual or potential conflicts of interest in the school. These disclosures protect the public and the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a governing board member.

In connection with any actual or possible conflict of interest, a governing board member must disclose the existence of their interest and should be given an opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers who are considering the proposed transaction or arrangement that creates the conflict.

Definitions

1. **Employee.** The school leader and all other employees of the charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
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3. **Board.** The governing board of the charter or contract school.
4. **Management Organization.** Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.
5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: Noble Schools

Personal Information

Full Legal Name:	Dr. Nikos Varelas
Occupation/Company/Title:	Senior Vice Provost for Academic Programs, Student Success, and Effectiveness
Business Email Address:	varelas@uic.edu
Business Phone Number:	(312) 413-9461

1. When were you elected or appointed to the Board? June 3, 2021
2. When did your current term as a Board member start and when does it expire?
   6/3/2025 - 6/3/2026

Nepotism (*Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

   Yes ☐

   No ☑

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

   Yes ☐

   No ☑

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

   Yes ☐

   No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Gifts (*Provide a brief narrative in the space provided for any Yes response.*)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity engaged in any transaction with the School?

   Yes ☐

   No ☑

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity soliciting work or business from your School?

   Yes ☐

   No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Conflict of Interest (*Provide a brief narrative in the space provided for any Yes response*)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

   Yes ☐

No ☑

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

   Yes ☐

   No ☑

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

   Yes ☐

   No ☑

4. Do you or any of your relatives have any contractual agreements with the School?

   Yes ☐

   No ☑

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

   Yes ☐

   No ☑

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

   Yes ☐

   No ☑

7. Have you or any of your relatives leased or sold any real property to the School?

   Yes ☐

   No ☑

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☑

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☑

   No ☐

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☐

   No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

2) I currently serve as Past President of the Association for Undergraduate Education at Research Universities

6) Since I joined the Board I have not voted on the Board's Conflict of Interest Policy because it was already in effect when I joined the Board

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

_____ January 22, 2026

Signature ***Date***

Chicago Public Schools

Office of Innovation and Incubation

Annual Board Member Conflict-of-Interest Form

Purpose

Each board member of a charter or contract school governing board must complete this form **annually** to identify and resolve actual or potential conflicts of interest in the school. These disclosures protect the public and the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a governing board member.

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5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: Noble Schools

Personal Information

Full Legal Name:	Phyllis Lockett
Occupation/Company/Title:	LEAP-X LLC
Business Email Address:	phyllis@leap-x.io
Business Phone Number:	312-218-0203

1. When were you elected or appointed to the Board? June 18, 2025
2. When did your current term as a Board member start and when does it expire?
   6/18/2025-6/18/2026

Nepotism (*Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

   Yes ☐

   No ☑

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

   Yes ☐

   No ☑

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

   Yes ☐

   No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Gifts (*Provide a brief narrative in the space provided for any Yes response.*)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity engaged in any transaction with the School?

   Yes ☐

   No ☑

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity soliciting work or business from your School?

   Yes ☐

   No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Conflict of Interest (*Provide a brief narrative in the space provided for any Yes response*)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

   Yes ☐

No ☑

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

   Yes ☐

   No ☑

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

   Yes ☐

   No ☑

4. Do you or any of your relatives have any contractual agreements with the School?

   Yes ☐

   No ☑

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

   Yes ☐

   No ☑

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

   Yes ☐

   No ☑

7. Have you or any of your relatives leased or sold any real property to the School?

   Yes ☐

   No ☑

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

_____
_____
_____
_____

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☑

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☑

   No ☐

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

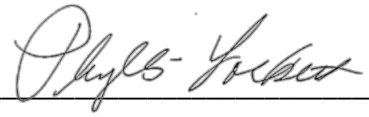
   Yes ☑

   No ☐

Narrative (*please ensure that you include the number of the question that the response references*):

#2: I currently serve on the boards of the Federal Home Loan Bank of Chicago and the CME Group

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.



1/15/2026

Signature ***Date***

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

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School Name: Noble Schools

Personal Information

Full Legal Name:	Angela Bodley Carter
Occupation/Company/Title:	Chief Compliance Officer, Illinois Tool Works
Business Email Address:	acarter@itw.com
Business Phone Number:	(847) 840-6621

1. When were you elected or appointed to the Board? 6/18/2025
2. When did your current term as a Board member start and when does it expire?
   ~~6/18/2025 - 6/18/2026~~

Nepotism (*Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

   Yes ☐

   No ☒

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

   Yes ☐

   No ☒

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

Yes ☐

No ☒

Narrative (*please ensure that you include the number of the question that the response references*):

Gifts (*Provide a brief narrative in the space provided for any Yes response.*)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity engaged in any transaction with the School?

Yes ☐

No ☒

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity soliciting work or business from your School?

Yes ☐

No ☒

Narrative (*please ensure that you include the number of the question that the response references*):

Conflict of Interest (*Provide a brief narrative in the space provided for any Yes response*)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

Yes ☐

No ☒

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

   Yes ☐

   No ☒

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

   Yes ☐

   No ☒

4. Do you or any of your relatives have any contractual agreements with the School?

   Yes ☐

   No ☒

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

   Yes ☐

   No ☒

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

   Yes ☐

   No ☒

7. Have you or any of your relatives leased or sold any real property to the School?

   Yes ☐

   No ☒

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☒

Narrative (*please ensure that you include the number of the question that the response references*):

_____

_____

_____

_____

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☒

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☒

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

   Yes ☒

   No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☒

   No ☐

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

Yes [X]

No [ ]

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

Yes [ ]

No [X]

Narrative (*please ensure that you include the number of the question that the response references*):
6. There have been no votes on the Board's Conflict of Interest policy since I joined the Board on June 18, 2025

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

Signature

2025 SEPTEMBER 19

Date

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: Noble Schools

Personal Information

Full Legal Name:	Dr. Aarti Dhupelia
Occupation/Company/Title:	One Million Degrees CEO
Business Email Address:	adhupelia@onemillion degrees.org
Business Phone Number:	847. 331. 4537

1. When were you elected or appointed to the Board? 9/25/2019
2. When did your current term as a Board member start and when does it expire?
   ~~9/25/2025 - 9/25/2026~~

Nepotism (*Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

   Yes ☐

   No ☑

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

   Yes ☐

   No ☑

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

Gifts (*Provide a brief narrative in the space provided for any Yes response.*)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity engaged in any transaction with the School?

Yes ☐

No ☑

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over $50 (or $100 cumulative from any one source) from any Entity soliciting work or business from your School?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

Conflict of Interest (*Provide a brief narrative in the space provided for any Yes response*)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

Yes ☑

No ☐

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

Yes ☐
No ☑

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes ☐
No ☑

4. Do you or any of your relatives have any contractual agreements with the School?

Yes ☐
No ☑

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

Yes ☐
No ☑

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes ☐
No ☑

7. Have you or any of your relatives leased or sold any real property to the School?

Yes ☐
No ☑

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☑

Narrative (*please ensure that you include the number of the question that the response references*):

(1) I am the CEO of One Million Degrees which provides direct student support to some Noble students who attend City Colleges of Chicago, at no cost to Noble Schools or the students.

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☐

   No ☑

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

   Yes ☑

   No ☐

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

   Yes ☑

   No ☐

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

Yes ☑

No ☐

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

Yes ☐

No ☑ (Unsure)

Narrative (*please ensure that you include the number of the question that the response references*):

6 I do not recall if I ever voted on this.

2 Other Boards = Civic Consulting Alliance, ~~the~~ One Goal.

Update on 9/26/2025: Regarding #6, whether I voted on the Board's Conflict of Interest Policy, I did not. This policy was already in effect when I joined the Board, so I did not have an opportunity to vote on it.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

Anita Hyatt — 9/19/2025

Signature ***Date***