Application: 0000000007

Meaghan Jennings - mjennings@chicagointl.org
Illinois Impact Initiative INCS CSP Grant Round 4

Summary

ID: 0000000007
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Eligibility Questionnaire

Completed - Dec 18 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:

Meaghan Jennings

2. Email:

mjennings@chicagointl.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.

Signed Contract - Chicago Charter School Foundation (19-0424-EX3).pdf

Filename: Signed Contract - Chicago Charter School Foundation (19-0424-EX3).pdf.pdf **Size:** 5.8 MB

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

CICS Ralph Ellison Academy - Current and Projected Enrollment.pdf

Filename: CICS Ralph Ellison Academy - Current and Projected Enrollment.pdf.pdf **Size:** 69.1 kB

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

CICS Ralph Ellison Academy

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.

No

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.

No

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 - Feb 13 2026

Cover Page and Checklist

School Name:

CICS Ralph Ellison Academy

Contact Person for Grant:

Beth Purvis, Ed.D.

Title:

Chief Executive Officer

Expected Date School Will Open, Expand, or Replicate:

09/01/2027

Application Type:

Expand

Applicant UEI:

GXN1ELL14GM8

Proposed Charter Address:

1817 West 80th Street, Chicago, Illinois 60620

Applicant Address (if different than proposed):

11 East Adams Street, Suite 600, Chicago, Illinois 60604

Applicant Telephone:

312-350-7478

Applicant Email:

bpurvis@chicagointl.org

Fiscal Contact

Fiscal or Financial Contact for Applicant:

Himali Patel

Telephone:

847-346-8014

Email:

hpatel@p2consultant.com

Charter Public School Board Contact

Board President:

Evan Sharp

Email:

evan.sharp@russellreynolds.com

Phone Number:

312-993-6867

Authorizer Contact Information

Authorizing Agency:

Chicago Public Schools

Authorizing agency contact person:

Zabrina Evans

Telephone:

773-553-1530

Email:

zmevans2@cps.edu

Address:

42 West Madison Street, 3rd Floor, Chicago, Illinois 60602 GSR 125

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	43	43	56	56
10	64	61	56	56
11	47	43	65	56
12	39	39	43	65

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

	Percentage (%)
Free/Reduced Price Lunch:	92.1%
Special Education:	23.2%
English Learners:	2.5%
Black:	97%
Native Hawaiian or Other Pacific Islander:	0%
Hispanic:	0%
American Indian:	0%
Multiracial:	0%
Asian:	0%
White:	0%
Male:	51%
Female:	49%

Management Organization Information

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

Yes

Name the management organization:

Meridian Charter Schools

Employer Identification Number (EIN):

84-2582393

Is the management organization:

Not for Profit

Employees of the school will be:

Employed by the management organization

Short Answer Form

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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

Published in 1952, Invisible Man by Ralph Ellison tells the story of a nameless African American man in search of his identity. Through its exploration of racism, social invisibility, and the struggle for self-definition, the novel offers a powerful critique of the ways Black individuals are too often unseen as whole, complex people in American society.

In 2006, more than five decades after the novel's publication, CICS Ralph Ellison Academy (CICS Ellison) opened in Chicago's Auburn Gresham neighborhood, founded on the core tenets of Ralph Ellison's work. Today, three Black educators lead CICS Ellison as it serves nearly 200 young Black men and women. The school is grounded in the belief that students are whole, complex, and multifaceted individuals whose identities, aspirations, and lived experiences must be affirmed and nurtured as part of their education.

Since its founding, CICS Ellison has been committed to providing rigorous instruction and cultivating strong, supportive relationships that foster intellectual growth, cultural competence, and self-confidence—skills essential for success in school, the workplace, and life. While we are proud that CICS Ellison has the highest postsecondary enrollment rate among public schools in the neighborhood, fewer than 60% of our graduates currently enroll in postsecondary education. This gap makes clear that while many students aspire to continue their education, too many need stronger preparation, guidance, and sustained support to successfully take the next step after high school and we know our students deserve better.

As CICS Ellison approaches its twentieth school year, we stand at a critical inflection point, one that calls for a recommitment to CICS Ellison's original vision to deepen student engagement and more intentionally align our educational model with the interests, strengths, and goals of our students.

CICS Ellison seeks an Illinois Impact Initiative Grant to relaunch as a career-connected high school that uses students' interest in athletics as a powerful gateway to academic rigor, workforce preparation, leadership

development, and long-term economic mobility. This initiative is not designed to produce elite athletes; rather, it uses sports business and entertainment as the context through which students gain exposure to in-demand, sports-adjacent careers in healthcare, fitness and human performance, coaching, facilities maintenance, event operations, cybersecurity, SportsTech, communications, and media.

Central to this model, and the educational philosophy at CICS Ellison, is the intentional development of positive, consistent adult relationships. Research from the University of Chicago Consortium on School Research demonstrates that students who have at least one trusted adult at school show stronger attendance, greater persistence, and improved academic outcomes, particularly in high school settings serving historically marginalized students (Allensworth et al., 2014). As we implement the sports industry career model, coaches, advisors, and program leaders will serve as mentors who model resilience, accountability, and goal-setting. By expanding athletic and extracurricular opportunities, more students will develop essential skills such as communication, collaboration, and time management while increasing a sense of belonging that drives consistent engagement.

This new model directly advances CICS Ellison's strategic priorities by increasing student engagement and attendance, strengthening school culture, and delivering a rigorous, relevant, applied curriculum that connects learning to purpose. It also responds to clear student and family demand across the Chicago Public Schools for robust extracurricular and career-connected programming that prepares students for futures shaped by choice, not chance.

	Goal:	Performance Measures:	Rationale:
Goal 1	Student Growth & Absolute Performance Ensure all CICS Ellison students demonstrate meaningful academic growth and increased absolute achievement, preparing graduates with the knowledge, skills, and credentials necessary for success in college, career, and the workforce.	Ultimately, CICS Ellison will be the top-performing open-enrollment high school in its neighborhood, as measured by its ISBE Summative Designation indicator score. CICS Ellison will simultaneously increase performance across all four grade levels to exceed Chicago Public Schools and Illinois statewide benchmarks. To achieve this, by the end of School Year 2029 – the second year of this grant – CICS Ellison will: 1. Increase the percentage of 9th grade students who are Freshman On-Track (earning at least five full-year credits and failing no more than one semester of a core course) from a baseline of 70% to 80%. 2. Ensure at least 30% of students demonstrate meaningful growth toward college readiness, defined as an increase of 3 or more points on the ACT Composite score between administrations. 3. Increase the percentage of students meeting the ACT college-ready benchmark in	CICS Ellison's selected performance metrics were chosen because they reflect research-validated predictors of student success, align with state and district accountability systems, and respond directly to the increasing competitiveness of postsecondary and workforce pathways. As competition for jobs, credentialing programs, and college scholarships intensifies, CICS Ellison graduates must leave high school with the grades, standardized test scores, and experiences necessary to compete in both current and future marketplaces. Together, Freshman On-Track, ACT growth and achievement, graduation rate, and postsecondary enrollment form a coherent success framework that prepares CICS Ellison students not only to graduate, but to persist, complete, and thrive beyond high school.

		English Language Arts from a baseline of 18.6% to 30%, and in Mathematics from a baseline of 1.7% to 15%. 4. Increase CICS Ellison's four-year graduation rate from a baseline of 71.4% to 85%, exceeding the Chicago Public Schools average. 5. Ensure that at least 65% of graduates enroll in a 2- or 4-year college, and 100% of students complete high school with a documented postsecondary plan that moves their future forward, including enrollment in a trade or technical school, participation in an apprenticeship, or full-time employment in a living-wage job.	
Goal 2	Positive Student Experience & Engagement Motivate CICS Ellison students to attend school consistently by expanding access to positive relationships, in addition to high-quality extracurricular, athletic, and enrichment opportunities that align with students' interests and postsecondary plans.	Ultimately, CICS Ellison's leadership team will ensure that every student experiences a strong sense of belonging by forming at least one meaningful, positive relationship with a caring adult at school. To accomplish this, by the end of School Year 2029, CICS Ellison will: 1. Increase the number of extracurricular clubs and athletic teams from a baseline of 6 to 28.	High schools across the country are experiencing challenges with student attendance and retention as many students struggle to feel connected to their school community or see a compelling reason to attend daily. Research and practice show that students are more likely to attend school consistently when they feel a strong sense of belonging and have at least one meaningful, positive relationship with a caring adult.

		2. Ensure at least 75% of students enroll in one or more extracurricular clubs or sports teams, including non-athletic participation roles such as student managers or photographers. 3. Ensure at least 60% of students participating in a club or sport return to the same activity the following year. 4. Increase average daily attendance from a baseline of 75.6% to 90%, surpassing the Chicago Public Schools average. 5. Maintain a 90% annual student retention rate, while significantly increasing overall enrollment.	Extracurricular clubs, athletics, and enrichment opportunities are powerful vehicles for building these connections, creating smaller communities within schools where students can pursue interests, develop leadership skills, and engage in sustained relationships with adult mentors. By expanding and strengthening these opportunities, CICS Ellison will increase student engagement, improve attendance and retention, and foster a school climate that motivates students to show up, persist, and succeed.
Goal 3	Culture & Safety Foster a safe, inclusive, and affirming school environment grounded in strong relationships, clear expectations, and consistent adult support, where students, families, and staff experience belonging, accountability, and emotional well-being.	By the end of School Year 2029, CICS Ellison will: 1. Increase performance on the University of Chicago's 5Essentials Climate Survey, raising the percentage of climate measures rated "Strong" or "Very Strong" from a baseline of 0% to 50%. 2. Reduce the percentage of unique students receiving one or more disciplinary incidents from a baseline of 39% to 15%.	CICS Ellison is located in a complex neighborhood, and many students have experienced levels of trauma that exceed what is typical for their age. These experiences, shaped by community conditions, instability, and exposure to adversity, directly affect students' sense of safety, belonging, and ability to fully engage in school. In this context, it is imperative that CICS Ellison provides a safe, inclusive, and nurturing

			school environment that honors both the individual experiences of students and the collective strengths and realities of the Auburn Gresham community. By grounding school culture in strong relationships, clear expectations, and consistent adult support, CICS Ellison creates the conditions necessary for students to feel secure, supported, and emotionally ready to learn and thrive.
Goal 4	Instructional Quality & Professional Development Strengthen instructional quality by supporting educators with high-quality curriculum, ongoing professional learning, and opportunities for collaboration and leadership. Professional development will focus on effective pedagogy, culturally responsive practices, and career-connected instruction that meets the needs of the school community.	Using grant funds, CICS Ellison seeks to expand access to rigorous, research-based, high quality and relevant coursework and improve the overall instructional effectiveness of our educators. As such, by the end of School Year 2029, CICS Ellison will: 1. Ensure Project Lead The Way (PLTW) is implemented with fidelity and 100% of PLTW teachers complete required Core Training. 2. Increase the number of courses offered from 32 to 52. 3. Maintain formal classroom observations for 100% of teachers. 4. Maintain 100%	CICS Ellison must improve student outcomes in math and science, which will occur by increasing coursework rigor, coherence, and relevance. When instruction is disconnected from students' interests or future pathways, engagement and achievement, especially in technical subjects, declines. By adopting proven, high-quality curricula supported by embedded professional development, and by grounding math and science instruction in sports-industry and career-connected contexts, CICS Ellison will enhance instructional relevance while building educator capacity. This approach supports teachers with

		participation in professional learning and required teacher certification. 5. Increase the percentage of teachers who receive a “Proficient” or above rating on their annual evaluation from a baseline of 65% to 85%.	strong instructional tools and ongoing learning, enabling consistent, effective pedagogy that strengthens classroom practices and drives improved student learning outcomes.
Goal 5	Increase in Student Enrollment Increase student enrollment by positioning CICS Ellison as a compelling, community-based option for families seeking a unique academic model, a supportive school environment, and meaningful preparation for college, career, and the workforce.	By the end of School Year 2029, CICS Ellison will: 1. Increase total student enrollment across all grade levels, growing the overall student body from a baseline of 202 students to 248 students. 2. Increase the 9th grade class enrollment from a baseline of 45 students to 80 students. 3. Decrease the percentage of students transferring out during the school year and over the summer from a baseline 14.36% to 10%, despite neighborhood mobility rates.	CICS Ellison was founded to provide high-quality, community-driven educational options for Black students on Chicago’s South Side. As families increasingly seek schools that offer relevant, career-connected learning, meaningful enrichment, and clear postsecondary pathways, CICS Ellison is well positioned to respond to community priorities and student interests. By aligning academic programming with career-driven pathways and offering high-quality, sports-industry–focused experiences, CICS Ellison will strengthen its value proposition to families and increase demand. In doing so, CICS Ellison advances statewide priorities to increase the number of high-quality charter schools serving traditionally underserved students and to improve the overall quality of Illinois’ charter sector,

			demonstrating how focusing on relevant curricula, strong culture, and improved academics can drive sustainable enrollment growth, improved post-secondary readiness, and broader sector impact.

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)

CICS does not define students' futures; we provide the support and academically rigorous preparation that empowers them to shape their own. Across our network of 13 tuition-free public charter schools, CICS offers diverse school models intentionally designed to meet the needs of the communities we serve. We recognize that every student, family, educator, and community brings unique strengths, cultural identities, and lived experiences, and believe educational opportunities should reflect that diversity. At their core, CICS schools champion student agency, affirm cultural identity, and empower educators to design learning experiences that drive meaningful, lasting impact.

CICS recognizes the profound influence educators and school leaders have on students' academic success, identity development, and long-term trajectories. Representation matters. Research demonstrates that teachers of color are associated with stronger academic outcomes for students of color, including improved test scores, higher attendance rates, and fewer suspensions, with especially significant impacts for Black male students (Gershenson et al., 2018).

Despite this evidence, Black and Brown educators remain significantly underrepresented nationwide. During the 2020–2021 school year, 80% of U.S. public school teachers identified as White, while only 9% identified as Latinx and 6% identified as Black; similar disparities persist in school leadership. In contrast, across the CICS network, the majority of principals are people of color. At CICS Ellison specifically, 80% of teachers and 100% of school leadership identify as Black, mirroring the student population. This commitment to representative leadership strengthens school culture, advances equity, and ensures students see possibility reflected in those guiding their learning.

CICS Ellison's Educational Model & Redefining Our Path Forward

CICS Ellison's academic model is grounded in the University of Chicago Consortium on School Research's 5Essentials Framework, which identifies five conditions proven to drive student success: strong leadership, collaborative teacher culture, meaningful family engagement, supportive learning environments, and high academic expectations. CICS Ellison has intentionally added a sixth core element—continuous improvement—reflecting the belief that schools must constantly adapt to better meet student needs.

Named after renowned African American writer Ralph Ellison, the school draws inspiration from his exploration of race, identity, and self-definition. In honoring this legacy, CICS Ellison is evolving from a traditional college-preparatory high school to a career-connected pathway model that integrates rigorous academics, athletics, leadership development, and real-world learning experiences. This evolution prepares students not only for graduation, but for high-interest postsecondary and career pathways—particularly within sports-adjacent industries—where passion, discipline, and opportunity intersect.

Despite recent improvements in average daily attendance, CICS Ellison—like many schools nationwide—continues to face persistent challenges related to chronic absenteeism. Across Chicago Public Schools, the number of students missing at least 35 days of school has nearly doubled since 2019. Research shows that attendance matters: even modest attendance improvements lead to measurable academic gains, and ninth-grade attendance is a stronger predictor of high school graduation than eighth-grade test scores (Allensworth & Easton, 2007).

This raises a central question: how can schools motivate students to attend school consistently and engage meaningfully in learning?

As a public charter school, CICS Ellison is uniquely positioned to address this challenge by leveraging instructional, scheduling, and programmatic autonomies granted under Illinois Charter School Law and ESEA §4310(2). These autonomies allow CICS Ellison to redesign curriculum, restructure time, align staffing to student needs, and form external partnerships in ways not typically available in traditional district models. CICS Ellison will use this flexibility to design a learning environment centered on relevance, engagement, and purpose.

Enabled by charter autonomy, CICS Ellison will redesign its instructional model to expose students to and prepare them for careers in sports-adjacent fields, including athletic training, sports medicine, fitness and human performance, communications, management, and facilities and event operations. The goal is for every student to graduate motivated, highly skilled, and employable, with leadership experience and a clear understanding of how their education connects to real-world opportunities.

This approach is grounded in research demonstrating that when students experience clear connections between classroom learning and real-world application, they are more engaged and more likely to persist through graduation. Research from the University of Chicago Consortium on School Research shows that instructional approaches integrating academic, social, and emotional development—particularly those tied to students' lived experiences and future aspirations—strengthen motivation, engagement, and long-term persistence (Allensworth, Nagaoka, & Johnson, 2018).

Key Design Elements of the CICS Ellison Model

1. Project Lead The Way (PLTW) and Sports-Integrated Coursework

CICS Ellison will anchor its academic model in Project Lead The Way (PLTW), a nationally recognized, standards-aligned curriculum framework that emphasizes inquiry-based learning, real-world problem solving, and career pathway development. Additionally, CICS Ellison will integrate core academic content with a sports-adjacent career focus, using the sports industry as a relevant and motivating context for learning. Courses will build transferable academic and professional skills—such as critical thinking, communication, data analysis, project management, teamwork, and leadership—while exposing students to careers in sports business, athletic training, health and human performance, communications, statistics, facilities, and event operations.

As a charter school, CICS Ellison exercises curricular autonomy that allows it to design interdisciplinary, career-connected courses aligned to Illinois Learning Standards while incorporating applied, project-based instruction. Unlike traditional district schools, CICS Ellison can create new course offerings, adjust pacing, and align curriculum directly to student interests and postsecondary goals. Through interdisciplinary projects—such as analyzing sports data, designing athletic facilities, or examining social justice in athletics—students apply academic skills in authentic, high-interest contexts that deepen understanding and purpose.

2. Athletics & Extracurricular Activities

CICS Ellison is not seeking to become an athletic powerhouse. Instead, athletics will serve as a vehicle for engagement, belonging, leadership, and accountability.

Research shows that enrichment programs and athletics play a critical role in shaping student engagement, school culture, and enrollment decisions. A 2021 University of Chicago Consortium report found that the availability of sports—particularly basketball—was the most frequently cited factor influencing high school choice among eighth-grade students. Participation in school-based athletics is also associated with higher attendance, stronger academic performance, and reduced dropout risk, with particularly strong effects for students from historically marginalized communities (Allensworth & Easton, 2007).

Charter scheduling autonomy allows CICS Ellison to reimagine athletics in ways that expand access rather than limit participation. Traditional after-school models often exclude students who work, provide childcare, or support family members. Because CICS Ellison controls its schedule, athletics can be embedded into the school day, offered through rotating practice times, and aligned with academic remediation, tutoring, and credit recovery. This flexibility ensures students do not have to choose between academics, family responsibilities, employment, and extracurricular engagement.

CICS Ellison will explore expanding athletic offerings to include cheer, track and field, and soccer, in addition to non-traditional urban sports such as tennis, co-ed golf, badminton, and bowling. Participation opportunities will include varsity, junior varsity, freshman, club, and intramural teams, along with structured leadership roles such as team managers, statisticians, and media coordinators. CICS Ellison will also introduce athletics-adjacent extracurricular offerings such as e-sports, providing low-barrier, high-interest opportunities for student engagement. These programs will serve as a gateway to coursework in computer science, coding, game design, and digital media, creating additional pathways for students to connect learning with emerging industries.

3. Industry Partnerships & Career Exploration

CICS Ellison will seek partnerships with professional sports organizations, colleges, alumni, and sports-adjacent institutions to extend learning beyond the classroom. Students will participate in a sequenced career exploration experience beginning with introductory coursework and progressing to job shadowing, internships, and work-based learning. Charter flexibility—including access to transportation—will allow students to attend off-site experiences, professional events, and career seminars that were previously cost-prohibitive, while seasonal recognition events will strengthen family engagement and school culture, and celebrate student achievement.

4. Positive Adult Relationships

Culturally affirming leadership and strong, positive adult relationships are foundational to student engagement and persistence. At CICS Ellison, educators intentionally cultivate trusting relationships that ensure students feel seen, valued, and supported. Research shows that students with at least one strong, supportive adult relationship at school demonstrate higher attendance, stronger academic performance, and greater motivation to persist through challenges (Allensworth & Easton, 2007). Behavioral expectations are reinforced through restorative practices emphasizing accountability and relationship repair. Student achievement, leadership, attendance, and personal growth are celebrated through exhibitions and recognition events that foster pride and belonging.

5. Continuous Improvement

CICS Ellison’s model reflects intentional innovation made possible through charter flexibility and sustained through a structured approach to continuous improvement grounded in data analysis, reflection, and professional learning. A core mechanism for driving improvement in instruction is the Danielson Framework for Teaching, a research-based professional practice model that articulates effective teaching across four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. At CICS Ellison, the Danielson framework provides a shared language for instructional excellence and guides coaching, observation, and feedback cycles.

Through reflective practice and targeted professional development aligned to the Danielson Framework, educators continuously refine instruction to better meet student needs. Combined with ongoing analysis of attendance,

engagement, academic progress, and postsecondary outcomes, this cycle of continuous improvement ensures the model remains responsive, equitable, and aligned with evolving student aspirations and workforce demands.

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)

CICS Ellison will implement an interdisciplinary, career-themed instructional model akin to a Career Academy approach, a proven high school model operating in more than 7,000 schools nationwide. The model emphasizes small learning communities, a career-themed curriculum that integrates rigorous academics with industry-relevant content, and work-based learning through partnerships. CICS Ellison will apply a sports-industry lens, using athletics and sports-adjacent fields to connect core academic content to real-world applications and postsecondary pathways.

This approach is grounded in a strong body of research demonstrating the effectiveness of Career Academies for urban and historically underserved students. A landmark randomized controlled trial conducted by MDRC, a nationally recognized, nonpartisan social policy research organization, found that Career Academy students experienced improved engagement and credit attainment during high school, and achieved significant, sustained increases in post-high school earnings, particularly for young men (MDRC Career Academies Study, 2001; MDRC Long-Term Follow-Up, 2008). A subsequent Clearinghouse for Labor Evaluation And Research (CLEAR) report confirmed sustained earnings gains (U.S. Department of Labor CLEAR, 2017), and a New York University study found that Career Academy students reported strong interpersonal support from teachers and peers—factors closely linked to persistence and postsecondary success (New York University Career Academies Study, 2014).

Guided by this research, CICS Ellison's relaunched educational model will ensure that all graduates gain a competitive edge in understanding sports-industry–related fields including medicine, management, analytics, technology, events management, and media. Restructured curricula will embed sports-industry practices and adjacent business concepts across all core subjects, increasing student engagement and providing a clear answer to the question, "Why are we learning this?" All coursework at CICS Ellison will be college preparatory, aligned to the Illinois State Learning Standards, and designed to prepare students for success on the ACT and in postsecondary education and career pathways.

CICS Ellison's humanities and social science coursework will contextualize learning through the local and global impact of sports rather than teaching content in isolation. History courses will examine the social history of sport—including ancient civilizations, the Chicago Negro Leagues, professional integration in the NFL, MLB, and NBA, and the transformative impact of Title IX on collegiate athletics. English Language Arts instruction will emphasize journalism, public relations, and marketing. Mathematics instruction will connect abstract concepts to applied uses

such as performance analysis, statistics, salary cap management, and game theory. Science coursework will be anchored in kinesiology and sports medicine, with Biology examining muscular and skeletal systems through injury prevention and Physics focusing on biomechanics, motion, and sports equipment engineering. Over time, CICS Ellison will further integrate business, law, and ethics through topics such as Name, Image, and Likeness (NIL) policy and the stadium effect, embedding these concepts within Civics and Economics courses.

In addition to embedding sports-industry learning throughout coursework, CICS Ellison will implement Project Lead The Way (PLTW), a nationally recognized career and technical education (CTE) program that provides sequenced, standards-aligned curricula in mathematics and computer science. PLTW emphasizes project-based, inquiry-driven instruction that integrates academic rigor with real-world, career-connected applications, preparing students for postsecondary education and high-demand careers.

CICS Ellison will implement PLTW Algebra I Advantage and the PLTW Computer Science pathway as coherent, college- and career-aligned instructional models. All ninth-grade students will take PLTW Algebra I Advantage, a research-informed program designed to address widespread challenges in Algebra I achievement through real-world problem solving, modeling, and data analysis. Building on this foundation, the PLTW Computer Science pathway will emphasize rigorous, project-based learning, ethical technology use, and authentic applications aligned to state computer science standards, AP frameworks, and federal STEM access and workforce-readiness priorities.

In Computer Science Essentials (Grades 9–10), students will transition from block-based coding to Python while analyzing performance data and visualize trends. Computer Science Principles (Grades 10–11) will deepen understanding of coding, data processing, cybersecurity, and ethical computing through sports-industry case studies involving analytics, media rights, wearable technology, and automation. Computer Science A and Cybersecurity (Grades 11–12) will further develop object-oriented programming, algorithmic thinking, and solution design, while addressing data privacy and network security. Principles of Artificial Intelligence (Grades 11-12) will build AI literacy and applied experience in machine learning, data classification, and responsible AI use.

For CICS Ellison seniors, the PLTW Capstone Experience requires team collaboration to design solutions to real-world sports and athletics challenges through research, prototyping, and professional presentations.

CICS Ellison will establish dedicated technology labs equipped with laptops, hardware, and software to support programming, data visualization, artificial intelligence development, and cybersecurity simulation to ensure that we have the infrastructure and technology to enable learning.

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)

CICS Ellison sets rigorous academic goals through its Strategic Plan and holds itself accountable through a disciplined performance management system designed to drive measurable student growth. The school's assessment and data structures are operational tools used daily to strengthen instruction and inform decision-making. Together, these systems establish a culture of high expectations, transparency, and continuous improvement, ensuring every adult understands student outcome targets and their responsibility in achieving them.

CICS Ellison employs a balanced assessment portfolio that includes formative, interim, and summative measures aligned to Illinois Learning Standards and college readiness benchmarks. In core subjects, teachers administer weekly ACT-aligned formative assessments embedded within instruction. These short-cycle assessments provide immediate insight into mastery of priority standards and allow teachers to adjust pacing, reteach concepts, and regroup students in real time. At the beginning and midpoint of the year, students complete ACT-style interim assessments that measure progress toward college readiness benchmarks and project performance on state exams. These results allow educators to identify content gaps early and adjust instruction accordingly. Summative assessments, including state exams and end-of-course measures, provide external validation of growth and ensure accountability to state and federal requirements.

Formative data is central to instructional practice. Teachers analyze student responses to refine lesson design, increase rigor, and differentiate tasks. This analysis occurs individually and collaboratively through Professional Learning Community meetings. Instructional leaders review classroom and grade-level data to identify strengths and gaps, which inform coaching cycles and professional development priorities. This proactive approach ensures instructional adjustments occur before gaps widen and that supports are deployed strategically.

CICS Ellison collects student-level academic, attendance, behavior, and intervention data through PowerSchool and a centralized Innovare data warehouse, providing real-time dashboards accessible to staff. Classroom-level data is reviewed weekly during lesson planning and PLC meetings. Instructional leaders review interim results, GPA trends, attendance patterns, and MTSS data biweekly to assess progress. At the network level, the Chief Education Officer and Managing Director of Continuous Improvement conduct quarterly reviews focused on subgroup performance, growth trends, and alignment to strategic goals. The CICS Network team also meets semiannually with Meridian leadership to review portfolio performance.

To ensure progress toward annual goals, CICS Ellison establishes interim benchmarks for all student subgroups.

Benchmarks include mastery targets on formative assessments, growth targets on interim exams, GPA thresholds aligned to Freshman-On-Track indicators, attendance goals of at least 95 percent, and reductions in chronic absenteeism. Students receiving Tier 2 or Tier 3 supports are expected to demonstrate measurable improvement within defined monitoring windows. Benchmarks are reviewed quarterly and recalibrated annually based on performance trends to ensure continued rigor.

A strong culture of data-driven instruction exists across the school. Teachers use formative results, interim exams, attendance records, behavioral referrals, and IEP progress monitoring to tailor instruction and respond to individual needs. Differentiation occurs through flexible grouping, targeted workshops, scaffolded assignments, structured re-teaching, and extension opportunities. Special education teachers and paraprofessionals collaborate with general education staff to ensure accommodations are implemented with fidelity and progress toward IEP goals is monitored consistently.

CICS Ellison implements a Multi-Tiered System of Supports to structure intervention and acceleration. Tier 1 consists of high-quality, standards-aligned core instruction delivered to all students with embedded differentiation. Tier 2 includes targeted small-group interventions, tutoring, and attendance contracts for students identified through data review. Tier 3 provides intensive academic and behavioral supports, including credit recovery, individualized intervention plans, and coordinated wraparound services. Student progress within MTSS is monitored weekly, and intervention intensity is adjusted based on evidence of effectiveness.

Data informs not only classroom practice but also policy and management decisions. Academic performance trends guide curricular pacing, staffing allocations, and professional development investments. Attendance and behavior data shape student support programming and family engagement strategies. As Ellison expands its athletics- and career-connected model, participation and performance metrics will be analyzed to ensure enrichment opportunities correlate with academic growth and persistence. The CICS Board of Directors' Education Committee reviews academic outcomes and subgroup performance to ensure alignment with charter commitments.

Assessment results directly shape professional learning. Coaching cycles focus on how teachers use student data to plan instruction, differentiate tasks, and monitor impact. Professional Learning Communities provide structured time for collaborative analysis of student work, fostering shared accountability. The Danielson Framework guides evaluation and feedback conversations, while monthly Instructional Leadership Team learning walks generate actionable insights aligned to instructional priorities.

Through disciplined goal-setting, structured data analysis, and a deeply embedded culture of evidence-based practice, CICS Ellison ensures assessment drives instructional excellence and improved outcomes for all students.

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)

CICS Ellison is a tuition-free public charter school committed to serving all students through an open, fair, and non-selective enrollment process. Admission and enrollment practices comply with Illinois charter law and district requirements, ensuring no screening based on academic history, disability status, language proficiency, income, or disciplinary background.

CICS Ellison was founded to meet the needs of a high-need student population while maintaining high academic and behavioral expectations for every learner. Currently, 92% of students are economically disadvantaged, 19% experience housing instability, and 23% receive special education services–rates significantly above district and state averages. These realities shape CICS Ellison's academic programming, intervention systems, staffing model, nutrition services, and transportation planning.

CICS Ellison embraces the responsibility of educating students who may have been previously undereducated or underserved. We maintain high expectations for all students regardless of prior academic performance or circumstance. Access to a rigorous, future-focused education builds confidence, restores engagement, and inspires students to increase effort in both the classroom and the broader community.

Understanding and Evaluating Student Needs

CICS Ellison employs a comprehensive, data-informed process to identify and respond to student needs. Upon enrollment and throughout the academic year, the school reviews prior academic records, IEPs and 504 plans, language proficiency data, attendance history, interim and standardized assessment results, and universal screeners administered three times annually. Social-emotional and environmental factors—including housing insecurity, food insecurity, and trauma exposure—are also evaluated to ensure holistic support.

CICS Ellison's Culture Team, composed of the Principal, Assistant Principal, Special Education Coordinator, Social Worker, and instructional leaders, meets regularly to determine appropriate resources and programming for students. This structured review process ensures early identification of educationally disadvantaged students and allows the school to respond proactively with targeted academic and behavioral interventions.

CICS Ellison partners with Communities In Schools to provide additional mental health services and case management. A Behavioral Health Team supports Tier II interventions and includes teachers, administrators, a counselor, and CICS Ellison's licensed social worker, ensuring coordinated academic and social-emotional scaffolding.

In addition, CICS Ellison maintains formal identification processes to serve all student populations, including English Learners, migrant students, and gifted and talented students, even if current enrollment in certain categories is limited. English Learners are identified through the Home Language Survey and state-mandated language proficiency assessments. The school follows established McKinney-Vento and federal migrant education guidelines to identify and support students experiencing housing instability or migratory circumstances. Gifted and advanced learners are identified through academic performance data, teacher recommendation, demonstrated mastery of grade-level standards, and performance on interim assessments. These systems ensure that, regardless of current population size, CICS Ellison is prepared to promptly identify and appropriately serve students across the continuum of academic need.

Comprehensive Academic and Behavioral Intervention Strategy (MTSS)

CICS Ellison implements a Multi-Tiered System of Supports (MTSS) that integrates academic, behavioral, and social-emotional interventions. This framework ensures that all students receive high-quality core instruction while allowing for increasingly targeted and individualized support services when data indicates additional need.

Tier 1 supports are provided to all students and include rigorous, standards-aligned instruction. Universal systems include clearly defined behavioral expectations aligned to the Positive Behavioral Interventions and Supports (PBIS) framework, embedded social-emotional learning through advisory, and real-time attendance monitoring with early outreach protocols.

Tier 2 supports are provided to students demonstrating academic or behavioral risk. These interventions include small-group instruction, tutoring, mentoring, attendance improvement plans, and restorative supports. Student progress is monitored regularly to determine effectiveness and adjust interventions accordingly.

Tier 3 supports are provided for students with significant needs and may include individualized academic plans, credit recovery pathways, Functional Behavioral Assessments, wraparound services, Behavior Intervention Plans, and coordinated family engagement. External partnerships are leveraged when appropriate to address mental health or social service needs. This structured MTSS framework promotes early intervention, sustained progress monitoring, and reduced reliance on exclusionary discipline practices.

Behavioral Supports, Discipline, and Student Retention

CICS Ellison prioritizes instructional continuity and student retention. The school minimizes exclusionary discipline and implements restorative practices to address behavior while maintaining student engagement in learning. Recognition systems celebrate academic growth and social-emotional development, reinforcing positive school culture.

Families are engaged as active partners in both prevention and intervention efforts, strengthening trust and long-term commitment to the school community. These practices reduce overuse of discipline that removes students from instruction and supports strong retention.

Services for Students with Disabilities

CICS is fully committed to serving students with disabilities in inclusive, rigorous learning environments. CICS Ellison currently employs four certified special education teachers and five paraprofessionals. Special education programming is managed by a dedicated Special Education Coordinator and supported at the network level by the Deputy Chief Education Officer, who oversees both multilingual and special education programs.

Students with differentiated learning needs are identified through record review, referrals, formal evaluations, and ongoing progress monitoring in accordance with IDEA requirements. Services are delivered across the continuum of least restrictive environment (LRE) placements.

Supports include co-teaching, curricular adaptations, instructional and testing accommodations, assistive technology, self-contained instruction when necessary, and other related services as outlined in the student's Individualized Education Plan (IEP). The Special Education Coordinator ensures compliance, monitors IEP implementation, and supports differentiated instructional practices aligned to federal and state requirements. All special education staff are certified and receive ongoing professional development in inclusive practices, legal compliance, and progress monitoring. High expectations remain consistent: students with disabilities participate fully in grade-level coursework, enrichment, and extracurricular opportunities.

Staff Training and Capacity Building

All CICS Ellison staff receive ongoing professional development in MTSS implementation, differentiated instruction, culturally responsive teaching, trauma-informed practices, and restorative discipline. Additionally, all instructional and administrative staff are trained in the effective and ethical use of GoGuardian, the school's digital classroom management and student safety platform. Training ensures staff can monitor student device use responsibly,

maintain focused instructional environments, reinforce digital citizenship, and respond appropriately to safety alerts. Staff are trained on de-escalation protocols, documentation of events, and FERPA compliance to ensure consistent and ethical treatment of CICS Ellison community members.

Nutrition Services

CICS Ellison recognizes that meeting students' nutritional needs is essential to academic success. The school participates in the School Breakfast Program, National School Lunch Program, After-School Snack Program, and the CACFP At-Risk Supper Program. These programs are funded through federal and state reimbursements and comply with all USDA nutritional standards. Meals accommodate documented allergies and medical needs, ensuring equitable access to nutrition throughout the school day and extended learning time.

Transportation Services

CICS Ellison serves students from multiple South Side neighborhoods accessible via public transit. Transportation accommodations are provided for students with disabilities, students experiencing homelessness or who live in foster care, and students participating in extracurricular activities, in compliance with state and federal requirements. Clear communication ensures families understand available transportation options, promoting consistent attendance and full participation.

Attracting and Retaining Students

CICS Ellison strengthens retention by celebrating student growth, engaging families as partners, and expanding meaningful extracurricular programming. As academic outcomes improve and engagement increases, families become ambassadors, strengthening community trust and word-of-mouth outreach. Expanded leadership, athletics, and enrichment programming will further reinforce student belonging and long-term persistence.

Through high expectations, inclusive practices, comprehensive intervention systems, and a rigorous, relevant instructional model, CICS Ellison is positioned to effectively serve its diverse student population while promoting persistence, equity, and long-term success.

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)

CICS Ellison maintains a comprehensive staffing structure intentionally designed to meet the academic, operational, and social-emotional needs of its students. If awarded the grant, the staffing plan will be adjusted to meet the needs of a rigorous, athletics- and career-connected high school. The proposed staffing plan is feasible and sustainable, leveraging charter autonomy to align leadership roles, and recruit and retain high-quality, mission-aligned educators.

CICS Ellison is led by a Principal and two Assistant Principals who collectively oversee instructional leadership, professional development, culture, recruitment, operations and compliance. As part of the enhanced model, leadership roles will be refocused to support implementation and enrollment growth.

The CICS Ellison Principal will dedicate 40% of his time to recruitment and enrollment, serving as a visible and trusted presence in Auburn Gresham through engagement with feeder schools, community partners, and families. To further strengthen enrollment systems, CICS Ellison will hire a full-time Student Recruitment and Retention Coordinator responsible for targeted outreach, enrollment pipeline management, persistence tracking, and family engagement. This increased capacity ensures sustainable growth of both the student body and teaching staff.

The Assistant Principal roles have also been updated to strengthen program quality and instructional coherence. One will serve as Assistant Principal of Athletics and Career Pathways, overseeing integration of athletics, industry partnerships, career-connected coursework, and extended learning opportunities. The second will serve as Assistant Principal of Curriculum and Instruction, leading curriculum alignment, instructional coaching, assessment systems, and academic rigor across departments.

CICS Ellison employs 15 full-time certified teachers across core and enrichment content areas, including English, Humanities, Mathematics, Physical Education, Science, Social Science, and Special Education. The school maintains a 100% teacher certification rate, and the instructional staff averages approximately 10 years of seniority, reflecting professional stability in a field often characterized by mobility and turnover. Operating within a small-school model, CICS Ellison maintains an average student-to-teacher ratio of 20:1, allowing for more personalized instruction and stronger teacher-student relationships.

Four paraprofessionals and a dedicated Special Education Coordinator ensure compliance, IEP fidelity, and equitable access for students with disabilities. Operational stability is supported by a certified nurse, office

manager, receptionist, head of security, security guard, and custodians, creating a safe and well-managed learning environment.

Recruitment, Selection and Retention of Outstanding Staff

CICS Ellison leverages charter autonomy to recruit and retain mission-aligned, high-performing educators. Recruitment is led by Meridian Charter School's Human Resources Department under the Chief Operating Officer and includes partnerships with local universities and educator preparation programs such as Teacher For America and Golden Apple.

The selection process is rigorous and competency-based, including structured interviews, demonstration lessons, and evaluation by a hiring committee composed of teachers and school leaders. Hiring decisions prioritize instructional effectiveness, cultural responsiveness, and commitment to historically underserved students. Charter autonomy ensures cohesive staffing aligned to CICS Ellison's academic and career-connected vision.

Retention strategies include competitive compensation, stipends for training, paid leadership pathways within athletics and career-connected programs, structured professional growth opportunities and recognition of excellence. As CICS Ellison's academic outcomes and community reputation strengthen, the school will become increasingly attractive to high-quality instructional and coaching talent, reinforcing long-term stability.

CICS Ellison's professional learning system is grounded in the 5Essentials Framework, with the addition of a sixth core element: continuous improvement. Instructional practice is anchored in the Danielson Framework for Teaching, providing a shared language for excellence and guiding observation, coaching, and evaluation cycles. Led by Meridian's Managing Director of Continuous Improvement, CICS Ellison's teachers participate in biweekly Professional Learning Communities, instructional coaching, and data-driven planning sessions. Instructional leaders conduct regular observations and provide actionable feedback focused on project-based learning facilitation, differentiation, academic rigor, and student engagement.

CICS Ellison believes that a central driver of improved instructional quality is the adoption of Project Lead The Way (PLTW) coursework and the required professional development. PLTW training is nationally recognized for its rigor and depth. Unlike traditional one-day workshops, teachers complete intensive, multi-day core training prior to launching any course. During the grant planning phase, teachers will complete 176 hours of PLTW training across Algebra I, Computer Science Essentials, and Cybersecurity. In Year One, teachers will complete 80 training hours in Computer Science Principles, followed by 80 hours of Capstone training in Year Two.

PLTW training is immersive and hands-on, requiring teachers to engage in the same project-based, problem-solving

experiences students will encounter. This ensures content mastery, technical precision, and fidelity of implementation. Teachers also gain access to a national PLTW professional learning network, virtual coaching support, updated curriculum resources, and continuous improvement tools, ensuring instruction remains industry-aligned and rigorous over time.

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)

Chicago International Charter School (CICS), as the charter holder for its 13 tuition-free public charter schools, maintains full fiduciary responsibility for financial management, regulatory compliance, and long-term fiscal stability. Fiscal stewardship is one of CICS' four formal strategic pillars and is actively monitored by both the CICS Network Team and the CICS Board of Directors. This structure ensures that CICS Ellison operates within a disciplined financial system that prioritizes transparency, sustainability, and the responsible use of public funds.

The CICS Network's most recent Financial Performance Report issued by CPS indicates that the network met or exceeded all standards related to Financial Condition, including Change in Net Assets, Current Ratio, Net Asset Ratio, Cash on Hand Ratio, and Loan Delinquency, as well as all Financial Controls standards, including completion of an unmodified independent annual audit. CICS Ellison benefits directly from this centralized oversight and strong financial foundation.

Multi-Year Financial Planning and Sustainability

CICS Ellison maintains a comprehensive multi-year operating budget aligned to enrollment projections, staffing plans, programmatic investments, and facilities costs. Revenue assumptions are intentionally conservative and based on per-pupil funding tied to projected enrollment. Enrollment growth is phased and aligned to staffing thresholds to avoid overextension and protect positive cash flow.

The school's financial model identifies a clear break-even enrollment threshold below projected targets, ensuring that modest enrollment fluctuations can be absorbed without destabilizing operations. In addition, CICS' bond covenants require the organization to maintain a minimum of 30 days of cash on hand. CICS consistently maintains at least 90 days of cash on hand, providing a strong liquidity cushion and protecting against short-term revenue delays or enrollment variability.

Inflationary adjustments for salaries, benefits, utilities, and instructional materials are built into projections using reasonable and defensible assumptions. Nonrecurring costs are clearly identified, and contingency planning is embedded in annual budgets to ensure operational stability throughout the fiscal year.

Staffing decisions are directly tied to enrollment benchmarks. Grant-funded roles, including the Student Recruitment and Retention Coordinator, are structured to transition to operational funding following the planning

period to ensure sustainability beyond the life of the grant.

The CSP Budget Template aligns directly with the grant narrative and implementation timeline. Each expenditure category supports defined programmatic goals, including leadership capacity, professional development, PLTW implementation, technology upgrades, transportation access, and recruitment efforts. CICS Ellison is not relying on additional grant funding to implement this model beyond the Illinois Impact Initiative request; operational sustainability will be through per-pupil funding and centralized network oversight.

Financial Monitoring and Internal Controls

All public funds flow through CICS as the fiduciary agent. Financial oversight includes monthly budget-to-actual reviews conducted by the CICS Ellison Principal in partnership with P-Squared, Meridian's financial consultant, and Meridian's Chief Operating Officer. These reports identify variances, monitor spending trends, and ensure expenditures remain aligned with projections.

Quarterly financial reports are reviewed by the CICS Network team, the CICS Board Finance Committee and presented to the full Board of Directors. An independent annual audit conducted by Citrin Cooperman provides an additional layer of oversight, and all accounting practices adhere to Generally Accepted Accounting Principles (GAAP).

Clear internal controls are embedded within the CICS Network structure. CICS Ellison's Principal may initiate purchase requests, but approval and payment processing occur through Meridian's centralized finance protocols, ensuring appropriate segregation of duties. Accounts are reconciled monthly, and expenditures are coded to specific budget lines to maintain transparency and audit readiness.

Grant funds are tracked within a distinct ledger inside Sage Intacct, our accounting system, to ensure accurate reporting and compliance with local, state, and federal guidelines. Supporting documentation is maintained for all expenditures in accordance with required policies. Monthly cash flow projections are updated based on actual enrollment and revenue receipts. If enrollment trends differ from projections, leadership adjusts discretionary spending, phases hiring decisions, or defers nonessential purchases to preserve fiscal stability.

Facilities Plan and Capital Investment

CICS Ellison operates in a facility owned by CICS since 2005. The building includes classrooms, collaborative learning spaces, and a full-size gymnasium that supports both athletics and community events. Because the facility is already secured and operational, there is no acquisition risk associated with expansion.

Planned capital improvements during the grant period include electrical upgrades to support expanded technology use, cosmetic updates such as painting and flooring refresh, and enhancements to the gymnasium to better support programming. These improvements are scheduled during the planning period to ensure readiness before implementation.

Facility costs remain below 20% of the school's annual operating budget. The building is compliant with accessibility standards and includes appropriate accommodations to support students receiving special education services. The space provides a safe and adequate learning environment aligned to CICS Ellison's instructional and extracurricular programming needs.

Investment in Educationally Disadvantaged Students

The budget reflects a deliberate investment in accelerating learning for educationally disadvantaged and at-risk students. Funds will support expanded academic programming, rigorous PLTW coursework, enhanced access to technology, transportation for experiential learning opportunities, and professional development to strengthen instructional practice. By prioritizing leadership capacity and teacher preparation during the planning phase, CICS Ellison strengthens instructional quality in ways that directly benefit students who have historically been underserved.

Risk Mitigation and Financial Stability

CICS Ellison operates in a shifting demographic environment, and financial planning reflects that reality. Enrollment projections are conservative and reviewed monthly. Staffing additions are phased and tied to verified student counts. If enrollment falls below projections, leadership will implement expense controls, delay discretionary purchases, and adjust staffing plans to maintain positive cash flow.

Centralized oversight through the CICS Network, combined with liquidity safeguards and annual independent audits, ensures that short-term fluctuations do not compromise long-term stability or program quality.

CICS Ellison's financial management and monitoring plan demonstrates strong operational capability, disciplined oversight, and long-term sustainability. Through conservative multi-year budgeting, centralized fiduciary control, structured monitoring systems, and proactive risk mitigation, the school is positioned to implement the proposed activities responsibly and effectively. The network's financial management systems ensure that resources are deployed strategically to improve academic outcomes, strengthen enrollment stability, and maintain fiscal health well beyond the grant period.

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)

The purpose of the CICS Board of Directors is to serve as organizational champions organization, uphold fiduciary, academic, and operational responsibilities, provide strategic counsel, and support CICS in reaching our ambitious goals. The Board's personal commitment to the organization is reflected in the fact that 100% of CICS Board members make an annual personal financial contribution, underscoring their commitment to our mission. We are proud to share that this school year, a Board member made a significant philanthropic investment in CICS Ellison to establish the Ellison Excellence Award, an incentive for incoming ninth-grade students. The award provides financial recognition to freshmen who meet clearly defined benchmarks related to attendance, academic effort, and positive engagement during their first year of high school—an especially critical transition period for student persistence and long-term success. By tying philanthropic support to measurable student behaviors and outcomes, the Ellison Excellence Award reflects the Board's active role in advancing school improvement beyond governance alone.

Over the past three years, CICS has made a deliberate, multi-year investment in strengthening its governing board. This work has focused on recruiting members with diverse expertise, clarifying roles and expectations, and establishing systems that support effective oversight, legal compliance, and leadership continuity.

Board Composition, Structure, and Selection

The CICS Board of Directors is composed of 13 members, consistent with bylaws that allow for a minimum of seven and a maximum of twenty directors. The Board reflects our strong commitment to racial, gender, and professional diversity: four members identify as Black, one as Latina, seven are women, and the Board always includes at least one parent representative and one alumnus to ensure these important perspectives inform governance and decision-making. Board members serve three-year terms and may be reappointed based on satisfactory service.

The Board operates through four standing committees—Education, Finance, Development, and Governance—where the majority of oversight and strategic work occurs between full board meetings. The Education Committee oversees academic performance and student outcomes; the Finance Committee monitors budgets, audits, and long-term sustainability; the Development Committee advances fundraising strategy; and the Governance Committee leads board recruitment, evaluation, training, and policy oversight.

Board recruitment is led by the Governance Committee in partnership with the Chief Executive Officer and Chief Development Officer. Candidates are identified using a regularly updated board skills matrix assessing expertise across education, law, real estate, finance, management, strategy, and external relations. When gaps are identified, the Board pursues targeted recruitment through member networks and formal partnerships with BoardLead and Board.Dev. Current priorities include strengthening expertise in facilities oversight and large-scale capital planning.

Board Policies, Roles, and Compliance

The CICS Board has adopted comprehensive bylaws, committee charters, and governance policies that clearly define the roles and responsibilities of the Board, the CICS Network Office, and school leadership. These policies ensure compliance with all applicable laws and mandates, including those of Chicago Public Schools, the Illinois State Board of Education, Illinois Charter School Law, the Illinois School Administrative Code, the Freedom of Information Act, and the Illinois Open Meetings Act.

Board members receive training on fiduciary, strategic, and oversight responsibilities, and all members complete annual Conflict of Interest disclosures. The Board meets at least four times each fiscal year to review academic performance data, enrollment trends, financial statements, audits, and compliance indicators. Through the Governance and Executive Committees, the Board conducts an annual evaluation of the Chief Executive Officer aligned to CICS's four strategic pillars: academic outcomes, fiscal responsibility, student enrollment, and charter renewal.

Board Professional Development and Self-Evaluation

CICS prioritizes ongoing board development as a core governance responsibility. The Board is engaged in a two-year partnership with Mary Bradley, Chief Operating Officer of the National Charter School Institute, to strengthen governance practices, clarify roles, and enhance committee effectiveness through customized training and coaching. CICS also maintains membership with OnBoard, a board development platform providing training resources, policy templates, self-assessment tools, and governance best practices. The Board completes an annual self-evaluation to identify areas for improvement.

Board Transition and Succession Planning

The CICS Board established a transition plan to ensure continuity as membership changes. The Governance Committee maintains staggered board terms, oversees officer succession planning, and leads structured onboarding for new members. New directors participate in orientation that includes governance training, review of

key policies, and engagement with organizational leadership.

Through intentional recruitment, professional development, self-evaluation, and proactive succession planning, the CICS Board of Directors is well-positioned to provide strong governance and sustain high-quality outcomes for students and families. The Board is aware of, and in full support of, this grant application.

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)

CICS is a network of 13 tuition-free Chicago charter schools serving nearly 7,000 students. Operating under a portfolio model, CICS partners with three independent School Management Organizations (SMOs) to manage individual campuses. CICS Ellison is one of three schools managed by Meridian Charter Schools.

The partnership between CICS and Meridian—two nonprofit organizations—is governed by a comprehensive contract that delineates authority, accountability, and operational responsibility. As the charter holder, CICS is the governing body and retains authority over compliance, fiduciary oversight, authorizer relations, public funding, legal matters, brand integrity, and sustainability. CICS owns or leases each campus and oversees capital investments and facility maintenance.

All public funds flow through CICS and are allocated pursuant to a Board-approved annual budget and SMO contract. CICS provides centralized fiscal and educational oversight, including student performance indicators, budget approval, financial monitoring, and the coordination of annual audits. Academic performance dashboards, financial data, and compliance reports are reviewed regularly.

Meridian manages day-to-day school operations and employs all school-based personnel, including leadership, instructional staff, and support teams. Meridian is responsible for curriculum implementation aligned to Illinois Learning Standards, staff evaluation systems, and professional development. This structure preserves school-level autonomy in instruction and culture while ensuring rigorous network-level oversight and accountability.

If SMO or school performance concerns arise, the CICS Network team initiates formal improvement plans with defined benchmarks, timelines, supports, and scheduled progress reviews. Continued underperformance of schools may result in increased oversight or contractual remedies as outlined in the SMO contract.

The CICS Network team has expertise in education, finance, accounting, school management, and facilities and is led by Dr. Elizabeth Purvis, a 35-year veteran of public school teaching, research, and administration. Meridian is led by Dr. Joanne Tanner, a former teacher and principal in a high-performing Chicago charter school. The Meridian team has expertise in curriculum design and implementation, professional development, the education of diverse learners, educational technology, school-based operations, and student assessment. P-Squared Consulting handles Meridian’s finance and accounting work. Together, these organizations position CICS Ellison to operate strategically, transparently, and sustainably in a changing demographic landscape.

School Leadership Team

CICS Ellison's leadership structure is designed to ensure instructional excellence, operational strength, and regulatory compliance.

Principal Jacob Morgan is the instructional and operational leader and accountable for academic outcomes, staff development, family engagement, school culture, and compliance execution. A former college athlete and coach, Principal Morgan understands the structure and culture necessary to relaunch CICS Ellison. Assistant Principal Rashida Restaino-Daniels leads curriculum implementation, teacher coaching, assessment analysis, and professional learning. Assistant Principal Dennison Cordell oversees culture, safety and security, facilities, scheduling, logistics, and operational compliance. Together, this leadership team ensures comprehensive coverage of academics, operations, culture, safety, and charter compliance responsibilities.

Expansion and Sustainability Capacity

The reimagining of CICS Ellison builds upon the established leadership infrastructure. Expansion efforts will define enrollment growth targets, financial sustainability benchmarks, and academic performance goals to be reviewed quarterly by CICS Ellison, Meridian, CICS, and the Board.

Meridian and CICS Ellison Instructional leaders will oversee integration of the new academic pathway to ensure alignment with state standards and measurable student outcomes. Technology leadership will coordinate necessary infrastructure enhancements, and specialized services staff will ensure equitable access for students with diverse learning needs.

To support long-term sustainability, CICS Ellison will hire a Student Recruitment and Retention Coordinator to strengthen middle school pipelines, deepen community partnerships, and manage enrollment growth aligned to demographic realities and strategic projections. Weekly leadership meetings, structured data cycles, financial monitoring systems, and Board reporting ensure implementation remains disciplined and responsive.

Risk Identification and Mitigation

CICS Ellison operates in a city experiencing sustained demographic change. Chicago has lost more than 120,000 residents over the past decade, and its population is now at its lowest level in over 100 years. This decline has reduced the number of school-aged children, particularly on the South Side, increasing competition among public schools.

In response, CICS Ellison proposes to strengthen its academic model to offer a differentiated, career-connected pathway designed to attract and retain families. Enrollment performance will be monitored against projections to ensure financial sustainability and trigger early intervention if needed.

Teacher mobility remains a challenge across urban districts. CICS Ellison will mitigate this risk through structured onboarding, mentorship, leadership pathways, and sustained professional development. CICS Ellison teachers average more than 10 years of seniority—well above national urban averages—demonstrating strong retention, institutional stability, and educational continuity.

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.

CICS Ralph Ellison Needs Analysis - School Year 2025-26.pdf

Filename: CICS Ralph Ellison Needs Analysis - School Year 2025-26.pdf.pdf **Size:** 122.9 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)

Over the past year, CICS Ellison has strengthened and formalized its recruitment efforts. Outreach has expanded to nearby elementary schools, including our very own CICS Wrightwood, in addition to other schools serving student populations aligned to our mission. Because many feeder schools have experienced leadership transitions, CICS Ellison has intentionally reintroduced itself through principal meetings, counselor outreach, classroom visits, and school-based events.

CICS Ellison has also increased its presence in the broader community through youth sports partnerships, park district engagement, and family information sessions that highlight academic programming, extracurricular opportunities, and student supports.

To improve the enrollment experience for families, CICS—including CICS Ellison—recently transitioned to Finalsite as its centralized enrollment and communication platform. Finalsite allows families to submit applications online, receive automated reminders, and track application status from initial inquiry through the first day of school. The platform provides real-time data on inquiry volume, application completion, and enrollment conversion rates, allowing school leadership to proactively follow up with families and reduce application drop-off. This system strengthens communication, increases efficiency, and supports enrollment stability.

Enrollment Growth Targets

CICS Ellison's enrollment growth plan is specific, measurable, and aligned to the grant period. By the start of School Year 2029 (August 2028), CICS Ellison will enroll 248 students across all grade levels, including 80 ninth-grade students. During this same period, student attrition will decrease from a baseline of 14.36 percent to 10 percent.

Growth will occur intentionally across three school years. During the planning year, CICS Ellison will focus on stabilization and retention; enrollment will increase to approximately 210 students while attrition decreases to 12.5 percent. In Year 1, enrollment will grow to approximately 230 students, including a ninth-grade cohort of at least 70 students. Recruitment efforts will intensify through expanded feeder school outreach and community engagement. By Year 2, CICS Ellison will reach an enrollment of 248 students, including 80 ninth graders, while sustaining attrition at or below 10 percent.

Enrollment projections are aligned to staffing capacity, academic performance goals, and financial sustainability

benchmarks. Inquiry volume, application conversion rates, enrollment yield, and retention data will be reviewed monthly by school leadership and the CICS Network Office to ensure steady progress toward targets.

Implementation Plan

CICS Ellison's enrollment growth strategy is grounded in three coordinated priorities: retention, academic differentiation, and structured community engagement.

The first priority is stabilizing enrollment by retaining the students we serve. CICS Ellison will strengthen family communication, celebrate academic growth and social-emotional development, and expand student leadership opportunities. Quarterly family engagement events and proactive outreach through Finalsite will reinforce connection and reduce mid-year transfers. Lower attrition directly supports long-term growth and sustainability.

CICS Ellison will position itself as a compelling option for families seeking rigorous, career-connected education. The integration of PLTW coursework and career-aligned programming, combined with expanded athletics and leadership opportunities, differentiates CICS Ellison within a competitive landscape. Recruitment messaging will intentionally connect measurable academic growth with applied learning and postsecondary preparation.

Lastly, community engagement will remain consistent and visible. Each year, CICS Ellison will actively engage at least fifteen feeder elementary schools through classroom visits, counselor meetings, and family information sessions. The school will host quarterly open houses and maintain a steady presence in youth sports leagues and local community events. Coaches and advisors with established community ties will serve as ambassadors, expanding visibility and building trust.

These strategies strengthen access to high-quality high school options for traditionally underserved students while supporting measurable academic and enrollment performance growth.

Monitoring and Accountability

Growth implementation will be monitored through structured systems. CICS Network, Meridian, and CICS Ellison leadership will review recruitment pipeline data monthly, including inquiries, completed applications, acceptance rates, and enrollment confirmations. Retention data and withdrawal trends will be analyzed quarterly to identify patterns and intervene early when necessary.

Quarterly reports will be shared with the Board of Directors to ensure enrollment growth remains aligned with academic performance, staffing capacity, and financial sustainability.

Through disciplined monitoring, intentional community engagement, and a differentiated academic model, CICS Ellison will achieve sustainable enrollment growth by August 2028 while maintaining a strong and supportive learning environment for students and families.

Conflict of Interest Questionnaire

Completed - Feb 10 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.

CICS Board COI Forms 2-2026.pdf

Filename: CICS Board COI Forms 2-2026.pdf.pdf **Size:** 3.1 MB

Proof of Notification to Authorizer of Application to CSP Competition

Completed - Jan 14 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.

Chicago International Charter School Mail - INCS CSP Subgrant Program

Filename: Chicago International Charter School Mail - INCS CSP Subgrant Program.pdf **Size:** 410.1 kB

Evidence of Nonprofit Designation

Completed - Jan 14 2026

Please upload evidence of your nonprofit designation.

CICS and Meridian IRS 501c3 Determination Letter

Filename: CICS and Meridian IRS 501c3 Determination Letter.pdf **Size:** 316.7 kB

Student Discipline Policy & Plan

Completed - Feb 9 2026

Please upload your schools student discipline policy and plan.

Ellison Student Code of Conduct, SY2025-26

Filename: Ellison Student Code of Conduct, SY2025-26.pdf **Size:** 1.1 MB

Transportation plan for all students

Completed - Feb 11 2026

Please upload a transportation plan for all students.

CICS Ralph Ellison Transportation Plan

Filename: CICS Ralph Ellison Transportation Plan.pdf **Size:** 49.1 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.

RFA CICS Ellison, February 2026

Filename: RFA CICS Ellison, February 2026.xlsx **Size:** 286.1 kB

Budget Narrative

Completed - Feb 13 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.

CICS Ellison Budget Narrative, February 2026

Filename: CICS Ellison Budget Narrative, February 2026.pdf **Size:** 126.6 kB

Five-year Budget

Completed - Feb 13 2026

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

CICS Ellison 5 Year Budget

Filename: CICS Ellison 5 Year Budget.pdf **Size:** 79.7 kB

List of Governing Board Members & Affiliations

Completed - Jan 14 2026

CICS Governing Board List, 2025-2026

Filename: CICS Governing Board List, 2025-2026.pdf **Size:** 144.5 kB

Governing Documents (Bylaws)

Completed - Jan 14 2026

CICS Bylaws, Approved June 12, 2025

Filename: CICS Bylaws, Approved June 12, 2025.pdf **Size:** 175.3 kB

Organizational Chart

Completed - Feb 13 2026

Ellison Org

Filename: Ellison Org.pdf **Size:** 58.9 kB

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

Completed - Feb 12 2026

Description of Key Staff, INCS CSP, Ellison, Meridian and CICS

Filename: Description of Key Staff, INCS CSP, Ellison, Meridian and CICS.pdf **Size:** 84.4 kB

Resumes of Leadership Team

Completed - Jan 29 2026

Key Leadership Resumes, January 2026

Filename: Key Leadership Resumes, January 2026.pdf **Size:** 978.1 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 - Jan 14 2026

CICS and SMO Contract

Filename: CICS and SMO Contract.pdf **Size:** 3.9 MB

CSP Certification & Assurances Document

Completed - Feb 3 2026

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

INCS CSP Certification and Assurances, Signed E

Filename: INCS CSP Certification and Assurances, Signed E.pdf **Size:** 267.0 kB

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

Completed - Jan 14 2026

CICS Financial Policies and Procedures Handbook

Filename: CICS Financial Policies and Procedures Handbook.pdf **Size:** 271.5 kB

Copy of Lease or Facilities contract (if applicable)

Completed - Jan 14 2026

Ellison Real Estate Contract, Signed 2005

Filename: Ellison Real Estate Contract, Signed 2005.pdf **Size:** 6.3 MB

Competitive Preference Priorities

Completed - Feb 13 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).

Since opening in 2006, CICS Ralph Ellison Academy has served thousands of high school students from Wrightwood, Marquette Park, Auburn Gresham, West Englewood, and the surrounding communities

If awarded these funds, Ellison will relaunch as a career-connected high school that uses students' interest in athletics as a powerful gateway to academic rigor, workforce preparation, leadership development, and long-term economic mobility.

Ellison has set an ambitious yet attainable goal to educate 20 percent more students across grades 9–12 by School Year 2029, and nearly 50 percent more students by School Year 2030, increasing access to high-quality high school options in the community.

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.

CICS Ralph Ellison Academy intends to use a sports-industry–aligned, career-themed school model that integrates athletics, health sciences, media, and sports management into rigorous, project-based academic coursework.

This model meets students' needs by connecting learning to real-world careers that reflect students' interests, lived experiences, and local industry opportunities—an approach shown to increase engagement, attendance, and persistence for historically underserved youth.

Through structured pathways, industry partnerships, and hands-on learning, Ellison will provide multiple on-ramps to postsecondary success while honoring students' identities and strengths.

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.

Ellison serves a student population in which more than 80% of students qualify as at-risk, as defined in section 1115(c)(2) of the Elementary and Secondary Education Act (ESEA).

At CICS Ralph Ellison Academy, 92.1% of students are economically disadvantaged, 23.2% are students with disabilities, and 19.2% experience homelessness—all significantly higher than Chicago Public Schools averages.

The school is located in Auburn Gresham, a community with a Hardship Index of 88.6 (ranked 12th of 77 Chicago communities), reflecting deep, concentrated economic and social challenges. The Hardship Index is a composite measure used by the City of Chicago to quantify the level of socioeconomic hardship in a community area. It combines six indicators—unemployment, age dependency, educational attainment, per capita income, crowded housing, and poverty—into a single score, with higher values indicating greater hardship. The index allows for consistent comparison across neighborhoods and is strongly correlated with other measures of economic distress and adverse health and educational outcomes.

Ellison's model is intentionally designed to meet these needs through wraparound supports, trauma-informed practices, and career-connected learning that promotes stability, engagement, and long-term success for highly at-risk students.

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.

While CICS Ralph Ellison, like all public charter schools in Chicago, is within the Office of Innovation & Incubation (I&), our school is located geographically within CPS Networks 16 and 17, both designated priority areas of the Illinois Impact Initiative.

Each year, CICS evaluates its performance against the district-run high schools that students would most likely have attended if they had not actively chosen CICS Ralph Ellison Academy; these same schools serve as the official comparison set used during the charter renewal process.

Of our 8 comparison schools, all 8 are within CPS Network 16 (Bogan, Gage Park, Englewood STEM, Goode, and Julian) or CPS Network 17 (Harlan, Hirsch, and Simeon). Notably, CICS Ralph Ellison Academy ranked 4th highest in overall indicator score among the nine schools in this comparison group.

CICS

Meaghan Jennings <mjennings@chicagointl.org>

INCS CSP Subgrant Program

Evans, Zabrina <zmevans2@cps.edu> Fri, Jan 9, 2026 at 2:25 PM
To: Beth Purvis <bpurvis@chicagointl.org>
Cc: Meaghan Jennings <mjennings@chicagointl.org>

I am aware and in favor of this application.

Chicago Public Schools
INNOVATION & INCUBATION

Zabrina Evans, MMS
Executive Director
Innovation & Incubation
42 W. Madison St., Chicago, IL 60602
T (773) 553-2626 **E** zmevans2@cps.edu

On Fri, Jan 9, 2026 at 2:11 PM Beth Purvis <bpurvis@chicagointl.org> wrote:

> Hi Zabrina,
>
> Thank you for the conversation today about CICS applying for a Charter Expansion Grant at CICS Ralph Ellison Academy. Would you please confirm via this email chain that you are aware of and in favor of this application?
>
> Thank you!
>
> Beth
>
> ---
>
> **From:** Beth Purvis <bpurvis@chicagointl.org>
> **Sent:** Thursday, January 8, 2026 12:49 PM
> **To:** Evans, Zabrina <zmevans2@cps.edu>
> **Subject:** Re: INCS CSP Subgrant Program
>
> Sounds good. Feel free to call my cell when it works for you.
>
> ---
>
> **From:** Evans, Zabrina <zmevans2@cps.edu>
> **Sent:** Thursday, January 8, 2026 11:52 AM
> **To:** Beth Purvis <bpurvis@chicagointl.org>
> **Subject:** Re: INCS CSP Subgrant Program
>
> We can chat tomorrow.
>
> Learn by doing!
> Mobile response: please excuse typos and brevity.
>
> On Thu, Jan 8, 2026, 11:48 AM Beth Purvis <bpurvis@chicagointl.org> wrote:
>
> > HI Zabrina,

I wanted to follow up on this. Did you want to cover this during the phone call with Kendra tomorrow or schedule an additional call?

Thanks, Beth

From: Beth Purvis <bpurvis@chicagointl.org>
Sent: Wednesday, January 7, 2026 3:14 PM
To: Evans, Zabrina <zmevans2@cps.edu>
Cc: Meaghan Jennings <mjennings@chicagointl.org>; Washington, Rochelle <rwashington1@cps.edu>; Claudia Beltran <cquezada@chicagointl.org>
Subject: Re: INCS CSP Subgrant Program

HI Zabrina,

I could do a phone/zoom call any time tomorrow before 1:00 or after 2:00 on Friday. LMK if you have some time on either of those days.

Best, Beth

Beth Purvis, EdD (She/Her)
Chief Executive Officer
Chicago International Charter School (CICS)
E: bpurvis@chicagointl.org | P: 312.350.7478

> We believe every young person — regardless of zip code, race, or background — deserves access to a free, public education that prepares them for a lifetime shaped by choice, *not chance*.

On Wed, Jan 7, 2026 at 3:04 PM Evans, Zabrina <zmevans2@cps.edu> wrote:
> Thanks for circling back, Meaghan.
>
> Beth, do you have time to chat this week? In-person is fine. Let me know what works for you.

Chicago Public Schools
INNOVATION & INCUBATION

Zabrina Evans, MMS
Executive Director
Innovation & Incubation
42 W. Madison St., Chicago, IL 60602
T (773) 553-2626 E zmevans2@cps.edu

On Wed, Jan 7, 2026 at 2:31 PM Meaghan Jennings <mjennings@chicagointl.org> wrote:
> Zabrina and Rochelle - I hope you both had a great holiday break! We just wanted to confirm that you received this notification and don't have any questions, as we need to share this email thread in our application. We are *really* excited about this opportunity and what it could do for CICS Ralph Ellison! Thank you again for your partnership and please don't hesitate to reach out with any questions or concerns. Thank you.
>
> Meaghan
>
> On Mon, Dec 22, 2025 at 12:57 PM Beth Purvis <bpurvis@chicagointl.org> wrote:
> > Dear Zabrina,

I hope this message finds you well. I am writing to formally notify you and the Office of Innovation & Incubation that Chicago International Charter School (CICS) will be submitting an application for the 4th round of the Illinois Network of Charter Schools CSP subgrant program (the Illinois Impact Initiative).

This funding would support the expansion and continued improvement of CICS Ralph Ellison's academic program, strengthening our curriculum and enabling us to serve additional students in the Auburn Gresham community. As you know, our shared goal is to ensure that high-quality public school options continue to grow in neighborhoods where families are actively seeking them.

I&I has been a strong partner to CICS, and we deeply value the collaboration and guidance your team provides. We are excited about the opportunity to build on the strong foundation at CICS Ralph Ellison and to welcome more students and families to the school.

Please do not hesitate to reach out if you have any questions or would like to discuss the application in more detail. We look forward to continuing our partnership.

With gratitude,
Beth

Beth Purvis, EdD (She/Her)
Chief Executive Officer
Chicago International Charter School (CICS)
E: bpurvis@chicagointl.org | P: 312.350.7478

> We believe every young person — regardless of zip code, race, or background — deserves access to a free, public education that prepares them for a lifetime shaped by choice, *not chance*.

Internal Revenue Service

Department of the Treasury

Washington, DC 20224

Contact Person: Mr. Megosh
Telephone Number: ID # 50-12597 (202) 622-7561
In Reference to: OP:E:EO:T:4
Date: MAR 22 1999

Chicago Charter School Foundation
330 South Wells, Suite 910
Chicago, IL 60606

Moved to 228 S. Wabash, Suite 500 Chicago, IL 60604

Employer Identification Number: 36-4141583
Accounting Period Ending: June 30th
Foundation Status Classification: 509(a)(1) and 170(b)(1)(A)(ii)
Form 990 Required: Yes

Dear Applicant:

Based on the information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in the section(s) indicated above.

If your sources of support, or your purposes, character, or method of operation change, please let the Ohio EP/EO key district know so that office can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send a copy of the amended document or bylaws to the Ohio EP/EO key district. Also, you should inform the Ohio EP/EO key district office of all changes in your name or address.

You are not subject to the publishing requirements of Rev. Proc. 75-50, 1975-2 C.B. 587, so long as you operate a charter school. If your method of operation changes to the extent that your charter is terminated, cancelled or not renewed, you should notify your Key District Office. If you continue to operate a school, you will be required to comply with the publishing requirements of Rev. Proc. 75-50.

You are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act.

Because you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. In this letter we are not determining whether any of your present or proposed arrangements would be considered an excess benefit transaction resulting in tax under section 4958. Additionally, you are not automatically exempt from other federal excise taxes.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Donors (including private foundations) may rely on this ruling unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your 509(a) status as indicated above, donors (other than private foundations) may not rely on the classification indicated above if they were in part responsible for, or were aware of, the act that resulted in your loss of such status, or they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification. Private foundations may rely on the classification as long as you were not directly or indirectly controlled by them or by disqualified persons with respect to them. However, private foundations may not rely on the classification indicated above if they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fund-raising events may not necessarily qualify as fully deductible contributions, depending on the circumstances. If your organization conducts fund-raising events such as benefit dinners, shows, membership drives, etc., where something of value is received in return for payments, you are required to provide a written disclosure statement informing the donor of the fair market value of the specific items or services being provided. To do this you should, in advance of the event, determine the fair market value of the benefit received and state it in your fund-raising materials such as solicitations, tickets, and receipts in such a way that the donor can determine how much is deductible and how much is not. Your disclosure statement should be made, at the latest, at the time payment is received. Subject to certain exceptions, your disclosure responsibility applies to

any fund-raising circumstance where each complete payment, including the contribution portion, exceeds $75. In addition, donors must have written substantiation from the charity for any charitable contribution of $250 or more. For further details regarding these substantiation and disclosure requirements, see the enclosed copy of Publication 1771. For additional guidance in this area, see Publication 1391, Deductibility of Payments Made to Organizations Conducting Fund-Raising Events, which is available at many IRS offices or by calling 1-800-TAX-FORM (1-800-829-3676).

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt from Income Tax. If "Yes" is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than $25,000. If your gross receipts each year are not normally more than $25,000, we ask that you establish that you are not required to file Form 990 by completing Part I of that Form for your first year. Thereafter, you will not be required to file a return until your gross receipts exceed the $25,000 minimum. For guidance in determining if your gross receipts are "normally" not more than the $25,000 limit, see the instructions for the Form 990. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of $20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. The maximum penalty charged cannot exceed $10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding $1,000,000 in any year, the penalty is $100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding $1,000,000 shall not exceed $50,000. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it. Form 990 should be filed with the Ogden Service Center, Ogden, UT 84201-0027.

You are required to make your annual return available for public inspection for three years after the return is due. You are also required to make available a copy of your exemption application, any supporting documents, and this exemption letter. Failure to make these documents available for public inspection may subject you to a penalty of $20 per day for each day there is a failure to comply (up to a maximum of $10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax,

you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

Please use the employer identification number indicated in the heading of this letter on all returns you file and in all correspondence with the Internal Revenue Service.

We are informing the Ohio EP/EO key district office of this ruling. Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions about reporting requirements or about excise, employment, or other federal taxes, please contact the Ohio EP/EO Customer Service office at 877-829-5500 (a toll free number) or send correspondence to the following address: Internal Revenue Service, EP/EO Customer Service, P.O. Box 2508, Cincinnati, OH 45201. If you have any immediate questions about this ruling, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely,

Gerald V. Sack

Gerald V. Sack
Chief, Exempt Organizations
Technical Branch 4

Enclosure:
Pub. 1771

Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

Date:
10/31/2022
Employer ID number:
84-2582393
Person to contact:
Name: Ms. Lee
ID number: 31208
Telephone: 877-829-5500
Accounting period ending:
June 30
Public charity status:
170(b)(1)(A)(ii)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
April 26, 2022
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053518004592

CIVITAS EDUCATION PARTNERS II
1006 S MICHIGAN AVENUE SUITE 301
CHICAGO, IL 60605-2213

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

Information for Charter Schools
You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Enclosures:
Letter 6392

Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

Date:

Employer ID number:
84-2582393
Person to contact:
Name: Ms. Lee
ID number: 31208
Telephone: 877-829-5500

CIVITAS EDUCATION PARTNERS II
1006 S MICHIGAN AVENUE STE 301
CHICAGO, IL 60605-2213

Dear Applicant:

We recognized your exempt status as of the date you submitted your application for exemption.

We are not granting your request for an earlier effective date because you didn't establish that you meet the criteria for relief under Treasury Regulation Section 301.9100-3.

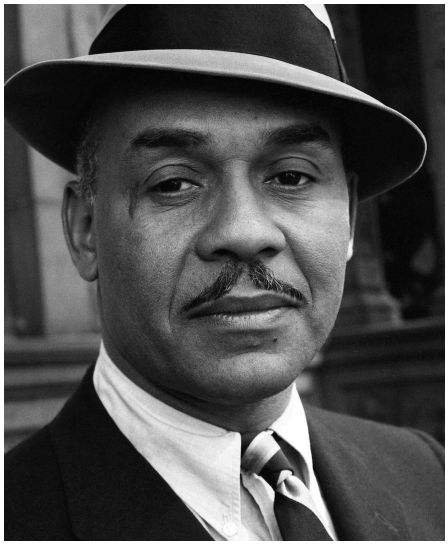
Specifically, granting your request would result in your exempt status being automatically revoked under Internal Revenue Code Section 6033(j)(1), effective before the application date. See Revenue Procedure 2021-5 (updated annually).

If you have questions, please contact the person whose name and telephone number are shown at the top of this letter.

Sincerely,

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

CICS Ralph Ellison Academy Culture



CICS Ralph Ellison Academy is named after the African-American writer and teacher who achieved international fame with his first novel, *Invisible Man*. It connects strongly to school culture by emphasizing the importance of students feeling seen, valued, and empowered to define their own identities. The novel highlights the role of education in helping young people develop self-awareness, purpose, and the confidence to make decisions aligned with their future goals. In a school setting, these themes support building a culture that moves beyond compliance and instead fosters student voice, leadership, critical thinking, and a commitment to positively impacting their communities.

School Climate and Culture Commitment

At our campus, the Student Code of Conduct serves as an important framework for establishing clear expectations, safety, and accountability. However, we believe that strong school culture extends beyond compliance and disciplinary responses. Our commitment is to cultivate an environment where expectations are not simply enforced, but understood, internalized, and reflected in the daily decisions our students make.

We recognize that authentic culture is built when students are equipped with the knowledge, self-reflection skills, and guidance needed to make thoughtful and responsible choices. We strive to help students develop a strong sense of identity, character, and purpose by encouraging them to consider their future aspirations and the type of individuals they seek to become. By fostering this future-oriented mindset, students are empowered to make positive decisions in the present that support their long-term success.

Our institution is dedicated to developing students into responsible citizens, compassionate leaders, and contributors to their families and communities. We're creating a supportive and empowering environment where students are encouraged to explore multiple pathways toward success and are inspired to pursue their goals with confidence and courage. The Student Code of Conduct supports this vision by providing structure while reinforcing our shared commitment to growth, accountability, and opportunity for every student.

STUDENT CODE OF CONDUCT
2025-2026



Chicago International Charter School
Student Code of Conduct (SCC)
Updated July 2025

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CHICAGO INTERNATIONAL CHARTER SCHOOL STUDENT CODE OF CONDUCT

The Chicago International Charter School ("CICS") and the School Management Organizations ("SMO's") expect all students to conduct themselves in a socially responsible manner. CICS takes a preventative, positive approach to discipline whenever possible rather than focusing exclusively on punishment. Disciplinary measures are used to maintain a safe and orderly school environment, which promotes CICS' philosophy of providing a rigorous education and a sense of belonging for all students. CICS responds to misbehavior with a multi-tiered system of supports for students' social, emotional, and behavioral needs which includes behavioral interventions as well as disciplinary consequences aimed at teaching expected positive behaviors, understanding and addressing the root causes of the misbehavior, resolving conflicts, meeting students' needs and keeping students in school and in their classrooms learning. CICS addresses misbehavior on an individual basis and considers the student's individual circumstances and any mitigating factors.

Students are subject to disciplinary action for engaging in prohibited student conduct as described throughout the Student Code of Conduct ("SCC") whenever the student's conduct is reasonably related to school or school activities, including but not limited to: (1) on, or within sight of, school grounds before, during, or after school hours or at any time; (2) off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school; (3) traveling to or from school or a school activity, function, or event; or (4) anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Each discipline case will carry its own merit and will be adjudicated per the facts accompanying the case. CICS and SMO staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity, and academic placement of a student;
- Prior conduct;
- Understanding the impact of actions, willingness to participate with restorative practices, taking responsibility for choices, suggesting ways to repair harm and restore community;
- Seriousness of offense; and
- A student's status as a parent, expectant parent, or victim of domestic or sexual violence.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Prior to utilizing exclusionary discipline such as expulsion or suspension, CICS will exhaust all possible interventions.

Each category of offense listed below has a minimum and maximum disciplinary action associated with it and is proportionate to the offense. After considering the actual disciplinary violation and factors such as those listed above, CICS staff shall determine the disciplinary action within the minimum/maximum range to which the student shall be subjected.

Categories of offenses are listed in six different groups, according to the following Groups:

- **Group 1** lists behaviors that are inappropriate.
- **Group 2** lists behaviors that disrupt.
- **Group 3** lists behaviors that seriously disrupt.
- **Group 4** lists behaviors that very seriously disrupt.
- **Group 5** lists behaviors that most seriously disrupt.
- **Group 6** lists behaviors that are illegal and most seriously disrupt.

RIGHTS AND RESPONSIBILITIES

STUDENTS

All students are entitled to enjoy the rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate CICS policies or rules will be subject to disciplinary measures.

Specifically, students have the right and responsibility to:

- Receive a free high-quality public education in a safe educational environment;
- Be respected as an individual and treated courteously, fairly and respectfully by other students and staff;
- During the school day, during non instructional time, voluntarily engage in individually or collectively initiated, non-disruptive prayer or religious-based meetings that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, are not sponsored, promoted, or endorsed in any manner by the school or any school employee.[1]
- Treat teachers, staff, other students, themselves and property with respect;
- Take part in all CICS activities on an equal basis regardless of race, religion, religious practices, sex, sexual orientation, gender; gender identity; national origin, ethnic group, political affiliation, age, marital status, or disability;
- Attend school daily, be prepared for class and complete assignments to the best of their ability;

[1] "Noninstructional Time" in this section means time set aside by a school before actual classroom instruction begins or after actual classroom instruction ends.

- Demonstrate positive digital citizenship and refrain from using social media and electronic devices in any fashion that is disparaging to others;
- Tell CICS or SMO staff about any dangerous behavior or bullying that occurs within a CICS school, during a school-sponsored education program or activity, on the way to and from school, within the school community, or through the transmission of information through computer/electronic network;
- Be informed, in compliance with State law, before a law enforcement officer or other school security personnel detains and questions a student under the age of 18 who is suspected of committing a criminal act;
- Read and become familiar with the CICS's SCC; and
- Be told the reasons(s) for any disciplinary action and allowed to tell their side of the story before receiving a consequence.

PARENTS/GUARDIANS

Parents/Guardians have the right and responsibility to:

- Be actively involved in their child's education;
- Be treated fairly and respectfully by CICS and SMO staff;
- Be respectful and courteous to CICS and SMO staff;
- Be respectful of other students' privacy rights;
- Be informed of their child's attendance, academic performance and behavior concerns;
- Receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by CICS and SMO staff;
- Assure their child brings to school only those things that are appropriate in a school setting;
- Work with CICS and SMO staff to address any academic or behavioral concerns regarding their child; and
- Be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned.

STAFF

CICS and SMO Staff have the right and responsibility to:

- Work in a safe and orderly environment;
- Be treated courteously and respectfully;
- Treat students and parents/guardians fairly and with respect;
- Teach, re-teach and model clear behavioral expectations to all students;
- Establish and enforce expected classroom behavior;
- Intervene early and de-escalate inappropriate behaviors;
- Identify and respond effectively to students' social, emotional, and/or behavioral health needs, including referring students for additional support when necessary; and
- Enforce State, CPS, CICS, SMO, and school policies, rules, and SCC, including preventive and positive disciplinary policies.

SCHOOL DRESS CODES AND UNIFORM POLICIES

Each school may adopt a dress code policy that prevents students from wearing certain items or a uniform policy that requires students to wear a specific uniform. Dress codes and uniform policies should be gender-neutral and cannot prohibit hairstyles or head coverings historically associated with race, ethnicity, religion or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists.

Students who fail to follow a school's dress code or uniform policy may be given a non-exclusionary restorative consequence, and may not be barred from participating in any instructional activities. A student may receive additional consequences for violating a school's dress code or uniform policy if the student's dress disrupts or may disrupt the educational process. For example, a student may receive a consequence for wearing clothing or accessories that display gang affiliation.

HARASSMENT OF STUDENTS PROHIBITED

No person, including a CICS employee, agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. CICS will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, 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. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

CICS BULLYING PREVENTION POLICY

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve. Bullying is directly contrary to this and can cause physical, psychological, and emotional harm to students and interfere with their ability to learn and participate in school activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and/or dropping out of school, fighting, use of drugs/alcohol, sexual harassment, and sexual violence. (105 ILCS 5/27-23.7).

A safe and civil school environment is necessary for students to learn and achieve. Chicago International Charter Schools (CICS) promotes a safe and secure learning environment for all students and takes allegations and reports of bullying very seriously.

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

"Cyber-bullying", as defined in 105 ILCS 5/27-23.7, means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole photoelectronic 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.

Cyber-bullying 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 the effect of one or more of the following:

(1) Placing the student or students in reasonable fear of harm to the student's or students' person or property;
(2) Causing a substantially detrimental effect on the student's or students' physical or mental health;
(3) Substantially interfering with the student's or students' academic performance; or
(4) Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyber-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.

No student shall be subjected to bullying:

(1) During any school-sponsored education program or activity;
(2) 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;
(3) Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment; or
(4) 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 district or school if the bullying causes a substantial disruption to the educational process or orderly operation of school. This only applies in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and does not require a district or school staff or monitor any non-school-related activity, function or program.

Nothing in this policy is intended to infringe upon any right to exercise free expression or the free exercise of religion, religiously based views protected under the First Amendment to the United States Constitution or under Section 3 of Article I of the Illinois Constitution.

Bullying is contrary to State law and the policies of CICS.

Students and Parents are encouraged to immediately report bullying to any administrator within CICS. Alternatively, reports may be made orally or in writing to the bullying report manager:

Name:
Title:
Phone Number:
Email Address:
Address:

Reports can also be made by contacting us at 312-651-5000 or bullyingreport@chicagointl.org.

Anonymous reports are accepted by calling the contact listed about and specifically indicating that you would like to remain anonymous. However, formal disciplinary action cannot be taken solely on the basis of an anonymous report.

No student who witnesses bullying may stand by or participate in the bullying, but must notify an adult at school and an adult at home as quickly as practicable.

Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Principal or SMO staff as quickly as possible.

Parent(s) and/or guardian(s) are asked to monitor their children's personal devices at home to ensure that they are not engaging in bullying and/or cyber-bullying, via various social media outlets.

School administrators and designees should refer to the **CICS Bullying Prevention Policy** included in this handbook for instructions on addressing all allegations of bullying.

SEXUAL MISCONDUCT PROHIBITED

Sexual misconduct is defined as a form of sex or gender-based discrimination or harassment, including any conduct of a sexual nature that is unwelcome or inappropriate and unreasonably interferes with, limits, or denies an individual's educational or employment access, benefits, or opportunities.

CICS is committed to providing an educational and workplace environment free from sexual misconduct. CICS does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in CICS' education programs and activities, including applicants for employment, students, parents/guardians, employees and third parties.

Title IX requires schools to prevent, recognize, and respond to sexual violence, sexual harassment, and discrimination on the basis of sex and/or gender. Under this law:

- Students are guaranteed freedom from sexual harassment and/or sexual violence.
- Students are guaranteed the freedom to report an incident to school or police (and to receive a prompt and fair answer).
- If a student is experiencing gender-based discrimination, sexual harassment, or other sexual misconduct they can file a report with the school, SMO or CICS network staff and the OSP at 773-553-4400. If it is an emergency, call 911.

School, SMO and CICS Network employees must take additional steps to report signs of student abuse including calling the Illinois Department of Children and Family Services and the Office of Inspector General.

If school administrators are made aware of a criminal act of sexual misconduct that is in progress, they must contact CPD. When made aware of an allegation of sexual misconduct, including but not limited, sexual harassment, sexual bullying, sexual assault, dating violence, or discrimination related to sex, sexual orientation, gender, or gender expression, contact the Office of Student Protections and Title IX at (773) 535-4400 to assist in assessing whether police notification is needed. DCFS mandatory reporter obligations are separate from reporting to CPD and must always be followed; please consult the CPS Policies on Child Abuse and Neglect and and the Office of Student Protections and Title IX if needed.

DATING VIOLENCE AND DOMESTIC VIOLENCE STATEMENT

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited Teen dating violence occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship. It can include emotional, physical and sexual abuse, stalking, yelling, harassing, threatening, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy and possessiveness. Domestic Violence is defined as: a felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the complainant; by a person with whom the complainant shares a child in common; by a person who is cohabitating with, or has cohabitated with, the complainant as a spouse or intimate partner; by a person similarly situated to a spouse of the complainant under the domestic or family violence laws of Illinois; by any other person against an adult or youth complainant who is protected from that person's acts under the domestic or

family violence laws of Illinois. To categorize an incident as Domestic Violence, the relationship between the respondent and the complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

Any staff member who is notified by a parent, guardian or student, or who suspects that a student has been the victim of dating violence shall immediately report that information to the principal/designee.

These allegations or suspicions should be reported to the CPS Office of Student Protections and Title IX immediately at osp@cps.edu. or 773-535-4400. The Principal shall ensure that the student victim of dating violence or domestic violence receives appropriate support services.

ACCEPTABLE USE OF TECHNOLOGY POLICY ("AUP")

For Authorized Users, CICS provides computers and network capabilities to students for the purpose of enhancing instruction through technological resources. CICS uses filtering and blocking technology to protect against materials that are obscene, pornographic, or harmful to minors. CICS may make Internet access to e-mail available to students on the CICS networks as an educational resource. It is a general policy of CICS to promote the use of computers in a manner that is responsible, legal and appropriate. Student use of the CICS network is a privilege. A student's failure to adhere to the Policy will result in the revocation of the student's access privileges. Should a student's access privilege be revoked, there shall be no obligation on the part of CICS to provide a subsequent opportunity for access to the CICS network. All devices remain the property of CICS or CPS, and therefore are to only be used as an educational tool, are GPS enabled, and must be returned to CICS immediately upon notification. Furthermore, CICS reserves the right to remotely connect with and disable the device without notice

Users accessing the Internet do so at their own risk and CICS and the Chicago Public Schools (CPS) and the City of Chicago are not responsible for material viewed or downloaded from users from the Internet. If a student gains access to inappropriate, obscene, pornographic and/or harmful material, CICS, CPS and the City of Chicago will not be liable. To minimize these risks, student use of the Internet, the CICS network, and computer and electronic mail is governed by this Policy. Student users may apply for less restrictive access to the internet to conduct bona fide academic research under the supervision of a teacher or administrator.

USE OF INTERNET, COMPUTER ACCESS, AND ELECTRONIC MAIL

Improper use of the Internet, Wi-Fi, computer access, and electronic mail is prohibited. Use of the Internet, computer access and electronic mail that are prohibited include the following:

- Use of the CICS network for, or in support of, any illegal purposes
- Use of the CICS network for anything related to cyberbullying, to access obscene or pornographic purposes; including but not limited to the retrieving, viewing, and/or disseminating of any sexually explicit materials, as well as creating, retrieving, viewing, and/or disseminating deepfake

[2]and sexually explicit digitized depictions,[3] regardless of whether the exchanging of the images is consensual

- Violation of any provisions of the Illinois School Student Records Act, which governs a student's right to privacy and the confidential maintenance of certain information including, but not limited to, a student's grades and test scores
- Use of profanity, obscenity or language that is generally considered offensive or threatening to persons of a particular race, gender, gender identity, religion, sexual orientation, or to persons with disabilities
- "Reposting" or forwarding personal communications without the author's prior consent
- Copying commercial software in violation of state, federal or international copyright laws
- Using the CICS network for financial gain or for the transaction of any business or commercial activities
- Plagiarizing (claiming another person's writing as your own) any information gained on or through the CICS network or any other network provider; including the use of a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff
- Using the CICS network for political lobbying
- Intentionally disrupting the use of the CICS network for other users, including disruptive use of any process, program, or tool for ascertaining passwords or engaging in "hacking" of any kind, including, but not limited to, the illegal or unlawful entry into an electronic system to gain secret information
- Disclosing, using or disseminating private or personal information of other students, staff or administrators
- Providing access to the CICS network to violate any provisions of the CICS SCC
- Using a modem to dial into any online service provider, Internet Service Provider (I.S.P) or connect through a Digital Subscriber Line (DSL) while connected to the CICS network, as this poses a security risk to the CICS network

CONSENT, ACKNOWLEDGEMENT, WAIVER, MONITORING AND ENFORCEMENT

Prior to the activation of a student's account on the CICS network, the parent or guardian of the student must provide written authorization (located in the school's handbook).

All students to whom an account on the CICS network has been assigned shall sign a form acknowledging the requirements of the Policy on student acceptable use and verifying his/her/their successful completion of the CICS Network Internet Orientation.

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[2] A "Deepfake Image" is defined as an image or recording that has been convincingly altered and manipulated to misrepresent someone as doing or saying something that was not actually done or said.

[3] "Sexually explicit digitized depiction" means any image, photograph, film, video, digital recording or other depiction or portrayal that has been created, altered, or otherwise modified to realistically depict either: (1) the intimate parts of another human being as the intimate parts of the depicted individual or computer-generated intimate parts as the intimate parts of the depicted individual; or (2) the depicted individual engaging in sexual activity in which the depicted individual did not engage.

Users do not have a personal privacy interest in anything created, received or stored on the Internet, CICS network, or electronic mail systems, as these systems are neither secure nor private.

Users expressly waive any right to privacy in anything created, stored, and or received while using CICS computer equipment or Internet access. Users consent to allow CICS personnel to access and review all materials created, stored, sent or received by the User through any of the CICS network or Internet connections.

CICS has the right to monitor and log all aspects of its computer system including, but not limited to, monitoring Internet, CICS network, and electronic mail use to ensure that these resources are being used for educational and school-related purposes, consistent with this Policy.

When a faculty member determines that a student has made inappropriate use of computer equipment or the Internet the faculty member may remove the student from the CICS network. The student may appeal the decision to the Principal/designee of CICS within 30 days of revocation.

NOTIFICATION REGARDING STUDENT ACCOUNTS OR PROFILES ON SOCIAL NETWORKING WEBSITES

In accordance with the Right to Privacy in the School Setting (105 ILCS 75/) students and parents/guardians should be aware of the following:

1. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

CELLULAR PHONES AND OTHER INFORMATION TECHNOLOGY DEVICES

A principal may allow students to possess cellular phones or other information technology devices by creating a school policy identifying when the items may be authorized, used, and how they must be kept. These include, but are not limited to: computers, cellular phones, smart watches used to exchange or access information, pagers, and personal digital assistants or handheld devices, that are used to access the internet, electronic mail or other information sites and that may or may not be physically connected to the network infrastructure.

A principal may also prohibit cellular phones and other information technology devices but allow individual students to possess them after considering a written request from a parent/guardian. If a principal denies a parent/guardian's request, the parent/guardian may appeal to the SMO Chief of Schools or their designee.

Unless approved by the principal, cellular phones and other information technology devices are not allowed at school. Nothing shall preclude the use of a cell phone or other information technology device by students with disabilities as may be determined necessary by an IEP/504 Team.

STUDENT CODE OF CONDUCT CATEGORIES 1-6

The inappropriate behaviors and range of possible consequences and interventions listed in this policy are consistent with the Illinois School Code, CICS Rules and Policies, negotiated agreements, and all other applicable state and federal laws.

Students in grades Kindergarten through second ("K-2") will not be expelled or assigned in-school or out-of-school suspensions. If a K-2 student exhibits behavior that presents imminent endangerment to the physical, emotional, or mental safety of specific students and/or staff, the Principal and Charter School's CEO/Executive Director may collaborate with CICS and CPS to request additional services to appropriately support the student. Support may include a plan addressing the safety of students/staff and including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs.

The Student Code of Conduct is applicable whenever the student's conduct is reasonably related to school or school activities, including but not limited to behaviors that occur: (1) on, or within sight of, school grounds before, during, or after school hours or at any time; (2) off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school; (3) traveling to or from school or a school activity, function, or event; or (4) anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

GROUP 1 - INAPPROPRIATE BEHAVIORS
1-1 Running and/or making excessive noise in the hall or building
1-2 Leaving the classroom without permission
1-3 Engaging in any behavior that is disruptive to the orderly process of classroom instruction
1-4 Loitering, or occupying an unauthorized place in the school or on school grounds
1-5 Failing to attend class without a valid excuse
1-6 Persistent tardiness to school or class
1-7 Use of the CICS network for the purpose of accessing non-educational materials, such as games and other inappropriate materials[4]
1-8 Unauthorized use or possession of cellular telephones or other information technology devices

[4] Students may be temporarily suspended from some or all CICS network privileges for improper use of the CICS network when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. CICS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

GROUP 1 - AVAILABLE INTERVENTIONS AND CONSEQUENCES

- Incentives for positive behavior
- Restorative conversations
- Teacher-student-parent/guardian conference
- Loss of privilege
- Temporary removal from the classroom
- Self-management plan

GROUP 2 - DISRUPTIVE BEHAVIOR

2-1 Posting or distributing unauthorized written materials on school grounds
2-2 Leaving the school without permission
2-3 Interfering with school authorities and programs through walkouts or sit-ins
2-4 Initiating or participating in any unacceptable minor physical actions
2-5 Failing to abide by school rules and regulations not otherwise listed in the SCC
2-6 Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive materials, or using such language or gestures
2-7 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
2-8 Disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities
2-9 Failing to provide proper identification
2-10 Unauthorized use of school parking lots or other areas
2-11 Use of the CICS network for the purposes of distributing or downloading non-educational material[5]

GROUP 2 - AVAILABLE INTERVENTIONS AND CONSEQUENCES

- Incentives for positive behavior
- Restorative conversations
- Teacher-student-parent/guardian conference
- Loss of privilege
- Temporary removal from the classroom
- Self-management plan

[5] Students may be temporarily suspended from some or all CICS network privileges for improper use of the CICS network when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. CICS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible

GROUP 3 - SERIOUSLY DISRUPTIVE BEHAVIOR

3-1 Gambling – participating in games of chance or skill for money or things of value*

3-2 Fighting – physical contact between two people with intent to harm, but no injuries result[6]

3-3 Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, ancestry or immigration status, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, sex, gender, sexual orientation, age, religion, gender identity, whether or not traditionally associated with the student's sex assigned at birth,, gender expression or physical or mental disability, unfavorable discharge from military service, order of protection status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic[7]

3-4 Second or more documented violation of a Group 1 or 2 behavior category[8]

3-5 Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the educational process

3-6 Forgery – false and fraudulent making or altering of a document or the use of such a document*

3-7 Plagiarizing, cheating and/or copying the work of another student or other source including using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff

3-8 Overt display of gang affiliation[9]

3-9 Bullying behaviors – conduct directed towards a student, or retaliation against another person for reporting non-sexual conduct that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student's ability to participate in school or school activities (see CICS Bullying Prevention Policy for full definition before assigning an intervention or consequence)

[6] It is not an act of misconduct to defend oneself as provided by the law.

[7] Behaviors targeted at sex, gender, sexual orientation; gender identity; (whether or not traditionally associated with the student's sex assigned at birth); , or gender expression must be reported to the Office of Student Protections and Title IX

[8] For example, a student's first time failing to provide proper identification would be recorded as a 2-9 behavior category and available consequences would include skill-building in-school suspension up to three days. A student's second time failing to provide proper identification would be recorded as a 3-5 behavior category and available consequences would include skill-building in-school suspension up to three days. A student's third time failing to provide proper identification would be recorded as a 3-5 behavior category, repeated Group 3 inappropriate behavior, and available consequences would include skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days.

[9] A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g., recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Repeated violations of Behavior 3-9 of the SCC may result in a referral for an expulsion hearing and should be submitted as Behavior 5-6.

3-10 Use of cellular telephones or other information technology device to harass, incite violence or interrupt other students' participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings which are not sexual in nature[10]

3-11 Use of the CICS network for a seriously disruptive purpose not otherwise listed in this SCC[11]

GROUP 3 - AVAILABLE INTERVENTIONS AND CONSEQUENCES

- One after-school and/or one Saturday skill building in-school detention
- Work plan or skill building support (in-school suspension)
- Peer conference/peer mediation
- Referral to behavioral health team
- Daily and/or weekly check in/check out
- Targeted social skills instruction/ anger management group
- Referral to counseling/social work services
- Teacher-student-parent/guardian conference
- Students may be subject to out-of-school suspension for three days or less when/if a student's continuing presence in school would pose a threat to the safety of other students, staff or members of the school community, or
- As a supplement and/or alternative to suspension, school staff may require students to complete service, with parent/guardian consent, as commensurate with the seriousness of offense(s).

* ***Behaviors with an asterisk indicate that the misconduct may be in violation of the law.***

<u>GROUP 4 - VERY SERIOUSLY DISRUPTIVE BEHAVIOR</u>

**4-1 False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified

**4-2 Extortion – obtaining money or information from another by coercion or intimidation

**4-3 Assault[12] – an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery

**4-4 Vandalism (willful or malicious destruction or defacing of the property of others) or criminal damage to property at a cost less than $500

**4-5 Battery (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of a battery which does not result in a physical injury

[10] Students may be temporarily suspended from CICS network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. CICS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

[11] Students may be temporarily suspended from CICS network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. CICS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible

[12] An assault may be committed without actually touching, striking or injuring the victim.

**4-6 Fighting[13] – physical contact between more than two people with intent to harm, or physical contact between two people with intent to harm that results in injury
**4-7 Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers or bags) of stolen property that costs less than $150
**4-8 Possession, use, sale, or distribution of fireworks
4-9 Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process
4-10 [this code intentionally left blank]
**4-11 Trespassing on CICS property – entering CICS property when previously prohibited or remaining on school grounds after receiving a request to depart
*4-12 Knowingly or intentionally using the CICS network or information technology devices to spread viruses to the CICS network[14]
4-13 Possession of any dangerous object as defined by this SCC, first documented behavior
**4-14 Use or possession of alcohol, drugs, controlled substances, "look-alikes" of such substances, contraband (including all devices that contain substances for the purposes of intoxication or any unknown substances), or use of any other substance for the purpose of intoxication during, before, or after school or a school-related function[15]
4-15 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
4-16 Voluntary sex acts that occur on CICS property or during CICS-sponsored activities. This includes any voluntary action that includes genital contact, including fondling, digital penetration, sexual intercourse, and oral sex. This also includes consensual sexting or exchange of sexual images.

GROUP 4 - AVAILABLE INTERVENTIONS AND CONSEQUENCES

- One after school and/or one Saturday Skill building in-school detention
- Work plan or skills building support
- Skill building In-school suspension
- Peer conference/peer mediation
- Referral to behavioral health team
- Daily and/or weekly check in/check out
- Targeted social skills instruction/ anger management group
- Referral to counseling/social work services
- Teacher-student-parent/guardian conference
- Repeated violations, and/or depending on the circumstances, students may be subject to the maximum penalty of out-of-school suspension for 3 days or less and teacher-parent/guardian conference

[13] It is not an act of misconduct to defend oneself as provided by the law
[14] Students may be temporarily suspended from some or all CICS network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. CICS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.
[15] Consider referring students who violate 4-14 for a substance abuse prevention program or counseling

- Students may be subject to out-of-school suspension for 3 days or less (plus up to 2 days of skill-building in-school suspensions for a total of 5 days of suspension) when/if a student's continuing presence in school would pose a threat to the safety of other students, staff or members of the school community.
- As a supplement and/or alternative to suspension, school staff may require students to complete service, with parent/guardian consent, as commensurate with the seriousness of offense(s)
- Damage to school property may require a cost associated if the parent/guardian signed an Acceptable Use Policy ("AUP"), or on a case-by-case basis as determined by the SMO legal team

**** Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.***

***** Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.***

GROUP 5 - MOST SERIOUSLY DISRUPTIVE BEHAVIOR

*5-1 Aggravated assault – assault[16] with a deadly weapon or any assault against school personnel

*5-2 Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein

*5-3 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than $150

5-4 Use of intimidation, credible threats of violence, coercion, stalking, or persistent severe bullying and/or dating violence.[17] Intimidation is behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and school visitors, including severe acts of retaliation for reporting non-sexual behavior that includes intimidation, credible threats of violence, coercion, stalking, or persistent severe bullying. For severe bullying, see **CICS Bullying Prevention Policy before assigning an intervention or consequence.[18]

5-5 [this code intentionally left blank]

*5-6 Gang activity or overt displays of gang affiliation[19]

**5-7 Inappropriate sexual conduct, including unwelcome sexual contact, indecent exposure, and creating and/or transmitting sexually suggestive images and recordings through a device or medium without permission of persons represented; including the creation of deepfake

[16] An assault is an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery. An assault may be committed without actually touching, striking or injuring the victim

[17] Dating violence is defined as violent, controlling, or intimidating behavior that an individual uses against a current or former dating partner. It can include emotional, physical and sexual abuse, stalking, yelling, harassing, threatening, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy and possessiveness

[18] Behaviors targeted at sex, gender, sexual orientation; gender; gender identity; (whether or not traditionally associated with the student's sex assigned at birth); , or gender expression must be reported to the Office of Student Protections and Title IX.

[19] A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g., recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Consider referring students who commit 5-6 behaviors to a gang intervention program at a community based organization.

images and the non-consensual dissemination of sexually explicit digitized depictions
*5-8 Engaging in or attempting any illegal behavior which interferes with the school's educational process
*5-9 Persistent or severe acts of sexual harassment – unwelcome sexual or gender-based conduct (either physical, verbal, or electronic), or retaliation against any person for having made a complaint or report of sexual misconduct, which is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment
*5-10 False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified
5-11 Second or repeated violation of Behavior 4-13, possession of any dangerous object as defined by this SCC
*5-12 Battery, or aiding or abetting in the commission of a battery, which results in a physical injury. Battery means unwanted bodily contact with another person without legal justification.
5-13 [this code intentionally left blank]
*5-14 Use of any computer, including social media platforms, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate other members of the school community. Or hacking (intentionally gaining access by illegal means or without authorization) into the CICS or school network to access student records or other unauthorized information, or to otherwise circumvent the information security system.
*5-15 Willful or malicious destruction or defacing of property or criminal damage to property that results in damages exceeding $500 or that is done to property belonging to any school personnel
5-16 [this code intentionally left blank]
5-17 [this code intentionally left blank]
5-18 [this code intentionally left blank]
*5-19 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 personnel or Police

GROUP 5 - AVAILABLE INTERVENTIONS AND CONSEQUENCES

- Maximum of 3 days, out-of-school suspension, per violation
- Clinical services referral
- Referral to DCFS (Department of Children and Family Services)
- Referral to SASS (Screening Assessment & Support Services)
- Substance abuse treatment/prevention
- Peer conference/peer mediation/ skills building
- Skill building In-school suspension
- A student- teacher-parent/guardian conference
- Subject to the maximum penalty of expulsion from CICS schools for a period of up to 2 calendar years

- Students may be subject to out-of-school suspension for 5 days or less when/if a student's continuing presence in school would pose a threat to the safety of other students, staff or members of the school community.
- The degree of the suspension, whether skill building in-school or out-of-school, as well as length of suspension, shall be determined by school administrators and CICS' Board of Directors or Board Designee
- As a supplement and/or alternative to suspension, school staff may require students to complete of service, with parent/guardian consent, as commensurate with the seriousness of offense(s)

* Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.
** Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.

GROUP 6 - ILLEGAL AND MOST SERIOUSLY DISRUPTIVE BEHAVIOR

*6-1 Use, possession, and/or concealment of a firearm[20]/destructive device or other weapon[21] or "look-alikes" of weapons as defined in the Reference Guide, or use or intent to use any other object to inflict bodily harm

*6-2 Intentionally causing or attempting to cause all or a portion of the CICS network to become inoperable[22] [23]

*6-3 Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others

*6-4 Bomb threat – false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated

*6-5 Robbery – taking personal property in the possession of another by use of force or by threatening the imminent use of force

*6-6 Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "look-alikes"[24]of such substances, contraband,[25] or any other substance used for the purpose of intoxication[26]

*6-7 Sex acts, and attempted sex acts, that occur without the voluntary participation of one or more parties, that may involve the use of implicit or implied force. This is unwelcome oral, anal or vaginal penetration. Sexual violence occurs when a reasonable person knew or should

[20] The term "firearm/destructive device" as defined in 18 U.S.C. Section 921 includes, but is not limited to, handguns, rifles, automatic weapons, bombs, or other incendiary devices and parts thereof.

[21] Weapons include any object that is commonly used to inflict bodily harm, and/or an object that is used or intended to be used in a manner that may inflict bodily harm, even though its normal use is not as a weapon

[22] A network is considered inoperable when it is unable to perform at the level of functionality intended by its maintainers.

[23] Students may be temporarily suspended from some or all CICS network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. CICS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

[24] "Look-alike" means any substance which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.

[25] Contraband means any instrument used to commit a crime or violation, and any other item, when possessing that item violates any applicable law, City ordinance, rule or policy of the Board or any individual school

[26] It may be assumed that a student in possession of large quantities of alcohol, illegal drugs, narcotics, or controlled substances, or in possession of multiple individually-packaged amounts of alcohol, illegal drugs, narcotics or controlled substances, intends to sell or deliver these substances. Consider referring students who violate behavior 6-6 for substance abuse prevention programs or counseling.

have known that the victim did not or could not engage in the sex act voluntarily[27]
*6-8 Aggravated battery (battery that causes great harm, is done with a deadly weapon, is done by a person who conceals his/her identity, or the use of physical force against school personnel) or aiding and abetting in the commission of an aggravated battery
*6-9 Murder – killing an individual without legal justification
*6-10 Attempted murder – an act that constitutes a substantial step toward intended commission of murder
*6-11 Kidnapping – secret confinement of another against his/her will or transportation of another by force or deceit from one place to another with the intent to secretly confine
*6-12 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than $1,000

GROUP 6 - AVAILABLE INTERVENTIONS AND CONSEQUENCES

- Maximum of 10 days, out-of-school suspension, per violation
- Clinical services referral
- Referral to referral to DCFS (Department of Children and Family Services)
- Referral to SASS (Screening Assessment & Support Services)
- Substance abuse treatment/prevention
- Peer conference/peer mediation/ skills building
- Skill building In-school suspension
- A student- teacher-parent/guardian conference
- Subject to the maximum penalty of expulsion from CICS schools for a period of up to 2 calendar years.
- Students may be subject to out-of-school suspension for three days and a maximum of 10 days
- Only if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continued presence in school would either (i) pose a threat to the safety of other student, staff or members of the school community or (ii) substantially disrupt, impede, or interfere with the operations of the school.
- As a supplement and/or alternative to suspension, school staff may require students to complete service, with parent/guardian consent, as commensurate with the seriousness of offense(s).

* ***Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.***

REFERENCE GUIDE FOR GROUPS 4, 5 AND 6 BEHAVIORS INVOLVING DANGEROUS OBJECTS, WEAPONS OR LOOK-ALIKE WEAPONS

SECTIONS 4-13 AND 5-11

[27] Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

If a student simply has any of these objects in his or her possession, but does not use them, (s)he should be recorded to have violated Section 4-13 of the SCC for a first-time violation or 5-11 of the SCC for a second or repeated violation. If a student uses, or intends to use, any of these objects to inflict harm on someone, the student should be recorded to have violated Section 6-1.

Knives, including but not limited to:

- Steak knife or other kitchen knives
- Pen knives/Pocket knives
- Hunting knives
- Swiss Army knife
- Box cutters

Razors Tools, including but not limited to:

- Hammers
- Screwdrivers
- Saws Crowbars/Metal pipes Other objects commonly used for construction or household repair

Other Objects, including but not limited to:

- Mace/Pepper spray
- Live ammunition/Live bullets
- Broken bottles or other pieces of glass
- Wooden sticks/boards

SECTION 6-1

If a student has any of these objects in his or her possession or uses any of these objects, (s)he should be recorded to have violated Section 6-1 of the SCC.

Firearms - these include:

- Pistol
- Revolver
- Other firearms
- Any part or portion of a machine gun or rifle

Knives - these include only the following types of knives:

- Switchblade knives (open automatically by hand pressure applied to a button, spring or other device in the handle of the knife)
- Ballistic knives (operated by a coil spring, elastic material, or an air or gas pump)

Explosive Devices/Gases - these include:

- Tear gas guns
- Projector bombs
- Noxious liquid gas
- Grenades Other explosive substances

Other Objects - these include:

- Blackjack
- Slingshot
- Sand club
- Sandbag
- Metal/brass knuckles
- Throwing stars
- Tasers/stun guns

"Look-Alike" Firearms - these include:

- B.B. guns
- Air guns
- Other objects, including "toys" or replicas that reasonably resemble real firearms

6-1 SPECIAL CONSIDERATION

If a student simply has any of these objects, or any other similar object in his/her possession, (s)he should not be recorded to have violated the SCC. If a student uses, or intends to use, any of these objects to inflict bodily harm on someone, the student should be recorded to have violated Section 6-1.

Sporting Equipment - these include but are not limited to:

- Baseball bats
- Golf clubs

Personal Grooming Products - these include but are not limited to:

- Nail clippers/files Combs with sharp handles
- Tweezers additional resources

School Supplies - these include but are not limited to:

- Scissors
- Laser pointers
- Pens/Pencils Rulers
- Padlocks/Combination locks Other objects commonly used for educational purposes

SEARCH AND SEIZURE

In order to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School Authorities" includes school liaison police officers.

SCHOOL PROPERTY & EQUIPMENT AS WELL AS PERSONAL EFFECTS LEFT THERE BY STUDENTS

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student,

without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The Principal/School Administration may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

STUDENTS

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or CICS' student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

When feasible, the search should be conducted as follows:

1. Outside the view of others, including students,
2. In the presence of a school administrator or adult witness, and
3. By a certified employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Principal and School Administration.

SEIZURE OF PROPERTY

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

All property removed as a result of a search that may be legitimately brought onto CICS property will be returned to the individual. Property removed from a student, possession of which violated CICS policy, shall be confiscated and the student will be disciplined in accordance with the Student Code of Conduct. Students who fail to cooperate with school personnel performing their duties may be subject to discipline for insubordination. Individuals who fail to cooperate will be asked to leave CICS property.

METAL DETECTORS

Metal detectors may be used when any one of the following occurs: (1) the administration has reasonable suspicion that a weapon is in the possession of unidentified students, (2) weapons or dangerous objects were found at school, on school property, or in the vicinity of a school, (3) violence involving weapons has occurred at a school or on school property, at school functions, or in a school's vicinity, or (4) a mass search takes place according to CICS standards for when and how metal detector searches are to be conducted.

Signs will be posted to inform individuals that they will be required to submit to a screening for metal as a condition of entering the CICS property. The screening will be conducted by District staff who may be assisted by law enforcement officials.

An individual will be asked to remove metal objects from his or her person prior to use of a metal detecting device. If, after the removal of metal objects, the metal detector activates, the individual will be asked to double-check that he/she removed all metal objects on his or her person, and the metal detecting device will be used again. If the metal detector activates a second time, the individual may be subjected to a *pat-down* search.

School personnel may inspect the contents of any briefcase, knapsack, purse, or parcel that activates the metal detector for the limited purpose of determining whether a weapon is concealed therein.

PAT-DOWN SEARCH

When feasible, a pat-down search should be conducted: (1) outside the view of others, including students; (2) in the presence of a school administrator or adult witness; and (3) by a certificated employee or liaison police officer of the same sex as the student.

A pat-down search conducted by school personnel shall be limited to clothing for the purpose of discovering items that may have activated the metal detecting device. If school personnel conducting a pat-down search feel an object that may have activated the metal detecting device or may be other prohibited contraband, the individual will be asked to remove it.

Immediately following a pat-down search, a written report shall be made by the school authority who conducted the pat-down search and given to the Chief Academic Officer, or designee.

CONTACTING THE CHICAGO POLICE DEPARTMENT

The inappropriate behaviors that are clear violations of criminal law are identified in the next section with an asterisk (*) before the specific inappropriate behavior. The inappropriate behaviors that may be violations of criminal law are identified in the next section with a double asterisk (**) before the specific inappropriate behavior.

School officials must assess the situation before determining whether or not to contact the Chicago Police Department (“CPD”) to report a criminal act. School officials contact the (CPD) in two situations: (1) to seek assistance with an emergency situation, or (2) to notify law enforcement of alleged illegal behavior (non-emergency situations). To prevent traumatic impacts of police arrest for students and their families, school officials should prioritize a trauma-responsive behavioral health approach that focuses on de-escalation and restorative, mental health interventions based on student needs before considering police involvement.

Emergency Situations: School officials must call 9-1-1 in situations they determine to be safety emergencies that constitute immediate threats of danger or imminent harm to students, staff, or other individuals in the school. This includes but is not limited to:

- Active use, possession, and/or concealment of a firearm/destructive device or other weapon or "look-alikes" of weapons or use or intent to use an object as a weapon to inflict significant bodily harm.
- An act of physical violence or threat of imminent harm by a student that is in progress and unable to be safely de-escalated by CICS staff.
- Bomb threat (6-4) or Arson (6-3).

Non Emergency Situations: School officials will assess the alleged behavior using the below criteria and determine whether CPD must be notified, including the manner of notification. School officials should consider factors including:

- Whether the behavior is related to a student's disability as outlined in their IEP/504. CICS staff can contact their ODLSS District Representative for additional support.
- The severity of the alleged behavior and the degree of harm to people in the school community, including students and CICS staff.
- Whether a person was physically injured as a result of the student's conduct.
- The student's age, developmental needs, or known trauma history.

Whenever CPD is called, school officials must make reasonable efforts to notify parents/guardians immediately after contacting CPD. Efforts to contact parents/ guardians must include calling all numbers listed on an emergency form and any number supplied by the student, including leaving voice messages when possible if parents/guardians do not answer. School officials should immediately contact the CICS Managing Director of Governance (773-793-2664) after contacting CPD in emergency situations.

Interaction with the Police: In the event CPD must interact with students as a result of a police notification, school officials should follow the below guidelines.

Questioning/Interviews

- If CPD requests to interview or question a student at the schoolSchool officials must make all reasonable efforts to ensure that the student's parent/guardian is present during the questioning or, if the parent/guardian is not present, ensure that school personnel, including, but not limited to, a school social worker, a school psychologist, a school nurse, a school guidance counselor, or any other mental health professional, are present during the questioning. The staff member(s) present during police interviews must be someone who was not directly involved in the incident.
- School officials must make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

ARRESTS ON SCHOOL GROUNDS

School officials, and CPD should avoid student arrests on school grounds whenever possible. If a responding police officer determines that arrest is necessary, they should coordinate with the principal or designee to find a private location out of sight and sound of other students, to the extent practicable and absent exigent circumstances.

Should a student be arrested on school grounds and the parent/guardian is not present, a school official or designee is required to accompany the student and arresting officer to the police station or follow. The staff member who accompanies or follows the student must be someone who was not involved in the incident resulting in the arrest. The staff member must remain with the student for a reasonable time or until they are no longer needed.

Student Rights – Prior to any interactions with CPD on school grounds, school officials should provide the student with a written copy of the following rights.

Student Rights

- Students have the right to refuse to speak to CPD
- Students can refuse to give consent to be searched by the police, including electronic devices. This may not stop the search.
- Students shall not be left alone on CICS property with CPD at any time.
- Students shall not be removed from the classroom or common areas of the school by CPD unless an emergency exists.

RESPONSE TO STUDENT BEHAVIOR

Each teacher, and any other school personnel when students are under their charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with CICS policies and rules on student discipline. Teachers may temporarily remove students from a classroom for disruptive behavior.

CICS Administration, School Principal, Assistant Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Campus may suspend a student from riding the bus in excess of 10 school days for safety reasons.

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

In accordance with 105 ILCS 5/24-24; 23 IAC 1.280, Teachers, other certificated [licensed] educational employees (except for individuals employed as paraprofessionals), and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property,

shall provide that a teacher may remove a student from the classroom for disruptive behavior, and shall include provisions which provide due process to students.

Corporal punishment is prohibited. *Corporal punishment* is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

ISOLATED TIME OUT, TIME OUT, AND PHYSICAL RESTRAINT

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, State Board of Education rules (23 Ill. Admin. Code Section 1.280, 1.285) and CPS procedure(s) linked here.

CONTINUUM OF DISCIPLINARY OPTIONS

Skill-Building In-School Suspension: A skill-building in-school suspension is the removal of a student from his/her regular educational schedule, for more than 60 minutes of the school day, to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills.

A student in grades third through twelfth may be assigned a skill building in-school suspension if:

1) Skill building in-school suspension is listed as an available consequence for the SCC behavior category, and
2) The student was informed of their reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
3) A copy of the misconduct report (generated in the CICS Student Information System) was provided to the student's parents/guardians
4) The suspension length provided is reasonably applied.

Before assigning a student to in-school suspension, the charges will be explained and the student will be given the opportunity to respond to the charges. Students provided with in-school suspension will be given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

Out-of-School Suspension: An out-of-school suspension is the removal of the student from class attendance or school attendance. When a student is removed from school in response to an inappropriate behavior, the removal counts as the first day of an out-of-school suspension.

A student in grades third through twelfth may be assigned an out-of-school suspension if:

- Out-of-school suspension is listed as an available consequence for the SCC behavior category, and

- The principal or designee determines that the student's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff and this threat is documented in the District student information system, or
- The principal or designee determines that the student's behavior has caused chronic or extreme interruption to other students' participation in school activities and prior interventions have been utilized and documented in the District student information system, and
- The student was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
- A copy of the misconduct report (generated in the CICS student information system) was provided to the student's parents/guardians, and
- The suspension length provided is reasonably applied.

A student serving out-of-school suspension is not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while suspended out of school.
The school administration must ensure that a student serving suspension is able to obtain homework, and upon the student's return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension. A student serving suspension must be allowed to take state assessments at school and may participate in test preparation activities with principal approval. The student's attendance will still be marked as suspended. The principal must approve any other exception to the out-of-school suspension guidelines.

Suspension Not Exceeding Ten School Days: Students suspended for ten (10) school days or less shall be afforded due process in the following manner:

- The principal, assistant principal, or dean of students meet with the student to discuss, investigate, and assess the situation.
- If a student is found to have violated the SCC in a manner that warrants suspension, the student's infraction will be logged in the appropriate Student Information System. The principal, assistant principal, or dean of students determines the logical duration of the suspension and whether the suspension is served skill building in-school or out-of-school.
- The school principal, assistant principal, or dean of students shall immediately notify the student's parent or guardian of the situation and the disciplinary action with a full written statement of specific misconduct, rationale for duration of suspension, and notice to parents/guardians of their right to review. The school principal, assistant principal, or dean of students shall be available for a follow-up conference with the family, if requested.
- All out-of-school suspensions over three (3) days require a documented re-entry meeting. In developing a re-engagement plan, the principal, assistant principal, or dean of students, will consider ways to prevent future school suspensions, forms of restorative action and supportive intervention strategies to aid in the student's academic success.
- The principal, assistant principal, or dean of students must facilitate a re-engagement meeting for students who are returning from out-of-school suspension of three (3) days or more, expulsion, or from an alternative school setting and or hospital stay.

- The principal, assistant principal, or dean of students will determine whether parent or guardian attendance at a re-engagement meeting is recommended or mandatory. Parents and guardians are welcomed to attend all re-engagement meetings involving their students.
- Students can make up work following their suspensions. Upon returning to school, it is the student's responsibility to make up work in a reasonable time proportional to their suspension. A student's academic performance should not be impacted by participation in in-or-out-of-school suspension.
- Students are allowed to respond to allegations prior to suspension.
- The CICS Board or its designee will be provided all information and summaries for suspensions and expulsions.
- For out-of-school suspensions for longer than three (3) school days, the school will note in the suspension notice whether support services are to be provided during the period of suspension or whether it was determined that there are no such appropriate and available services.
- Within the suspension or expulsion decision, schools will document whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions.
- It is prohibited that any school encourage any CICS student to drop out or transfer.
- Students shall be given oral or written notice of the misconduct allegations against him/her; an explanation of the basis for the accusation; and an opportunity to present his/her recalling of the incident, in writing, to the principal.

If unsatisfied with the response of the school administration, the student and guardian may appeal and present his/her version of events to the appropriate administrative officer of the SMO that manages the school on behalf of the CICS.

Any suspension shall be reported immediately to the parents or guardian of a pupil along with a full written statement of the reasons for such suspension and a notice of their right to review and appeal. The CICS board or its designee must be given a summary of the notice, including the reason for the suspensions and suspension length. Upon the receipt of an appeal request of the parents or guardian, the CICS board or hearing officer appointed by it shall review such action of the principal, assistant principal, or dean of students. At such review, the parents or guardian of the student may appear and discuss the suspension with the CICS board or its hearing officer. If a hearing officer is appointed by the board, he/she/they shall report to the board a written summary of the evidence heard at the meeting. After its hearing or upon receipt of the writing report of its hearing officer, the board may take such action as it finds appropriate. If a student is suspended pursuant to this subsection, the board shall, in the written suspension decision, detail the specific act of gross disobedience or misconduct resulting in the decision to suspend. The suspension decision shall also include a rationale as to the specific duration of the suspension.

Expulsion: Expulsion is the removal of a student from school for more than ten (10) consecutive days, up to a maximum of two calendar years. A student in grades three through twelve may be referred to an expulsion hearing if the behavior falls within Group 5 or 6 of the SCC.

The CICS CEO's designee will review the expulsion hearing request and determine whether to move forward with an expulsion hearing, refer the student to an intervention program, or refer the student back to the school for intervention/support.

Students expelled as a result of gross disobedience or misconduct shall be afforded due process in the following manner:

- CICS will request that the student's parents or guardian appear before the CICS Board or a hearing officer appointed by it. Such requests will be made by registered or certified mail and state the time, place, and purpose of the meeting. In addition to advanced written notice of the hearing, the student shall be afforded sufficient time to prepare for the hearing, the right to be represented by counsel, and the right to present evidence.
- The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event shall a hearing be considered public. Further, at the discretion of the CICS Board, the hearing may be closed to those individuals deemed advisable, except the student, the student's parents or guardians, the student's attorney, at least one school official, and the Board's attorney at all times. Witnesses shall be admitted to a closed hearing only to the extent necessary to testify. In order for another student to act as a witness, signed written consent of that student's guardian must be obtained prior to the meeting. The following procedures will be included in an expulsion hearing: school presents more than hearsay evidence to prove allegations, parents/guardians and students are allowed to present evidence and cross-examine witnesses, and separation exists between staff members conducting the expulsion, hearing officer and decision-maker.
- The board/board designee, or a hearing officer appointed by it, at such a meeting shall state the reasons for dismissal and the date on which the expulsion is to become effective.
- If a hearing officer is appointed by the board, he/she shall report to the board a written summary of the evidence heard at the meeting and the board may take such action hereon as it finds appropriate.
- If the board/board designee acts to expel a pupil, the written expulsion decision shall detail the specific reasons why removing the pupil from the learning environment is in the best interest of the school.
- The expulsion decision shall also include a rationale as to the specific duration of the expulsion.
- An expelled pupil may be immediately transferred to an alternative program in the manner provided by the Illinois School Code, working in conjunction with the CPS Office of Student Adjudication for school placement.
- A student will be expelled for a duration of two years, adjusted on a case by case basis, for bringing the following items to school; firearm, look-alike firearm, knife, brass knuckles, or other knuckle weapon, billy club or any other object used or attempted to be used to cause bodily harm.

Students in grades Kindergarten through second ("K-2") will not be expelled or assigned in-school or out-of-school suspensions. If a K-2 student exhibits behavior that presents imminent endangerment to the physical, emotional, or mental safety of specific students and/or staff, the Principal and Charter School's CEO/Executive Director may collaborate with CICS and CPS to request additional services to appropriately support the student. Support may include a plan addressing the safety of students/staff

and including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs.

If a student is expelled from CICS, the student may not return to any CICS school for a definite period not to exceed 2 calendar years. The length of the expulsion will be determined on a case-by-case basis by the CICS Board/Board Designee based on the evidence in each individual case and any mitigating factors. The CICS Board/Board Designee may expel a student with disabilities for a definite period not to exceed 2 calendar years, as determined on a case-by-case basis only if the procedural safeguards outlined in the next section are followed.

SUSPENSION/EXPULSION APPEALS

If a parent/guardian and/or student wishes to appeal a suspension or expulsion from CICS, there are two options:

1. The parent/guardian and/or student may appeal in writing by sending a letter to the CICS Board before the next regularly scheduled board meeting stating why the parent/guardian and/or student feel the expulsion decision should be overturned. The appeal letter must be received by the date given in the expulsion notice and should be addressed and sent to the Chicago International Charter School Office Managing Director of Governance at 11 E. Adams, Suite 600, Chicago, Illinois 60603.

2. The parent/guardian and/or student may request a meeting with the CICS Board to appeal. If you plan to appeal in person, please email contact@chicagointl.org to schedule an appeal. The Board will then discuss the student and expulsion decision during the executive session and will notify the parent/guardian and student in writing of its decision.

MISCONDUCT BY STUDENTS WITH DISABILITIES/IMPAIRMENTS

All procedural safeguards contained in the SCC and this section are equally applicable to those students with 504 plans. For more information, see Notice of Procedural Safeguards for Discipline of Students with Disabilities and Impairments (2024). CICS adheres to CPS policies and procedures, including portions of its Student Code of Conduct as it pertains to disciplining students with disabilities.

Schools must support the behavioral needs of students with disabilities/impairments. When the behavior of a student with a disability/impairment impedes their learning or the learning of other students, federal law requires schools to consider using positive behavioral interventions and to implement appropriate supports and other strategies to address the behavior.

Students with disabilities/impairments who violate the SCC can be disciplined, consistent with the procedural safeguards[28] outlined under the Individuals with Disabilities Education Act (IDEA), Illinois

[28] See the ISBE *Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities* for additional information about procedural safeguards for discipline of students with disabilities/impairments.

State Board of Education's *Special Education* rules, and Section 504 of the Rehabilitation Act of 1973. School officials can suspend students with disabilities/impairments for up to 10 consecutive or 10 cumulative school days in one school year (inclusive of Extended School Year (ESY) days). Educational services do not have to be provided to students with disabilities/impairments during these short-term removals unless services are provided to general education students under similar circumstances.

Calculating the 10 school-days of suspension.[29] When a student with a disability/impairment is removed from school for a full or partial day without receiving the instruction/services in their IEP/504 Plan, this can contribute to the 10 school-days of suspension. This can include:

- In-school suspensions;
- Out-of-school suspensions;
- Bus suspensions; and
- Informal removals (e.g., requesting that a parent pick a student up early or keep a student home from school following a disciplinary incident).

The following removals do not count toward the 10 school-days:

- Saturday, before-, and after-school detentions; and
- In-school suspensions and lunch detentions if, during the suspension or detention, the student continues to participate in the general education curriculum, continues to receive their IEP services, and continues to participate with non-disabled peers to the same extent as specified in the IEPs.

Administrators are not required to suspend students with disabilities/impairments for the recommended periods set forth in this Code for a single incident. Specifically, the Principal or their designee has discretion to suspend students with disabilities/impairments for fewer days than set forth for a single incident. Federal regulations offer some flexibility in suspending students with disabilities/impairments in excess of 10 school days in one school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Office of Students with Disabilities (OSD) (773 553-1800) is required. **Without approval from the Office of Students with Disabilities (OSD), students with disabilities/impairments cannot be suspended in excess of 10 school days.** A school may not suspend a student with a disability/impairment for more than 10 consecutive or cumulative school days in one school year without providing appropriate educational services per the Student's IEP/504 Plan.

When school officials anticipate a referral for expulsion, including referrals requesting emergency placement pursuant to the SCC, the following apply:

1. School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of a Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing or emergency placement. The School must also provide

[29] For additional information about disciplinary removals for students with disabilities/impairments, what contributes to the 10 school-days of suspension, and informal removals, see the *Office of Diverse Learner Supports and Services IDEA Procedural Manual* which is available at cps.edu/odlss. See also the *ISBE Position Statement on Informal Removals of Illinois Students* at https://www.isbe.net/Documents/ISBE-Position-Statement-Informal-Removals-of-Students.pdf.

parent/guardian/surrogate parent with a written copy of Illinois State Board of Education's *Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities*.

2. At the MDR, the IEP/504 team must:
   A. Determine whether the misconduct is a manifestation of the student's disability by reviewing all current and relevant information in the student's file, including the student's IEP/504 Plan, evaluation and diagnostic results, information from the parent/guardian, and teacher/staff observations of the student. The behavior is a manifestation of the student's disability if the team finds either or both of the following:
      1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability;
      2) the conduct in question was the direct result of the school's failure to implement the student's IEP/504 Plan (which includes if the student did not consistently receive all services/supports in their IEP/504 Plan)
   B. Review, and revise if necessary, the student's existing behavior intervention plan (BIP) or develop a functional behavior assessment (FBA/BIP) and BIP to address the behavior for which the student is being disciplined.

If the behavior is not a manifestation of the student's disability, school officials may apply the SCC, to the extent they would for students without disabilities, but must continue to provide the student with educational services per their IEP/504 Plan if the removal exceeds 10 school days in a school year. If the behavior is a manifestation of the student's disability, a disciplinary change in placement (e.g., expulsion) cannot occur.

All MDRs are subject to review by OSD and CPS Legal Department.

RE-ENGAGEMENT OF RETURNING STUDENTS

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

ADDITIONAL CICS STUDENT POLICIES & RESOURCES

- Non-Discrimination, Harassment, Sexual Harassment, Sexual Misconduct and Retaliation Policy
- Notice of Procedural Safeguards for Discipline of Students with Disabilities and Impairments

- Behavioral Interventions, Physical Restraints, Time Outs, and Momentary Physical Intervention for Students | Chicago Public Schools
- CICS BULLYING PREVENTION POLICY 2025-2026
- CPS Policies on Child Abuse and Neglect
- Office of Student Protections and Title IX

Transportation Plan

CICS Ralph Ellison Academy's transportation plan is designed to ensure equitable access, consistent attendance, and full participation in academic, extracurricular, and career-connected learning opportunities, while aligning with Illinois School Code transportation requirements and local transit realities in Chicago.

Under Illinois School Code (105 ILCS 5, Article 29), school districts in areas with adequate public transportation are not required to provide universal school bus transportation. Chicago Public Schools operates within this framework, leveraging the city's extensive public transit infrastructure. Consistent with state law, Ellison primarily serves students from multiple South Side neighborhoods that are accessible via CTA bus and rail routes, allowing the school to focus transportation resources strategically where they are most needed.

Ellison provides required transportation accommodations for students with disabilities, students experiencing homelessness, and students in foster care, in full compliance with state and federal mandates, including IDEA requirements. Transportation supports are clearly communicated to families to reduce barriers to attendance and ensure students can consistently access instructional programming and required services.

Beyond required services, this grant-supported transportation plan is intentionally structured to expand access to sports-aligned, athletics-adjacent, and career- and industry-connected opportunities that extend learning beyond the school day. Grant funds support the use of two new school-operated passenger vans, including driver stipends, insurance, fuel, and maintenance, to provide safe, flexible, and cost-effective transportation for students participating in extracurricular activities and experiential learning. These include athletic competitions, training sessions, sports business and media programs, college visits, industry site visits, internships, leadership conferences, and career exploration experiences connected to the school's athletics and computer science pathways.

Using school-owned vehicles allows Ellison to transport students in smaller, targeted groups, increasing flexibility in scheduling and significantly reducing costs compared to charter buses. This approach ensures that transportation does not become a barrier for students who wish to participate in after-school programming, weekend competitions, or off-site career-connected experiences. It also allows the school to respond quickly to emerging partnership opportunities with colleges, athletic organizations, and industry partners.

Transportation information, expectations, and schedules are communicated clearly and consistently to students and families through multiple channels. This transparency supports reliable attendance, increases family confidence in student safety, and promotes full participation in grant-funded programming.

Ellison's transportation plan directly advances the grant's goals of student engagement, persistence, equity, and postsecondary readiness, while remaining fiscally responsible and sustainable.

Budget Narrative for CICS Ralph Ellison Academy
Illinois Impact Initiative Grant
April 2026 - March 2029

Chicago International Charter School (CICS) respectfully requests $1,200,000 to relaunch Auburn Gresham's CICS Ralph Ellison Academy (CICS Ellison) as a career-connected high school that uses students' interest in athletics as a gateway to academic success and long-term economic mobility.

These funds would be used for the planning, launch, and multi-year implementation of the new school model, which would expose CICS Ellison students to in-demand, sports-adjacent careers in fitness and human performance, coaching, business management, SportsTech, facilities maintenance, cybersecurity, event management, and media.

The proposed expenditures are aligned to the grant's core goals: improving academic growth and achievement; expanding access to rigorous and relevant coursework and related experiences; improving student engagement, attendance, and postsecondary readiness; strengthening instructional quality; and increasing school enrollment.

Funds are requested over a 36-month period: a 16-month planning period and 20 months of launch and implementation. The extended planning period will ensure intentional model and classroom design, stakeholder engagement, staff training, strategic communications, the exploration of industry partnerships, and phased program rollout. The budget prioritizes leadership capacity, professional development, curriculum implementation, technology and equipment, student transportation, sports and enrichment activities, and targeted recruitment to support equitable access and long-term sustainability.

BUDGET TIMELINE		
Planning Period (16 months)	April 1, 2026 - July 31, 2027	$922,181
Implementation Year 1 (12 months)	August 1, 2027 - July 31, 2028	$158,647
Implementation Year 2 (8 months)	August 1, 2028 - March 31, 2029	$119,172

Planning Period (SY26 & SY27)

The planning period represents the largest investment phase, accounting for approximately 77% of the total budget. Funding during these 16 months is needed to transform the initial vision into a sustainable, high-impact school model for South Side students. Resources will enable critical,

pre-opening infrastructure improvements, including necessary capital repairs to create a modern learning environment and intensive staff professional development to both prepare teachers to implement the Project Lead The Way (PLTW) coursework and to embed athletics-aligned readings, assignments, and experiences into existing courses.

During the planning phase, CICS Ellison will survey students to gauge interest in additional sport teams, including cheer, track and field, and soccer, in addition to non-traditional urban sports such as tennis, golf, badminton, and bowling. As programming expands, CICS Ellison will formalize structured roles for non-athletes, including assistant coaching, equipment management, data and statistics analysis, event coordination, and media production. These roles ensure equitable access to career-connected experiences regardless of athletic participation.

Simultaneously, teachers and community members will be invited to propose and lead sports-related extracurricular and enrichment experiences for students that will prepare them for sports-adjacent jobs or study. For example, the student government may oversee event operations, from ticketing and concessions, while a photography or media club could focus on sports journalism and digital media production.

To deepen industry alignment, CICS Ellison staff will explore and cultivate partnerships with local sports organizations, fitness centers, universities, and sports-adjacent businesses. These partnerships will expose students to careers in athletic training and conditioning, sports medicine, facilities operations, public relations, marketing, broadcasting, SportsTech, and data analytics, ensuring students understand the full ecosystem of careers connected to athletics.

Finally, a portion of the requested funds will support the development and execution of targeted, data-informed marketing and recruitment campaigns designed to increase enrollment and reestablish CICS Ellison as a high-quality, career-connected, and engaging option in Auburn Gresham. These efforts will include a refreshed brand strategy and clear value proposition; coordinated community-based outreach through feeder schools, neighborhood organizations, and local partners; and strategic digital advertising and paid media campaigns to generate and convert prospective family leads.

Funding will also support family engagement and experiential marketing initiatives—such as themed open houses, athletics showcases, and sports-industry guest speaker events—that allow families to experience CICS Ellison's model firsthand.

Personnel

During the planning year, requested funds will support 40% of the Principal's salary and 50% of the salaries of both Assistant Principals. The Principal of the reinvisioned CICS Ellison will serve as the lead architect of the school's transformation, establishing its vision, culture, and operational infrastructure. He will oversee all recruitment and enrollment efforts, monitor curriculum alignment, train staff, formalize industry partnerships, and develop systems for

academic monitoring, student engagement, and performance management. His leadership will ensure that athletics-integrated programming is academically rigorous, industry-aligned, and sustainably embedded within the school's instructional framework.

During the planning period, funding is also requested to support two complementary Assistant Principal roles: a reinvisioned Assistant Principal of Curriculum and Instruction and an Assistant Principal of Athletics and Career.

The Assistant Principal of Curriculum and Instruction (AP) will lead the academic design and instructional quality of the school. This role is responsible for ensuring full alignment to Illinois Learning Standards while intentionally integrating sports-industry themes and career-connected applications across content areas. This AP will oversee curriculum mapping, assessment design, and instructional coaching; support teacher development through observation and feedback cycles; and use formative and summative data to drive continuous improvement in student achievement. This leader shapes the rigor, coherence, and academic integrity of the daily instructional experience.

The Assistant Principal of Athletics and Career will operationalize the school's athletics-integrated model. This leader will establish, formalize, and manage partnerships with local sports organizations, higher education institutions, fitness and performance centers, and sports-adjacent businesses to create internships, field experiences, credentialing opportunities, and mentorship pipelines. In addition, this role will oversee the recruitment and supervision of high-quality coaches to expand and sustain diverse athletic offerings, ensuring equitable student participation.

Together, these two roles ensure that CICS Ellison's redesign is both academically rigorous and professionally relevant. While the AP of Curriculum and Instruction defines and safeguards instructional excellence, the AP of Athletics and Career ensures that learning extends beyond the classroom and is applied in authentic, workforce-aligned contexts, ultimately creating an environment that prepares students for college, credential attainment, and careers within the broader sports industry ecosystem.

Lastly, funds are requested during the planning period to hire a Student Recruitment and Retention Coordinator who will design and operationalize a comprehensive enrollment and retention strategy. Working closely with the Principal and leadership team, this individual will develop targeted marketing and outreach campaigns, manage the enrollment funnel, coordinate family communications, and strengthen relationships with feeder schools and community partners. In addition to driving new student recruitment, this role will focus on retention and student success.

With an additional focus on retention, the Coordinator will oversee onboarding and orientation processes, monitor early warning indicators (attendance, course performance, engagement),

support data-informed interventions, and collaborate with staff to reduce attrition and improve on-track rates.

To ensure long-term sustainability, this position will transition to full operational funding following the planning period, demonstrating the school's commitment to maintaining enrollment growth and student persistence beyond the grant term.

Professional Development and Teacher Preparation

CICS Ellison will implement Project Lead The Way (PLTW) Algebra and Computer Science coursework to elevate academic rigor and ensure college and career readiness. In addition, existing coursework across subject areas will be intentionally redesigned to incorporate sports-industry themes, case studies, applied projects, technical texts, and experiential learning opportunities. This cross-curricular integration ensures that athletics serves not as an add-on, but as a meaningful context through which students engage in rigorous academic work.

To support high-quality implementation, significant funding is allocated during both the planning year and implementation years for teacher stipends supporting summer professional development, curriculum redesign, and intensive training in PLTW coursework, cybersecurity foundations, advanced algebra instruction, and capstone project facilitation. These investments ensure that educators execute with deep content knowledge, aligned instructional strategies, and the ability to deliver rigorous, standards-based, and career-connected instruction with fidelity from day one.

Implementing Project Lead The Way (PLTW) with fidelity, while also restructuring existing coursework to embed a cohesive sports-industry lens, requires a comprehensive professional development (PD) approach that combines technical, hands-on training with industry-specific pedagogical strategies. The required PD includes mandatory PLTW Core Training for content, combined with customized workshops for integrating sports-related content.

PLTW requires teachers to complete intense, collaborative training to be certified to teach their curriculum. This training focuses on activity-, project-, and problem-based (APB) learning. Algebra 1 Advantage Training is a 16-hour (2-day) virtual training session that prepares teachers to use real-world investigations and data-driven problems in mathematics, with a focus on active student participation. Computer Science Sequence Training ranges from 40 to 80 hours (1–2 weeks) depending on the course (e.g., Computer Science Essentials, CS A), these trainings focus on Python coding, cybersecurity, data analysis, and robotics. PLTW professional development courses are led by Master Teachers, allowing participants to take on the role of students to experience the curriculum first-hand.

To embed the sports-industry focus across the academic program, CICS Ellison will provide targeted professional development designed to help teachers contextualize rigorous academic content within real-world sports-sector applications. Led by the Assistant Principal of Curriculum and Instruction, these workshops will support faculty in adapting PLTW coursework and other

academic projects to sports-based scenarios. Examples may include analyzing stadium architecture to teach geometry and engineering principles, calculating and interpreting sports performance statistics in algebra and data science courses, or programming applications for wearable fitness technology within computer science classes. In addition, the AP will lead a comprehensive curriculum mapping process to create a vertically aligned scope and sequence. This process will ensure that course objectives across grade levels intentionally connect to sports business, analytics, marketing, operations, and technology projects, ultimately building coherence between daily instruction, capstone experiences, and career pathway outcomes.

Stipends for Extracurricular Activities and Recruitment

Teacher compensation at CICS Ellison is governed by a negotiated Collective Bargaining Agreement (CBA), which establishes salary schedules, work hours, and conditions of employment.

To support programmatic expansion and student engagement, teachers will have the opportunity to earn stipends for the design, development, and launch of extracurricular activities. These stipends recognize the professional investment required to build high-quality programming, including logistics coordination, student recruitment, partnership development, and supervision. In many cases, teachers contribute not only instructional expertise but also industry knowledge, certifications, or lived experience that strengthens the relevance and rigor of these offerings.

In addition, selected teachers formally designated as School Ambassadors will receive stipends to support student recruitment and enrollment efforts. Ambassador responsibilities may include representing CICS Ellison at community events, conducting information sessions, supporting shadow days, engaging prospective families, and leveraging professional networks to promote the school's career-connected programming.

All stipends compensate for documented work performed outside of regular contractual hours, including early mornings, evenings, weekends, summer planning sessions, and professional development periods.

Curriculum, Supplies, and Instructional Materials

The largest curricular cost is the purchase of PLTW materials, professional development, and ongoing access to course materials. PLTW is critical to academic rigor at CICS Ellison because its instructional methods and project-based learning transforms theoretical concepts into practical applications directly relevant to sports engineering, sports medicine, data analytics, facility management, and computer science. By integrating high-level, project-based curriculum with the sports industry, PLTW enhances student engagement while meeting rigorous academic standards for college and career readiness.

Launching a sports industry career academy requires a blend of specialized resources, such as sports marketing, event management, and business analytics, along with practical supplies like

project-based learning software, case studies, and sports-oriented literature. Planning funds will be spent to pay for curriculum-specific PLTW supplies, classroom literature sets, graphing calculators, visual arts materials, and elective enrichment resources. These investments provide students with equitable access to hands-on learning that connects academic skills to real-world applications.

Technology and Equipment

The launch of the reimagined CICS Ellison will require a refresh of technology, especially for students to access PLTW coursework. The planning period includes the purchase of 85 Chromebooks and protective cases, 42 computer tablets and protective cases, 84 Personal Computer (PC) laptops and cases, and visual arts equipment and materials for the student body. Ten Apple MacBooks and cases will be ordered for teachers. These tools are essential for computer science coursework, digital assessments, data-driven instruction, and career-connected learning experiences.

GoGuardian, a comprehensive digital learning management and student safety platform designed for schools, will be used at CICS Ellison. Through professional development, CICS Ellison staff members will learn to monitor student activity, filter inappropriate content, and manage classroom focus through tools that track browsing history, block websites, and identify potential risks like self-harm or suicide.

Recruitment, Branding, and Outreach

Reestablishing CICS Ellison as a high-quality, career-connected, and engaging school option requires a dynamic, multifaceted approach to attract passionate, driven students who are interested in athletics. CICS Ellison branding must focus on a clear, inspiring mission, utilizing high-energy, professional visuals to showcase the academy as a forward-thinking hub that bridges the gap between education and career opportunities. Recruitment strategies must go beyond traditional methods, leveraging targeted social media campaigns and partnerships with sports organizations to identify high-potential partnerships that will motivate kids to join CICS Ellison. Outreach will be rooted in community engagement, connecting with local schools and hosting industry-linked networking events to build a strong, supportive, and inclusive pipeline that positions the academy as a premier launching pad for the next generation of sports business leaders.

Funds allocated to professional branding, social media management, advertising, and school-branded materials ensure the school can clearly communicate its new academic model to families and the broader community. These investments are critical to driving enrollment growth, strengthening school identity, and supporting long-term sustainability.

Transportation

Securing grant funding to purchase two vans, pay a driver, and defray insurance and gas costs is a critical step in removing significant, often insurmountable, financial barriers to participation for students. Reliable, consistent transportation is necessary to connect students with

experiential learning opportunities that are otherwise inaccessible due to scheduling conflicts for parents, lack of public transit, or limited school budgets. By providing our own vehicles and paying a stipend to a van driver, we ensure safety, improve attendance, and foster consistent involvement in career-focused activities that build essential social, academic, and professional skills. Investing in these vans empowers us to bridge the gap between classroom theory and real-world application, directly enhancing our capacity to develop the next generation of professionals in the sports industry.

Facilities and Operations

CICS Ellison was opened in 2006 after extensive renovation of an abandoned Catholic school building. In addition to renovation of the main building, CICS built a stand alone gymnasium that is used for all CICS Ellison sporting events. Transforming a 20-year-old school into a sports and career academy requires a refresh that updates athletic, academic, and community spaces. To support specialized career pathways in sports marketing, management, and medicine, the infrastructure must be updated with robust electrical systems to handle advanced technology in classrooms and labs, providing "plug-and-play" capability for coursework and extracurricular activities. The facility's refresh includes redesigning existing classrooms into flexible learning environments and to prepare the gym as an event venue for athletic competitions that engage the community.

Conclusion

This budget reflects a coherent, phased investment strategy designed to launch the next iteration of CICS Ellison. By front-loading planning resources, building strong leadership and instructional capacity, and strategically supporting implementation over two years, the proposed expenditures directly advance the grant’s goals of increased enrollment, improved attendance and retention, improved academic outcomes, and enhanced college and career readiness.

Collectively, these investments ensure that students, particularly those in the Auburn Gresham and surrounding South Side communities, have equitable access to rigorous instruction, meaningful real-world learning experiences, and clear pathways to postsecondary success, while positioning the school for long-term sustainability beyond the grant period.

	FY26 Forecast	FY27	FY28	FY29	FY30	
REVENUE						
Projected Enrollment (Headcount)	203	220	233	248	276	
PCTC - Direct Funding	$3,574,091.08	$2,892,143.50	$3,124,303.74	$3,391,947.96	$3,850,408.02	
PCTC - SPED Funding		$1,058,723.69	$1,143,710.33	$1,241,686.54	$1,409,514.50	
Federal Grants (Title I, II, III, IV, etc)	$188,845.12	$204,659.74	$216,753.27	$230,707.34	$256,754.94	
SRO Funding	$160,000.00	$160,000.00	$160,000.00	$160,000.00	$160,000.00	
Food Funding	$216,685.32	$234,831.38	$248,707.78	$264,719.01	$294,606.64	
ERate Funding	$6,036.61	$6,157.34	$6,280.49	$6,406.10	$6,534.22	
Student Revenue	$17,709.85	$19,192.94	$20,327.07	$21,635.68	$24,078.42	
Philanthropy / Fundraising	$0.00	$0.00	$0.00	$0.00	$0.00	
CSP Grant	$312,666	$609,514	$158,647	$119,172	$0.00	
Interest Income	$20,175.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00	
CICS Financial Support*	$1,013,196.40	$679,690.93	$875,099.92	$1,089,099.54	$1,429,544.30	
Total Revenue	**$5,509,405.64**	**$5,874,913.91**	**$5,963,829.59**	**$6,535,374.17**	**$7,441,441.04**	
EXPENSES						
Projected Personnel (Headcount)	25	25	25	29	35	Notes
Salaries	$2,824,273.87	$2,937,244.82	$3,054,734.62	$3,478,415.00	$4,092,291.73	
Benefits, Taxes & Pension	$803,349.04	$822,428.55	$855,325.69	$973,956.20	$1,145,841.69	
Building Utilities	$299,635.92	$302,632.28	$305,658.60	$308,715.19	$311,802.34	Gas, Water, and Electric
Professional Services	$144,365.64	$145,809.30	$147,267.39	$148,740.06	$150,227.46	Legal, Consultants, Audit, SPED Clinicians
CPS Fees	$107,222.73	$118,526.02	$128,040.42	$139,009.04	$157,797.68	
CICS Facilities & Management Fee	$366,286.62	$404,900.09	$437,402.52	$474,872.71	$539,057.12	Debt Service (Bond Payments for Owned Building), Enrollment, Marketing, Compliance, Governance
Meridian Administrative Costs	$320,780.45	$354,596.71	$383,061.15	$415,876.18	$472,086.54	Student Recruitment, Data Management, Human Resources, Coaching, Leadership Support, Technology Support
All Other Non-Personnel	$550,004.11	$555,504.15	$561,059.19	$566,669.78	$572,336.48	Educational Materials, Supplies, Technology, Field Trips, Substitute Teachers, Food Service
CSP Grant - Additional Expense	$93,487.26	$233,272.00	$91,280.00	$29,120.00		
Total Expenses	**$5,509,405.64**	**$5,874,913.92**	**$5,963,829.60**	**$6,535,374.17**	**$7,441,441.04**	
NET INCOME (SURPLUS/DEFICIT)	$0.00	$0.00	$0.00	$0.00	$0.00	

As a campus within the CICS portfolio, Ellison operates within a consolidated network financial structure. While an individual campus budget may reflect a planned or temporary operating deficit to support strategic investments or enrollment transitions, any such deficit is fully supported and absorbed at the SMO and/or CICS network level. The CICS consolidated financial statements are maintained in a balanced position, so CICS and our SMO partners ensure overall fiscal stability through centralized oversight, conservative multi-year forecasting, and adequate cash reserves.

Board of Directors
July 1, 2025 to June 30, 2026

Members of the CICS Board of Directors can be reached directly through boardofdirectors@chicagointl.org. If you have any questions, please contact Meaghan Jennings, Chief Development Officer, at mjennings@chicagointl.org.

Chair
Evan Sharp
Russell Reynolds Associates

Secretary
David J. Chizewer
Goldberg Kohn

Treasurer
Brian Novelline
Conduit Security

Parent Representative
Jennifer Wilson
CICS Irving Park

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Doresah Ford-Bey
Illinois Criminal Justice Information Authority

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Federated Hermes / C.W. Henderson

David Napier
Amerigo Education

Christine Poindexter-Harris, Ph.D.
The Community Solution (TCS) Education System

Katie Reilly
Huron Consulting Group

Maureen Resac
Adtalem Global Education

Crystal Stonewall
University of Wisconsin-Madison Office of Legal Affairs

Venkat Maddila
EY-Parthenon

CHICAGO INTERNATIONAL CHARTER SCHOOL BOARD BYLAWS

ARTICLE I

NAME OF CORPORATION

The name of the corporation is Chicago Charter School Foundation (hereinafter the "Foundation").

ARTICLE II

PURPOSES AND POWERS

SECTION 1. PURPOSES. The Foundation is organized exclusively to promote, encourage or foster charitable, educational and scientific purposes or activities, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), to own and operate a charter school and, including for such foregoing purposes, but not limited to, the making of distributions for such purposes.

The Foundation may do any and all lawful acts, and may engage in any and all lawful activities which may be appropriate, necessary or desirable for the accomplishment of the aforesaid purposes. The Foundation may not engage, other than as an insubstantial part of its activities, in activities which in themselves are not in furtherance of the charitable purposes of this Foundation.

No part of the earnings of the Foundation shall inure to the benefit of, or be distributable to, its directors, officers, or other private persons, except that the Foundation 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 above. No substantial part of the activities of the Foundation shall be the carrying on of propaganda, or otherwise attempting to influence legislation and the Foundation 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 hereof to the contrary, the Foundation shall not carry on any 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).

SECTION 2. POWERS. The Foundation shall have such powers as are now or may hereafter be granted by the General Not-For-Profit Corporation Act of the State of Illinois.

ARTICLE III

OFFICES AND REGISTERED AGENT

SECTION 1. PRINCIPAL OFFICE. The Foundation shall have and continuously maintain a principal office in the State of Illinois at such place within the State of Illinois as the Board of Directors may, from time to time, designate.

SECTION 2. REGISTERED AGENT. The Foundation shall, at all times, maintain a registered agent at a registered office within the State of Illinois.

SECTION 3. CHANGE OF PRINCIPAL OFFICE OR REGISTERED AGENT. The principal office, the registered agent and the registered office of the Foundation may from time to time be changed by the Board of Directors.

ARTICLE IV

MEMBERS

The Foundation shall have no members.

ARTICLE V

BOARD OF DIRECTORS

SECTION 1. GENERAL POWERS. The affairs of the Foundation shall be managed by its Board of Directors.

SECTION 2. NUMBER, TENURE, ELECTION AND QUALIFICATIONS. The number of directors shall be not less than seven (7) or more than twenty (20). Directors shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of directors shall not be held at such meeting, such election shall be held as soon thereafter as is convenient. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors. Each director shall hold office until the next regular annual meeting of the Board of Directors or until his successor shall have been duly elected and shall have qualified or until his death or until he shall resign.

The Board of Directors shall always include one parent or guardian of a student currently enrolled at a CICS campus.

Directors need not be residents of Illinois. The number of directors may be decreased to not less than seven (7) or increased to any number not to exceed twenty (20) by the directors without amendment of these bylaws. No decrease shall have the effect of shortening the term of any incumbent director.

Board members should serve renewable three-year terms.

The Board Chair shall appoint a board selection committee, consisting of the Chair and two (2) additional board members. Each prospective new board member, as well as any current board member seeking reappointment, shall participate in an interview with the committee. Candidates will be expected to demonstrate their preparedness, commitment to regular participation, and any special skills or resources they can contribute to addressing current challenges and opportunities facing the Foundation.

After reviewing the candidates, the committee shall present its evaluations to the remaining board members, who will vote on each candidate individually.

SECTION 3. REGULAR MEETINGS. 4 regular annual meetings of the Board of Directors shall be held each fiscal year. The Board of Directors may provide by resolution the time and place for the holding of additional regular meetings of the Board without other notice than such resolution.

SECTION 4. SPECIAL MEETINGS. Special meetings of the Board of Directors may be called upon the request of the Chair or any two (2) directors. The person or persons authorized to call special meetings of the Board may designate any location for the meeting.

SECTION 5. NOTICE. Except as provided by Section 11, notice of any special meeting of the Board of Directors shall be given at least two (2) days previous thereto by written notice to each director at his or her address as shown by the records of the Foundation or, if notice to a director is to be given through the use of a facsimile machine, notice shall be given to such director's facsimile machine telephone number as show by the records of the Foundation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. If notice is given through the use of a facsimile machine, such notice shall be deemed to be delivered when proof of transmission to the correct facsimile machine is received by the sender of the notice. Notice of any special meeting of the Board of Directors may be waived in writing signed by the person or persons entitled to the notice either before or after

the time of the meeting and such waiver may be delivered to the Board of Directors by any means by which notice may be given. 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 lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of such meeting, unless specifically required by law or by these bylaws.

SECTION 6. QUORUM. A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board, provided that if less than a majority of the directors entitled to vote are present at said meeting, a majority of the directors entitled to vote present may adjourn the meeting to another time without further notice.

SECTION 7. 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, unless the act of a greater number is required by statute, these bylaws, or the articles of incorporation.

SECTION 8. INFORMAL ACTION. Any action required to be or which may be taken at a meeting of the Board of Directors may be taken without a meeting if a consent, evidenced by one or more written approvals, setting forth the action so taken, is signed by all of the directors entitled to vote. A director may deliver his or her signed consent through the use of a facsimile machine, provided that the original consent containing such director's original signature is delivered to the Secretary to be filed in the corporate records within fifteen (15) days of the date of the consent.

SECTION 9. VACANCIES. Any vacancy occurring in the Board of Directors, or any directorship to be filled by reason of an increase in the number of directors, shall be filled by the Board of Directors. A director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

SECTION 10. COMPENSATION. Directors shall not receive any stated salaries for their services, but by resolution of the Board of Directors, a fixed sum and expenses of attendance, if any, may be allowed for each regular or special meeting of the Board, provided that nothing herein contained shall be construed to preclude any director from serving the Foundation in any other capacity and receiving reasonable compensation therefrom.

SECTION 11. REMOVAL. A director may be removed with or without cause by a vote of two-thirds (2/3) of all directors then in office and voting at a meeting of the Board of

Directors at which a quorum is present. Such action shall be taken at a regular meeting of the Board of Directors or at a special meeting called for such purpose, and the proposed removal shall be set forth in the notice of any regular or special meeting, sent at least twenty (20) days prior thereto.

SECTION 12. TELEPHONE CONFERENCE MEETINGS. Directors may participate in and act at any meeting through the use of a conference telephone or other communication equipment by means of which all persons participating in the meeting are able to communicate with each other. Directors participating in any meeting through telephone conference must note the reason for remote participation by telephone and the fact that they are joining remotely must be noted and recorded in the meeting minutes.

ARTICLE VI

OFFICERS

SECTION 1. OFFICERS. The officers of the Foundation shall be a Chair, a Secretary, a Treasurer, a Parent Representative, and such other officers as may be elected by the Board of Directors. Officers whose authority and duties are not prescribed in these bylaws shall 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 offices of Chairand Secretary.

SECTION 2. ELECTION AND TERM OF OFFICE. The officers of the Foundation 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 convenient. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors. Each officer shall hold office until his or her successor shall have been duly elected and shall have qualified or until his or her death or until he or she shall resign or shall have been removed in the manner hereinafter provided. Election of an officer shall not of itself create contract rights.

SECTION 3. 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 Foundation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

SECTION 4. CHAIR. The Chair shall serve as the principal governance office of the Foundation, responsible for providing leadership to the Board of Directors and ensuring the Board fulfills its responsibilities in overseeing the Foundation. The Chair or the Chair's

designees shall preside over all meetings of the Board of Directors and ensure that the Board's resolutions and directives are carried into effect, except in instances where this responsibility is delegated to another person by the Board. The Chair shall perform all duties customary to the office and any other duties prescribed by the Board of Directors.

The Chair shall ensure that the Board's resolutions and directives are carried out, delegating operational matters to the CEO or other officers as appropriate. The Chair has the authority to execute any contracts, deeds, mortgages, bonds, or other instruments authorized by the Board of Directors, unless such authority is delegated to another officer or agent by the Board or these bylaws. The Chair may accomplish such execution with or without the seal of the Foundation, and either individually or alongside the Secretary, Assistant Secretary, or any other officer authorized by the Board. The Chair also has the authority to vote all securities the Foundation is entitled to vote, except when such authority is delegated to another officer or agent by the Board

The Chair acts as the primary liaison between the Board and the CEO.

SECTION 5. VICE CHAIR. The Vice Chair, if one is elected, shall assist the Chair in the discharge of his or her duties as the Chair. The Vice Chair shall perform other duties as assigned to him or her by the Chair or by the Board of Directors. In the absence of the Chair or in the event of his or her 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. Except in those instances in which the authority to execute is expressly delegated to another officer or agent of the Foundation or a different mode of execution is expressly prescribed by the Board of Directors or these bylaws, the Vice Chair may execute for the Foundation any contracts, deeds, mortgages, bonds or other instruments which the Board of Directors has authorized to be executed, and he or she may accomplish such execution either under or without the seal of the Foundation and either individually or with the Secretary, any Assistant Secretary, or any other officer thereunto authorized by the Board of Directors, according to the requirements of the form of the instrument. If no Vice Chair is elected, the Secretary shall perform these duties.

SECTION 6. SECRETARY. The Secretary shall: (a) record the minutes of the meetings of the Board of Directors in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the Foundation; (d) keep a register of the post office address of each director which shall be furnished to the Secretary by such director; and (e) 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 Chairor by the Board of Directors.

SECTION 7. TREASURER. The Treasurer shall be the principal accounting and financial officer of the Foundation. The Treasurer shall: (a) have charge of and be responsible for the maintenance of adequate books of account for the Foundation; (b) have charge and custody of all funds and securities of the Foundation, and be responsible therefor, and for the receipt and disbursement thereof; and (c) perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Chair or by the Board of Directors. 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. If no Treasurer is elected, the Chairshall perform these duties.

ARTICLE VII

CONTRACTS, CHECKS, LOANS, DEPOSITS AND FUNDS

SECTION 1. CONTRACTS. The Board of Directors may authorize any officer or officers, agent or agents of the Foundation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Foundation and such authority 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 Foundation, shall be signed by such officer or officers, agent or agents of the Foundation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer or Secretary and countersigned by the Chair or a Vice Chair of the Foundation.

SECTION 3. LOANS. No loans shall be contracted on behalf of the Foundation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances. Notwithstanding the foregoing, the Foundation shall be prohibited from making loans to any director, officer or employee of the Foundation, any person related to any director, officer or employee of the Foundation, and any entity in which a director, officer or employee of the Foundation is a director, officer, shareholder, partner or is

otherwise affiliated, except if such affiliation is as a noncontrolling member of a tax exempt organization to which a loan is contemplated.

SECTION 4. DEPOSITS. All funds of the Foundation not otherwise employed shall be deposited from time to time to the credit of the Foundation in such banks, trust companies or other depositories as the Board of Directors may select.

ARTICLE VIII

BOOKS AND RECORDS

The Foundation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of the Board of Directors and committees, if any, having any of the authority of the Board of Directors.

ARTICLE IX

FISCAL YEAR

The fiscal year of the Foundation shall be fixed by resolution of the Board of Directors.

ARTICLE X

DISSOLUTION

Upon dissolution of the Foundation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Foundation, dispose of all of the assets of the Foundation exclusively for the purposes of the Foundation in such a manner, or to such organization(s) organized and operated exclusively for charitable, educational, religious or scientific purposes as shall at the time qualify as an exempt organization(s) 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 such assets not so disposed of shall be disposed of by the Circuit Court of the county in which the principal office of the Foundation is then located, exclusively for such purposes or to such organization(s), as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE XI

SEAL

At the discretion of the Board of Directors, the Foundation may have a corporate seal. The corporate seal shall have inscribed thereon the name of the Foundation and the words "Corporate Seal, Illinois."

ARTICLE XII

WAIVER OF NOTICE

Whenever any notice 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 bylaws of the Foundation, a waiver thereof in writing signed by the person entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XIII

AMENDMENTS

The power to alter, amend, or repeal the bylaws or adopt new bylaws shall be vested in the Board of Directors. Such action may be taken at a regular or special meeting for which written notice of the purpose shall be given.

ARTICLE XIV

INDEMNIFICATION OF OFFICERS, DIRECTORS, EMPLOYEES AND AGENTS

SECTION 1. ACTION IN GOOD FAITH NECESSARY. The Foundation shall 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 Foundation) by reason of the fact that he is or was a director, officer, employee or agent of the Foundation, or is or was serving at the request of the Foundation 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 such person reasonably believed to be in or not opposed to the best interests of the Foundation, 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 Foundation, and with respect to any criminal action or proceeding, had reasonable cause to believe that his or her conduct was unlawful.

SECTION 2. NO INDEMNIFICATION FOR NEGLIGENCE OR MISCONDUCT. Notwithstanding the provisions of Section 1, no person who otherwise would be entitled to indemnification pursuant to Section 1 shall be entitled to indemnification 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 Foundation, 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. AMOUNT OF INDEMNIFICATION. To the extent that a director, officer, employee or agent of a 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, he or she shall be indemnified against expenses (including attorneys' fees) actually and reasonably incurred by such person in connection therewith.

SECTION 4. AUTHORIZATION NECESSARY. Any indemnification under Sections 1 and 2 (unless ordered by a court) shall be made by the Foundation 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. NOT EXCLUSIVE. 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 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 Foundation shall have power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Foundation, or is or was serving at the request of the Foundation as a director,

officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the Foundation would have the power to indemnify such person against such liability under the provisions of this article.

ARTICLE XV

CODE OF ETHICS

Chicago International **requires** all Board members to observe professional standards of ethics, language and conduct. For example, all Board members are expected to:

(a) Recognize that the Board's function is the provision of education and strive to maintain a balance between fiscal responsibility and an accountability for results; (b) Monitor and assist Chicago International's compliance with its obligations under applicable federal, state and local laws;

(c) Uphold and promote policies of the Board;

(d) Respect the confidentiality of information that is protected by privacy laws or legally privileged , including all non-public session discussions;

(e) Maintain independence in fact and appearance, and minimize potential conflicts of interest to matters that are inconsequential to the Board member, including by executing and honoring the Board Member Conflict of Interest Policy; and,. Respect and encourage the expression of opinion by all Board members by listening fairly to individual opinions and working in a spirit of harmony despite differences of opinion; (g) Remember that each Board member is one of a team by striving for teamwork and respect, including in the following aspects of this role:

(1) Board decisions can only be transacted at official Board meetings;

(2) No member of the Board has individual authority and, therefore, cannot make unauthorized commitments on behalf of the Board;

(3) Each Board member should freely ask questions and give opinions and know that this involvement is valued and important;

(4) Once the majority of the Board makes a decision in good faith, it is the decision of the Board; and

(5) Board members should support cohesiveness in the school's culture and not speak against any final decision that was reached in good faith.

ARTICLE XIV

CONFLICT OF INTEREST POLICY

Last Updated: June 2025; Approved: June 12, 2025

CICS Ralph Ellison Academy
CHICAGO INTERNATIONAL CHARTER SCHOOL

SY 2025-2026

Enrollment, Data, Accountability and Governance Support from CICS Network Office and Board of Directors

PRINCIPAL

Management, Evaluation and Day-To-Day Support from Meridian Network Office and Board of Directors

ASSISTANT PRINCIPAL

ASSISTANT PRINCIPAL

- FACILITIES MANAGER
- HEAD OF SECURITY
- SECURITY GUARD
- CUSTODIAN (2)
- OFFICER MANAGER
- RECEPTIONIST
- SPECIAL ED. COORDINATOR
- SCHOOL NURSE
- SOCIAL WORKER
- SCHOOL COUNSELOR
- SPECIAL ED. TEACHER (4)
- SPECIAL ED. PARA-PROFESSIONAL (4)
- ENGLISH TEACHER (3)
- SOCIAL SCI. TEACHER (2)
- PHYS. ED TEACHER
- MATH TEACHER (2)
- SCIENCE TEACHER (2)
- HUMANITIES TEACHER

Each year, teaching staff take on leadership roles within the school, such as club liaison, coach, webmaster, or school ambassador.

Description of Key Staff: CICS Ralph Ellison Academy, Meridian Charter Schools, and Chicago International Charter School

Jacob Morgan, Principal, CICS Ralph Ellison Academy

Jacob A. Morgan is a seasoned education leader with more than 17 years of experience advancing high-quality school options across Chicago. Currently serving as a Principal, he has led school stabilization efforts that strengthened culture, increased student engagement, and drove measurable academic growth through data-driven instruction and targeted interventions.

Throughout his career in charter networks, Chicago Public Schools, and nonprofit partnerships, Jacob has built systems that expand access, improve outcomes, and ensure accountability—ranging from enrollment growth and reduced suspensions to large-scale compliance and performance monitoring. A graduate of the University of Illinois at Chicago, he brings a deep commitment to educational equity and community-centered leadership, with a proven track record of creating strong, sustainable schools that broaden high-quality choices for families.

Dr. Rashida Restaino-Daniels, Assistant Principal, CICS Ralph Ellison Academy

Dr. Rashida S. Restaino-Daniels is a first-generation American and first-generation college graduate with over ten years of experience as an English teacher in Chicago and five years of experience as an Assistant Principal. She currently serves at CICS Ralph Ellison Academy, a school she chose because of its commitment to critical thinking, cultural competence, and student-centered learning.

As a classroom teacher, Dr. Restaino-Daniels taught using an inquiry-based instructional model that emphasized student questioning, analysis, collaboration, and real-world application—skills that directly support problem-solving, innovation, and engagement in project-based learning. In her leadership role, Dr. Restaino-Daniels focuses on strengthening instructional systems, supporting high-quality teaching, and ensuring coherence across classrooms. Her strengths include data-informed instructional planning, cross-curricular collaboration, and the effective integration of technology to enhance learning experiences. These competencies position her to support the implementation of new curricula by aligning instructional goals, professional learning, and classroom practice, while monitoring progress to ensure the initiative results in meaningful and measurable outcomes for students.

Dr. Restaino-Daniels earned her bachelor’s degree from Northern Illinois University, her master’s degree in Teaching from Chicago State University, and her Ed.D. in Urban Education Leadership from the University of Illinois at Chicago. In carrying out the plan for this grant, she will leverage her experience as an inquiry-based classroom teacher and a systems-oriented school leader to support thoughtful implementation, build staff capacity, and ensure the sustainability of high-quality computer science programming at CICS Ralph Ellison Academy.

Dennison Cordell, Assistant Principal, CICS Ralph Ellison Academy

Dennison Cordell is a veteran educator and school leader with over twelve years of experience driving student achievement within Chicago's charter school sector. Originally from Dayton, Ohio, Dennison's professional path was deeply influenced by his own experience as a student moving to a new city in the eighth grade. It was there that a math instructor, Ms. P, looked past his initial behavior to see a simple, unchallenged student. Her decision to advocate for his placement in an accelerated cohort and a competitive math team shifted his trajectory, teaching him that academic growth requires a deliberate balance of both grace and high expectations.

Dennison currently serves as an Assistant Principal at CICS Ralph Ellison Academy, a school where he partners with the community, staff, and students to ensure collective student success. Having served in multiple capacities as an educator over the past 12 years. Dennison brings a technical and analytical approach to school leadership. His strengths include data-driven instructional planning, identifying 'misplaced' student talent, and building systems that ensure every learner is seen for their potential rather than their circumstances.

Dennison earned his Bachelor of Science in Mathematics from Central State University (HBCU) as a first-generation college graduate and is a proud 20-year member of Alpha Phi Alpha Fraternity, Inc. In carrying out the plan for this grant, he will leverage his background in engineering education and student persistence to ensure that the grant's initiatives are implemented with precision. By combining the analytical rigor of a math educator with the heart of a mentor, Dennison will focus on mobilizing stakeholders and monitoring progress markers to ensure the sustainability of high-quality, rigorous programs for the students at Ralph Ellison.

Kira Haley, Special Education Manager, CICS Ralph Ellison Academy

Kira Haley serves as the Special Education Manager for Ellison where she leads inclusive, compliant, and student-centered special education systems to ensure equitable access to high-quality instruction and supports for students with disabilities.

She began her career in education as a career changer through Teach for America, teaching kindergarten through fifth grade special education. This experience grounded her work in educational equity, data-driven instruction, and collaboration with families and multidisciplinary teams. While teaching, she earned a Master's in Teaching from Relay Graduate School of Education, strengthening her instructional practice through evidence-based strategies, continuous improvement, and a strong focus on student outcomes.

As her work expanded beyond the classroom, Ms. Haley earned a Master's in Educational Leadership from Concordia University Chicago, developing the skills necessary to lead teams, manage complex educational systems, and drive sustainable, school-wide improvement. This progression from classroom practice to instructional leadership continues to shape her approach to special education leadership.

Prior to entering education, Ms. Haley earned a dual Bachelor of Arts in International Studies and Anthropology from Loyola University Chicago, followed by a Master's degree in International Politics: Globalization, Poverty, and Development from Newcastle University in England. These studies deepened her understanding of systemic inequities, language, and culture and informed her commitment to addressing structural barriers within education.

In her current role, Ms. Haley focuses on building sustainable special education systems that support students academically, behaviorally, and socially-emotionally. She is deeply committed to advocating for families and ensuring they are informed, empowered partners in the educational process. This work led her to leadership at CICS Ralph Ellison Academy, where it is a privilege to serve students and families in the Auburn Gresham community of Chicago.

Joanne Tanner, Ed.D., Superintendent and Chief Executive Officer, Meridian Charter Schools

Dr. Joanne Tanner serves as Superintendent and Chief Executive Officer of Meridian Charter Schools, a charter management organization in Chicago operating three CICS schools in. As a former middle school and high school teacher, veteran principal and district leader and with twenty years of experience, Dr. Tanner is committed to driving instructional practice and organizational improvement. Dr. Tanner holds a bachelor's degree in psychology and political science from the University of Illinois at Chicago (UIC), a master's degree from the University of Illinois in Educational Leadership and is a Teach for America 2005 alum. Dr.Tanner also earned her Superintendent Endorsement through UIC and completed her doctorate in the EdD in Urban Educational Leadership program, where her capstone explored women in leadership and the impact of internal coherence on professional learning and scaling systems for improved student outcomes.

Vasiliki Tsirtsis, Chief Operating Officer, Meridian Charter Schools

Vasiliki Tsirtsis is the Chief Operating Officer of Meridian Charter Schools and brings more than 15 years of experience in urban education, serving historically underserved students and communities. Her leadership is grounded in equity, strategic planning, and the development of systems that improve student outcomes and organizational sustainability.

Vasiliki began her career as an elementary teacher, where firsthand experience with high teacher turnover, limited resources, and systemic inequities inspired her to pursue school- and network-level leadership. In these roles, she has led system-wide change initiatives, strengthened organizational capacity, and fostered collaborative learning environments that support both student achievement and staff development. Her work centers on aligning stakeholder needs, building effective systems, and implementing wraparound supports that drive meaningful outcomes for students and families.

Vasiliki holds a Bachelor's degree in Education from DePaul University, a Master's degree in Reading Instruction from Concordia University, an ESL endorsement from Northeastern Illinois University, and an Education Specialist degree in Educational Leadership from National Louis University.

Kelly Smith, Chief Education Officer, Meridian Charter Schools

Kelly Smith is a committed educator with a passion for growing schools to always evolve to be the best schools for the whole child resulting in student success. Currently serving as the Chief Education Officer of Meridian Charter Schools, Kelly brings a wealth of experience and expertise in school leadership, data driven decision making, personalized learning and building a culture of trust and respect. With over 20 years of experience working in education in Chicago, Kelly has developed a clear vision for strategic planning that puts the students at the center of every decision for the school.

Kelly has a diverse skill set in non-exclusionary discipline practices, project management, staff development, policy revision, and systems improvement. Kelly has held a variety of roles in charter schools in Chicago, including a Principal, Resident Principal, Instructional Coach and teacher. Kelly holds a Bachelor's degree from Michigan State University, with a major in Education and a Master's of Educational Leadership degree from National Louis University.

Himali Patel, P-Squared

Meridian Charter Schools contracts with P-Squared for finance and accounting. Himali has over 15 years of experience working in rapidly changing and entrepreneurial environments. She is a collaborative leader with the expert ability to build out cross-functional teams to create an impact. Himali has an innate talent to identify efficiencies within systems and processes. She holds a Master of Business Administration from The University of Chicago, Booth School of Business and a Bachelor of Accounting from the University of Illinois, Urbana-Champaign.

Beth Purvis, Ed.D., Chief Executive Officer, CICS

Dr. Beth Purvis brings to CICS more than 35 years of experience in teaching, research, and leadership. For many, Beth is a familiar face, as she led the organization from 2003 to 2015. During her tenure, Beth strategically grew CICS from 6 to 16 schools, oversaw our network-wide budget of $130 million, and built a strategic plan to drive continuous improvement for our schools and students. In 2015, Beth left CICS to serve as Secretary of Education for the State of Illinois, where she played a pivotal role in shaping education policy at the early childhood, K-12, and higher education levels. She has since served as Senior Program Director for the Kern Family Foundation and Director of the Educating Character Initiative at Wake Forest University.

A decade after her original post, Beth returned to CICS with renewed energy, a fresh perspective, and an unwavering commitment to our scholars, schools, and staff. Beth's deep understanding of CICS and charter schools, coupled with her strategic vision and steadfast commitment to our mission, positions her perfectly to lead us into this next chapter

JACOB MORGAN

Chicago, IL | mrjmorgann@gmail.com | (773) 426-5606 | LinkedIn

Executive Summary

Strategic K–12 and Higher Education Leader with 19+ years of experience elevating academic, operational, and cultural performance across public, charter, and nonprofit institutions. Known for driving school turnaround, strengthening organizational systems, building data-driven cultures, and improving student outcomes through high-impact leadership, coaching, and community engagement.

Adept at navigating complex compliance environments, leading cross-functional teams, and forging partnerships that expand opportunities for students and staff. Recognized for transforming school climate, increasing academic achievement, and delivering measurable, sustainable improvement.

Core Leadership Capabilities

School & Organizational Leadership | Data-Driven Decision Making | Academic Improvement | Staff Development & Coaching | Culture & Climate Transformation | Compliance Management | Community & Stakeholder Engagement | Operational Excellence | Program Development | Cross-Functional Team Leadership | Strategic Planning

Professional Experience

Principal | Chicago International Charter Schools – Ralph Ellison Academy High School

Chicago, IL | 2024 – Present

Lead a high-needs high school through stabilization, cultural transformation, and academic improvement.

- **Directed a full-scale organizational turnaround**, transforming a declining school into a model of operational and cultural excellence through data-driven strategy, disciplined execution, and collaborative leadership.
- **Rebuilt school culture and staff engagement**, achieving a **40% improvement in employee satisfaction** and a **34% increase in teacher retention** through leadership development, accountability systems, and shared decision-making.
- **Reduced suspensions by 65%** and chronic absenteeism by 22% by implementing restorative practices, targeted behavioral supports, and a multi-tiered system of student intervention.
- **Increased enrollment by 33%** after years of decline by strengthening academic offerings, rebranding the school's community image, and cultivating trust with families and stakeholders.
- **Erased a $1.2M structural budget deficit** within two fiscal years through strategic cost management, increased enrollment, and process optimization—returning the organization to a sustainable financial position.
- **Improved academic performance metrics**, including double-digit gains in reading and math proficiency, by aligning curriculum, professional development, and accountability systems to strategic goals.
- **Expanded community and external partnerships**, generating over $500K in additional resources to support innovation, technology integration, and enrichment programs.

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Network Local School Council (LSC) Specialist | Chicago Public Schools (CPS)

Chicago, IL | 2021 – 2024

Oversaw governance, compliance, and contract processes for 50 schools, supporting principals, school teams, and LSC members.

- Led principal contract lifecycle for 25+ school leaders, managing more than **$12M** in contracts.
- Improved LSC state compliance by **47%** through training, capacity building, and process improvement.
- Curated and analyzed **50,000+** data points to drive accountability, operational fidelity, and district decision-making.
- Revised and published the 300+ page CPS LSC Reference Guide, improving clarity, usability, and policy alignment.

Director of Strategic Partnerships (Contract) | CHAMPS Male Mentoring

Chicago, IL | 2021

Directed partnership strategy, compliance, and organizational infrastructure for a fast-growing nonprofit.

- Built and executed a medium-term strategic plan to strengthen program capacity and scalability.
- Developed and implemented state compliance systems, improving staff readiness and reporting.
- Trained staff on partnership engagement and program utilization, improving service consistency.
- Expanded organizational reach through community partnerships, increasing access to mentorship for young men of color.

Director of Sports Operations – Office of Sports Administration | Chicago Public Schools

Chicago, IL | 2018 – 2020

Led districtwide athletic operations spanning 500+ coaches, external partners, and compliance systems.

- Designed and implemented a new coaching compliance framework, increasing full compliance by **37%** and on-time compliance by **47%**.
- Audited, approved, and processed stipend payments for **500+** coaches each semester across Chicago.
- Managed contractual agreements and vendor partnerships to strengthen athletic access and resources.
- Led and coached a team of 10 Regional Athletic Directors to drive alignment, equity, and operational excellence.
- Designed systems to improve collegiate athletic eligibility and strengthen opportunities for CPS athletes.

Assistant Principal | Acero Schools – Victoria Soto High School

Chicago, IL | 2017 – 2018

Drove culture transformation, academic support systems, and staff development.

- Coached 50+ teachers and staff, strengthening instructional practices, increasing student engagement, and improving academic time on task.
- Built the school's first climate and culture management system, driving a **45% decrease in suspensions** and improving behavioral consistency.
- Improved key operational systems, enrollment, truancy, and fiscal management, resulting in a **15% enrollment increase**, **32% reduction in truancy**, and **43% increase in paid student accounts**.
- Designed and launched a hybrid summer program integrating online and traditional learning, improving promotion rates by **30%+**.

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Assistant Principal & Athletic Director | Intrinsic Schools
Chicago, IL | 2014 – 2016

Strengthened school-wide culture, operations, and recruitment during a period of organizational growth.

- Designed and implemented a school-wide culture blueprint that improved behavior management, strengthened student decision-making, and created consistent expectations across grades 7–11.
- Led student recruitment and enrollment strategy, generating waitlists across multiple grade levels.
- Strengthened attendance and intervention systems, maintaining **95–97% school-wide attendance** for two consecutive years across five grade levels.
- Designed orientation, pre-testing, and placement systems to ensure early academic support and smooth student transitions.
- Launched and managed the school's first summer and night school programs to expand credit recovery and promotion pathways.
- Ensured compliance across operational, instructional, and state regulatory requirements.
- Directed athletic operations across **24 teams and 36 coaches**, ensuring IHSA/IESA compliance, overseeing academic eligibility, managing inventory, and coordinating schoolwide athletic recognition.

Education

- **Master of Education, Educational Leadership** | University of Illinois at Chicago
- **Bachelor of Science, Education & Sports Management** | Northern Illinois University

Technical Skills

Microsoft Office Suite | Google Workspace | Zoom | Adobe Acrobat | Data Reporting & Visualization Tools | Compliance & Governance Systems

Dennison Cordell Jr., M.Ed

Chicago, IL
(614) 330-6753
DCORDEL8@GMAIL.COM

EXPERIENCE

CICS Ralph Ellison, Chicago IL —
Assistant Principal

August 2024- Present

- Supervise and support office staff in executing daily school operations, ensuring timely data entry, accurate student records, and compliance with district protocols.
- Lead the implementation of attendance compliance strategies, resulting in improved ADA (Average Daily Attendance) and reduced chronic absenteeism.
- Monitor and audit attendance data regularly to ensure alignment with district and state reporting requirements.
- Oversee schoolwide attendance interventions, collaborating with social workers, counselors, and deans to address barriers to student attendance.
- Foster a positive school culture through staff coaching, student engagement initiatives, and restorative practices.
- Plan and facilitate professional development focused on equity, culturally responsive teaching, and positive behavior interventions.
- Manage and evaluate the math department, guiding instructional practices aligned with state standards and student performance data.
- Collaborate with math teachers to review data, set goals, and implement targeted interventions that support academic growth.
- Serve as instructional leader and mentor, conducting classroom observations and providing actionable feedback to improve teaching effectiveness.
- Coordinate student incentive programs and culture-building events that enhance school climate and community engagement.
- Analyze discipline and attendance trends to design schoolwide action plans that promote accountability and improve student outcome

Intrinsic Schools, Chicago IL —
Algebra I & Geometry Instructor

August 2020- July 2024

- Taught 10th grade Algebra I and Geometry in a diverse population of students with 49% African American, 45% Latino, 3% Asian, and 3% other.
- Teacher Lead and coach to two new co teachers around minute to minute lesson planning and classroom management.
- Integrates technology and the Summit Learning Platform to support students.
- Holds all students to high expectations through building strong classroom routines and procedures and consistent expectations.
- Coached and mentored new teachers throughout the year through PD sessions and real time observations and feedback sessions.
- Uses data weekly to differentiate instruction to meet all student needs through interventions and small group collaboration which encourages academic growth.

Summer School Principal

May 2022 - July 2022

- Planned summer school logistics; implemented policies & procedures; notified families of missing credits and graduation requirements.

OBJECTIVE

Passionate educator with extensive relevant professional experience committed to providing equitable educational experiences for a diverse community of learners and future graduate's by transferring hard work and unmatched leadership abilities while exemplifying excellent results, prioritizing students, and upholding academic standards.

SKILLS

- Effective Organizational Skills
- Instructional Leadership
- Computer Literacy
- Classroom Management
- Curriculum Development
- Policy Development & Administration
- Data Analysis
- Building Rapport

Foundations College Prep, Chicago IL —
Algebra II & Geometry Instructor

August 2017 - July 2020

- Taught 10th and 11th graders, which serve as part of a school-wide student population made up of 41% diverse learners, 94% low-income scholars, and a high percentage of trauma-impacted students on the South Side.
- Used various data sources, personalized lessons and projects to meet the needs of each student.
- Integrated foundational knowledge that was missed previously into the school's at-grade-level curriculum.
- Practiced a restorative justice model of discipline with high standards and high support for students.
- Engaged in diverse forms of pedagogy, from project-based learning t0 small-group workshops.

University of Chicago Charter School, Chicago IL —
Freshman On-Track Coordinator/College Advisor

November 2012 – August 2017

- Co-creator and instructor of the First Year Experience Program and Curriculum, as an enrichment course to provide success strategies and cultural agency.
- Creator, designer, and lead facilitator of the Malcolm X Learning Center to help set up students with academic success.
- Implemented the 6-to-16 Program.
- Created College Tours responsible for designing and coordinating an annual HBCU college tour resulting in partnerships and multiple full-ride scholarships.
- Fostered relationships with all stakeholders while encouraging active involvement in decision-making processes among stakeholders.
- Interpreted and used data to make decisions around policies, practices and educational outcomes.
- Provided leadership in curriculum, evaluation and school improvement.
- Participated in research and data collection for Targeted Student Recruitment Program.

Introduction to Engineering Instructor

November 2012 – June 2013

- Instructor and curriculum creator for the Introduction to Engineering course.
- Created STEM lessons around the cyclic model of engineering, the concept of succeed, problem-solving as a team, effective communication, website creation, coding, and robotics using the Lego Robotics NXT systems.
- Led a group of students to compete in the National High School Enterprise program at Michigan Technological University in Houghton.

Teleperformance, USA, Fairborn OH —
Sales Supervisor and Team Coach

November 2009 – October 2012

- Responsible for the day-to-day operation, coordination, and review of sales activities and communication in the effort to implement strategies to help team efficiently meet targeted goals.
- Resolved customer complaints regarding sales and service while monitoring customer preference data to determine focus of sales efforts.

ACCOMPLISHMENTS AND PROFESSIONAL TRAINING

Professional Educator License (PEL) ID: 2664573: Issued 2024
***IEIN 1120643**

New Leaders Training at Harvard Graduate School of Education 2013

PowerSchool Institute 2013

Harvard Graduate School of Education 2014

Transformative Power of Teacher Teams Presenter: College Board Dream Deferred Conference 2015

Five Essential Supports (5E) Training 2015

Warm Demander Training Series 2016

SQRP: Getting to Level 1 Workshop 2016

Alpha Phi Alpha Fraternity, Inc.- Member since 2005

Off-site event coordinator

Membership intake coordinator

EDUCATION

Moreland University, Online —

Master's in Education with Certification and Special Education Focus
Completion date: December 2023

GPA 3.7

Central State University, Xenia OH —

Bachelor of Science in Mathematics
Completion date: May 2011

RASHIDA S. RESTAINO-DANIELS ED.D.

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PROFESSIONAL SUMMARY

Program and learning leader with 15+ years of experience leading complex initiatives across education, professional learning, and organizational improvement. Proven track record in program management, adult learning design, stakeholder engagement, data-driven decision making, and continuous improvement. Experienced in leading cross-functional teams, building scalable systems, and driving measurable outcomes in mission-driven organizations, nonprofits, and learning-focused environments.

SKILLS

- Adult Learning Theory
- Instructional Leadership
- Professional Development Design
- Strategic Planning
- Assessment Coordination
- Stakeholder Engagement
- Change Management
- Continuous Improvement
- Equity-Centered Leadership
- Technological Proficiency
- Community Partnerships
- Inclusion Advocacy
- Program Management
- Data Analysis & Dashboards
- Progress Monitoring
- Teacher Coaching & Performance Evaluation Frameworks
- Standards-Aligned Curriculum and Assessment Systems

PROFESSIONAL EXPERIENCE

- **ASSISTANT PRINCIPAL (INSTRUCTION)** Chicago International Charter School - Ralph Ellison Academy

Chicago, IL *August 2024 - Present*

Demographics: 96 % Black, 3% Latinx, 84 % low income, 20% mobility rate

- Drive continuous improvement cycles by building systems and dashboards that elevate outcomes and ensure accountability.
- Lead weekly, monthly, and quarterly professional development for 25+ staff, coaching 10 staff members in evidence-based strategies that raise safety, academic rigor, and achievement.
- Align curriculum, assessment, and performance evaluation systems to standards-based frameworks, advancing equity, coherence, and readiness outcomes.
- Advance student success through graduation monitoring, expanded credit recovery, and equitable postsecondary access.
- Strengthen culture with SEL-centered plans, “joy-centered” initiatives, and student voice integration.
- Recruit and develop diverse, high-performing staff while forging partnerships that expand enrichment, career, and community opportunities.

- **ASSISTANT PRINCIPAL** Orr Academy High School

Chicago, IL *September 2021 - August 2024*

Demographics: 73.5% Black, 22.8% Latinx, 91.2 % low income, 26.5% mobility rate

- Spearheaded organization-wide improvement initiatives, integrating learning teams, targeted data analysis, and redesigned systems that boosted attendance, on-track rates, and instructional quality.
- Delivered and modeled professional development, providing direct coaching that sharpened instructional practice, deepened curriculum alignment, and accelerated student growth.
- Elevated culture and climate through restorative practices, equity-focused programming, and inclusive decision-making structures that strengthened student and staff belonging.
- Built and sustained a strong teaching team by mentoring early-career educators, reducing turnover, and cultivating partnerships that broadened enrichment and career pathways.

(Continued on next page)

PROFESSIONAL EXPERIENCE CONTINUED

- **RESIDENT PRINCIPAL** Michele Clark Academic Prep Magnet High School

Chicago, IL *July 2020 - August 2021*
Demographics: 97% Black; 79 % low income; 12% mobility

Navigated instructional leadership through the COVID-19 pandemic by:

- Restructuring department meetings to sharpen focus on benchmark goals and team accountability.
- Implementing progress monitoring systems and tiered interventions that improved 9th- and 10th-grade on-track performance.
- Observing virtual classrooms and providing timely feedback and resources to strengthen remote instruction.
- Leading instructional teams—including World Language and Diverse Learners—in aligning curriculum and sustaining high expectations during remote learning.

- **TEACHER-LEADER** Walter H. Dyett High School for the Arts

Chicago, IL *August 2017 - June 2021*
Demographics: 97% Black; 85% low-income; 16% mobility

- Facilitated English Department data discussions that drove instructional adjustments, resulting in measurable gains in student achievement.
- Led and coached colleagues across English, History, and Foreign Language, strengthening classroom management and curriculum alignment to improve instructional consistency.
- Mobilized 45 union members during an 11-day teacher strike, securing stronger collective outcomes and demonstrating advocacy and organizational leadership.

- **NINTH GRADE ENGLISH INSTRUCTOR** Walter H. Dyett High School for the Arts

Chicago, IL *January 2017 - January 2020*
Demographics: 98% Black; 90% low-income; 13% mobility

- Designed and implemented a culturally relevant, standards-aligned curriculum for approximately 175 students, resulting in a 13% increase in freshman PSAT literacy scores.
- Differentiated instruction through technology integration and small-group learning, boosting engagement and academic growth.
- Created original arts-integrated assessments and scaffolding supports that improved access and achievement for diverse learners.

EDUCATION

DOCTOR OF EDUCATION (ED.D.) IN URBAN EDUCATION LEADERSHIP
University of Illinois at Chicago, Chicago, IL *May 2024*

MASTER OF ARTS (M.A.) IN TEACHING
Chicago State University, Chicago, IL *December 2010*

BACHELOR OF ARTS (B.A.) IN LIBERAL ARTS AND SCIENCE
Northern Illinois University, DeKalb, IL *May 2004*

EDUCATION LICENSURE

Professional Educator License (PEL) Principal- PreKindergarten through Age 22 EIN 772234

Illinois Performance Evaluation - Teacher Evaluation Training

CERTIFICATIONS

Google: *Introduction to AI* (Coursera) *December 2025*
Google: *Responsible AI* (Coursera) *January 2026*

Dr. Joanne M. Tanner

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Professional Profile

Dedicated servant leader with over seventeen years of K-12 educational experience, anchored by equity and service to others. Principal of 10 years and district leader for 8+ years, who uses research-based organizational and instructional strategy, fosters innovative human resource, financial and operational practices and develops highly effective teams across stakeholder groups through trust and collaboration. Proven track record of leveraging assets, community, relationships and vast institutional knowledge to attain exceptional scholar academic outcomes and generate organizational impact.

Professional Experience

Chief Executive Officer/Superintendent, Meridian Charter Schools **2023 – Present**

A public network of three charter schools in Chicago: Meridian Charter Schools serves nearly 1,800 students – from predominantly high needs backgrounds: 30% English Learners and 14% Diverse Learners.

- *Continuous Improvement*
  - Development and implementation of strategic plans at each school site, aligned with change management principles and focused on high-impact instructional and culture priorities yielding 100% Meridian Schools rated as Commendable in SY24 ratings.
  - Cross-campus leadership collaboration has been fostered through shared learning around data analysis protocols, trends, and strategy refinement.
  - Transparent data sharing systems instituted across all schools—progress toward academic and culture goals is publicly shared with leaders on a weekly basis to build collective ownership and inform next steps
  - A culture of accountability and responsiveness has been built by linking data conversations directly to changes in practice, resource allocation, and coaching priorities
- *Effective Leadership*
  - Quarterly data deep dives held in collaboration with network and school leadership teams to review interim assessment performance and update strategic coaching plans accordingly.
  - School leaders provide opportunities for ongoing feedback through walkthroughs with teachers and students and organizing Wildchats with Network Leadership.
  - Full implementation of Individualized Professional Growth Plans (PGPs) for all school leaders, aligned with instructional priorities, coaching feedback, and leadership development areas.
  - Use of a standardized evaluation rubric for school leaders to ensure transparency, consistency, and alignment with leadership competencies and school improvement priorities.
- *Collaborative Educators*
  - The Upbeat Survey was administered twice per year to measure staff engagement and commitment to the school community.
  - Universal Design for Learning (UDL) professional development, led by the Special Education team each quarter, equipped staff with inclusive planning strategies that increased student access to rigorous content and improved differentiation practices across classrooms.
  - SIOP (Sheltered Instruction Observation Protocol) training, led by the Multilingual Learners team, supported teachers in designing and delivering language-rich, content-embedded instruction.
  - Cross-campus learning walks were implemented to allow staff to observe best practices and reflect on instructional alignment as a community.
  - Teacher-led professional development has empowered teachers to share expertise, grow in their careers, collaborate with other educators, and shape school-wide instructional practices.
  - Strengthened professional development by collaborating with teachers to create instructional strategies aligned to ACT readiness—this consistent focus leading to more targeted interventions and increased instructional coherence across classrooms.
- *Ambitious Instruction*
  - Curriculum audits were conducted to evaluate instructional materials for quality, cultural relevance, and standards alignment.
  - UDL-focused PD sessions, led by the Special Education team, helped educators reframe lesson design to meet the needs of diverse learners.
  - SIOP training, facilitated by the MLL team, supported teachers in building lessons that included language objectives, scaffolds, and academic vocabulary to make complex texts accessible.

  - Began expanding co-teaching models to support students with disabilities and multilingual learners in general education classrooms—ensuring high expectations and full access for all students.
  - Drafted Instructional Vision, grounded in feedback from school leaders and classroom observations across campuses; including a set of guiding principles that articulate what high-quality instruction looks and sounds like at Meridian, with a focus on grade-level access, cultural relevance, and student engagement.
  - Adopted ACT-aligned Power and Illinois Priority Standards to prioritize foundational content and build vertical alignment across grade levels.
  - Implemented small group instruction and personalized tools like IXL, providing targeted support to address individual learning needs.
  - Administered interim assessments, including i-Ready and ACT-aligned diagnostics, to monitor progress and inform data-driven instructional planning (Academic Approach).
- *Supportive Environment*
  - Facilitated weekly leadership and bi-annual staff "WildChats" to foster responsive, reflective leadership practices, and ensure alignment across campuses around climate and student support priorities.
  - Expanded college and scholarship support with stronger advising systems and intentional FAFSA/application coaching.
  - SIOP (Sheltered Instruction Observation Protocol) training, led by the Multilingual Learners team, supported teachers in designing and delivering language-rich, content- embedded instruction.
  - Reviewed exclusionary discipline practices across campuses quarterly, including suspension and referral data, to identify patterns of disproportionality and inequity.
  - In response, schools began implementing alternative approaches such as restorative practices, reflection spaces, and re-entry protocols to promote accountability, support student growth, and minimize lost instructional time.
- Involved Families & Community Engagement
  - Began sending all core school-wide and network communications in multiple languages, increasing accessibility or families who speak languages other than English.
  - Led and supported the Bilingual Advisory Committee (BAC), creating space for Multilingual Learner (MLL) families to engage in programming, advocacy, and feedback.
  - Partnered with the Special Education team to create new systems of communication and transparency for families of students with disabilities, including: Quarterly Special Education Newsletters, Family communication regarding IEPs/504s, transition planning, post-secondary planning, and inclusive practices.
  - Launched the Meridian Monthly newsletter, providing families and community partners across all schools with consistent updates, highlights, and opportunities to get involved.
  - Re-established the PTA, formalizing a structure for family leadership and school collaboration, and providing support with arrival, dismissal, lunch, and as needed throughout the day.
  - Engaged families and stakeholders with the Board of Education, inviting public comment and providing updates on network initiatives and student experiences.
  - Family contributions and donations have supported community events in collaboration with our school and locally-owned businesses.

Deputy Chief Education Officer, Acero Schools **2020 – 2023**

A public network of charter schools in Chicago, including 15 schools: 12 K-8 elementary schools, 2 high schools, and one K-12 school. Acero Schools serves nearly 6,600 students – from predominantly high needs backgrounds: 52.3% English Learners and 20% Diverse Learners.

- *Leading Research-based Organizational & Instructional Strategy*
  - Authored the Acero Schools leadership evaluation system: *The Pillars of Practice Framework* and envisioned and crafted the language for an additional pillar, *Linguistic Development*, to serve as a public commitment to culturally-sustaining pedagogy and amplify multilingualism. Partnered with The Strategy & External Affairs Team to design the rubric and visualizations that will be used as the main roadmap for the instructional vision and performance management system for 160+ team members at Acero Schools.
  - Investigated performance of English Learner scholars through an equity audit comprising 18 classroom observations spanning K-12th grade. Observed 100% of schools to assess the experience of English Learners in the district, language acquisition opportunities in the general education setting, curriculum review, OLCE Audit data and interviews, informing a comprehensive five-year strategic plan for the English Learner Department.

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- Support and monitor improvement plans aimed at setting rigorous and attainable goals for all aspects of the school community through an equity lens for 15 schools by managing weekly Academic Leadership Team Huddles (meetings) and maintaining continuous lines of communication, leading more than 60 team meetings.
- Coach and support School Leadership Teams through a yearly student data, curriculum and budgeting review, ensuring 100% of schools use culturally responsive, high quality instructional materials.

- *Fostering Innovative Human Resource, Financial & Operational Practice*
  - Exercised financial and operational ingenuity by creatively monitoring the Academic budget of >1.5M to ensure alignment with the Pillars of Practice Framework and identifying untapped resources.
  - Envisioned and established the research-based *Academic Retention & Recruitment Philosophy* resulting in unprecedented shifts in practice:
    - Creative recruitment and stakeholder engagement in the hiring process leading to a 20% increase of Principals who are multilingual and a 33% increase of Principals who identify as BIPOC.
    - Use strategic, value-based budgeting to maximize curricular network investments and provide transparency and expand professional development spending by over $450,000.
    - Established inaugural yearly awards for Office Coordinators, Operations Team Members, School Leadership and School Support Team Members and led the network-wide initiative for Teachers and other team members since 2017, distributing more than 150 awards for Teachers, New Teachers and Related Service Providers.
    - Performed network-wide equity audit to determine needs and budgetary priorities based on *The Pillars of Practice Framework* to ensure network funding was equitably distributed and aligned with the Anti-Racism Board Resolution for Acero Schools including partnering with research-based organizations to lead professional development for leadership across the organization.
  - Collaborated with various departments such as Finance, Human Resources, IT Facilities and the EL Department, setting up collaborative work groups to ensure appropriate spending of ~$1.3M on complex projects: >$1M of capital improvements expanding access to state-of-the-art technology and the execution of facilities-related projects, expanded opportunities for employees through a newly formed ESL Cohort (~$93,300) and establish systems and processes for additional opportunities for teacher leadership (~$165,400).
  - Co-Developed the guiding documents and website for Acero Schools Hybrid Learning, Spring 2021, and reopening for Fall 2021 resulting in nearly 3500 students returning to in-person learning.

- *Developing Highly Effective Teams Across Stakeholder Groups*
  - Negotiated two Management & Union committees, the Calendar Committee and the Evaluation Committee, in partnership with Chicago Teachers Union, created the Evaluation Framework to ensure consistency across all instructional and non-instructional positions as well as published the district's evaluation website to memorialize the teacher evaluation framework and ensure clear, consistent and streamlined communication.
  - Founded and mobilized participation in weekly publications of district 'Leadership Roundup' and the monthly district's 'Academic Roundup', highlighting key initiatives throughout the network, elevating strategic priorities for the academic team and showcasing at least 87% of schools each issue including an "Equity in Action" section to highlight equitable practices in the district publishing 85 Academic Leadership Roundups and 21 Network-wide Academic Roundups.
  - Instituted the Mentor Principal Program, elevating the role of experienced Principals to mentor new leaders resulting in additional, collaborative support for school leaders in their first two years of the school or district leadership yielding 100% satisfaction rate with mentor/mentee matches.

Lead Principal, Acero Schools **2017-2019**

Served as Lead Principal for Acero Network supporting the Chief Education Officer, the Department of Student Achievement and Senior Leadership Team on organizational planning, the development of policy, procedures and structures to support and coach a cluster of Principals.

- *Leading Research-based Organizational & Instructional Strategy*
  - Developed and facilitated professional learning opportunities for school leaders which established core Pillars of Practice for the organization and leveraged the input from a variety of stakeholders including teachers and families.
  - Requested by CEO/President of Acero Network to lead Rogers Park Campus as Interim Principal: quickly established high expectations for campus faculty, students and parent community & stabilized staff.

- *Fostering Innovative Financial & Operational Practice*

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- Served as a primary point of contact providing coaching, mentoring and instructional leadership and school management support for Principals and represented the Chief Education Officer for the Acero Network at district meetings to ensure key information was delivered to the proper team members.

- *Developing Highly Effective Teams Across Stakeholder Groups*
  - Established the Acero Schools Teacher of the Year annual award celebrations including the vision, organization and distribution of recognition awards.
  - Established and managed weekly communication on behalf of the Chief Education Officer, 'The Blueprint', collaboratively written with all departments, to ensure key compliance metrics were effectively communicated, publishing over 100 communications over the course of three years.

Principal, Carlos Fuentes Elementary, Acero Schools **2011 – 2020**

A Level 1 elementary school with 484 students, situated in Avondale. Fuentes serves students from predominantly Latinx backgrounds (97.1%), as well as other ethnic groups (Asian 0.4%, Black 1%, White 0.8%, Other 0.6%). 89.9% of student families are classified as low-income, 14.5% as Diverse Learners & 50% as English Learners.

- *Leading Research-based Organizational & Instructional Strategy*
  - Led Fuentes Elementary to become a student-centered school focused on personalized learning through student-led Presentations of Learning twice a year with a parent attendance rate of 100%, enhanced real-world learning experiences via competency-based instruction and drove rigor across Kinder-8th grade Classrooms evidenced by performance outcomes of students: 2nd-8th grade attained 80th Percentile on NWEA Reading & 76th on Math in 2019 and have sustained achievement levels since 2011.
  - Cultivated a student-centered environment and established a mentoring program for teachers and 5th-8th grade students to ensure a supportive environment as evidenced by the rating of Well Organized in the 2021 5 Essentials Survey (Highest Rating) & maintained above 96% student attendance.
  - Ensured rigorous academic program evident by attainment on NWEA SY19: 7th grade, 82nd percentile on Reading, 79th on Math & 8th graders attained 79th Percentile on Reading, 72nd on Math.
  - Executed the transformation of social-emotional approach & restorative justice practices revolutionizing discipline practices and reducing the number of suspensions from .014% to .002% in 2020.
  - Earned "Excelling" rating for the Creative Schools Certification by consistently maximizing dollars for the Arts by applying for grants, external partnerships and ensuring development for teachers.

- *Fostering Innovative Financial & Operational Practice*
  - Created school-level ESL Cohort for teachers and school leaders and ensured adaptive hiring practices that increased the ESL/Bilingual certificated staff from 2% in 2011 to 57% in 2020.
  - Engaged with the Instructional Leadership Team to complete an equity audit of Fuentes Elementary used to establish the Fuentes Instructional Core to ensure equity, access, and development for all our students.
  - Co-led remote learning initiative, Acero Learns Everywhere, to ensure equitable access to all learners with 98.5% average weekly engagement of students in Kinder-8th grade at Fuentes Elementary.
  - Maximized physical space for Diverse Learners in small group spaces by redesigning floor plans, and building four new classrooms, expanding by a 200% increase and creating a playlot for outdoor recess.

- *Developing Highly Effective Teams across Stakeholders*
  - Fostered parent relationships through weekly meetings with The Fuentes Parent Committee, monthly Bilingual Advisory Council meetings, and establishing 'Homeroom Parents' resulting in a 98% Parent Satisfaction.
  - Held yearly meetings with 7th and 8th-grade families to support the families' transition out of Fuentes: 85% of students were eligible for Selective Enrollment high schools and 35% of 2019 8th graders were accepted.

Additional Professional Experiences

- Teacher, Dean of Students & Community Service Coordinator, Noble Street College Prep, Chicago, IL 2010-2011
- Learning Team Leader, Teach for America, Chicago, IL 2009-2011
- High School US History & AP US History Teacher, Noble Street College Prep, Chicago, IL 2007-2011
- High School US History, Writing & AP Psych Teacher, Miami Northwestern Senior High, Miami, FL 2005-2007
- Teach for America Corps Member, Miami, FL 2005-2007

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Education & Training

- The University of Illinois at Chicago, Doctorate of Urban Education Leadership, 4.0/4.0 — 2023
- Center for Creative Leadership, Maximizing Personal Leadership Certificate — 2019
- Harvard, Certificate in School Management & Leadership — 2019
- Northwestern University, Kellogg School of Business, Chicago Principals' Fellowship — 2016-2017
- The University of Chicago, Booth School of Business, Non-Profit Coaching Fellowship — 2013-2014
- The University of Illinois, Masters in Ed. Leadership, 3.9/4.0 — 2009
- The University of Illinois at Chicago, Bachelor in Arts, 3.96/4.0 — 2005

Certifications

- Professional Educator License (PEL) — Thru 2029
  - General Superintendent Endorsement
  - Illinois State Administrators Certificate
  - English as a Second Language Endorsement
  - Illinois State Board of Education Principal Evaluator
  - Illinois State Board of Education Teacher Evaluator
  - Illinois State Teaching Certificate
- Chicago Public Schools Principal Eligibility — 2016

Recognitions & Partnerships

- LEAP Innovations Partner School Leader — 2015-2020
- Leadership for Educational Equity (LEE) Member — 2012-Present
- Served on The Fund's Principal Advisory Committee — 2018-2019
- Chicago Public Schools Principal Fellows — 2016-2017
- Chicago Public Education Fund's Summer Design Program — Summer 2017
- Chicago Public Schools Principal Merit-Based Leadership Award — 2011-2012

Kelly Plante Smith

ksmith@meridiancharterschools.org 312-890-1670

PROFESSIONAL EXPERIENCE

MERIDIAN CHARTER SCHOOLS, Chicago, IL *July 2023-Present*

Chief Education Officer

- Led the implementation of standardized curriculum across all campuses
- Oversaw the rollout and implementation of interim assessments across all campuses, establishing consistent progress monitoring and data cycles
- Co-authored, launched and operationalized an instructional vision across campuses to drive instructional coherence
- Led the development and execution of strategic plans at each schools, grounded in change management and focused on instructional excellence and school culture

VICTORIA SOTO HIGH SCHOOL, ACERO SCHOOLS, Chicago, IL *June 2016-July 2023*

Principal

- Increased "Freshman on Track" rate to 97.2% in 2023, the highest in Soto's history, as compared to 85.2% of freshmen in CPS and 86.6% of freshmen across Illinois.
- Achieved a four year 97.5% graduation rate (in 2022) of students who entered 9th grade in SY 2018-2019, as compared to 83.2% of CPS students and 87.3% of students across Illinois.
- Instilled a college going culture among our student body; in 2020, despite schools shutting down because of COVID, 66% of seniors enrolled in a two or four year college (39% of those enrolled attended a four year university), as compared to 61% of seniors in CPS and 65% of student across Illinois.
- Decreased students serving out-of-school suspension every year consistently since starting my tenure in 2016, with a Quarter 1 OSS rate of .05% for the 2022-2023 school year
- Achieved Well-Organized on the 5-Essentials Survey from 2019-2022, the highest ranking a school can earn. · Implemented a personalized learning approach by shifting mindsets and partnering with Summit Learning into all core content areas in all grade levels that are designed to meet the individual academic and social emotional needs of every student.

ACCELERATE INSTITUTE, Chicago, IL *July 2015-June 2016*

Ryan Fellow, Class of 2016

- Selected to the prestigious Ryan Fellowship, which identifies and develops transformational school principals with expertise in accelerating student achievement**.**
- Achieved successful completion of Accelerate Summer Institute, four weeks of rigorous coursework developed and presented by Northwestern University Kellogg School of Management faculty and educational leaders from around the country.
- Selected fieldwork accomplishments and projects include:
    - **Leadership**—Served as a member of the school leadership team contributing to discussion and decision making regarding implementation of systems related to adult culture, student culture, development of teachers, and school-wide routines and procedures which resulted in increased efficiencies in the school.
    - **Data Driven Instruction**--Supported all humanities department teachers through data collection and analysis, planning meetings, creation of goals and action steps, and accountability measures that resulted in the successful implementation of quarterly interim data cycles.
    - **Professional Development**--Planned and executed whole school professional development focused on data driven instruction strategies and further supported teacher implementation and accountability through the implementation of weekly professional learning communities for teachers that resulted in improved teacher proficiency in classroom instruction

PERSPECTIVES CHARTER SCHOOL, Joslin Campus, Chicago, IL *August 2006 – June 2015*

Humanities Instructional Leader *July 2013 – July 2015*

- Coached 11 teachers, 9 of which were new to the school and by the end of the year 88% scored "proficient" on the teacher evaluation rubric
- Led high school English department to highest single year growth on EPAS for freshman (3.3 points average from fall to spring) in Perspectives network and led teachers to reaching highest overall ACT average in PCS history at 19.8
- Provided weekly lesson plan feedback, one-on-one coaching meetings, and content team meetings in order to provide

intensive support for the growth and development of all teachers

Principal Internship *July 2013 – July 2014*

- Created and implemented school-wide advisory program to promote positive relationships between teachers and students across grade levels where students reported a growth of 40% in feeling safe and connected toward school and 100% of teachers reported seeing a positive change in the bonds created in advisory groups
- Partnered with School Culture team and Athletic Director in order to collectively determine appropriate incentives, benchmarks and student mentorships for students, teachers reported 93% favorable to growth seen in students with individualized mentorships and incentives

A Disciplined Life® Instructional Leader *July 2012 – July 2013*

- Co-led and piloted A Disciplined Life Summit Project to allow students to showcase character growth to donors, where students presented growth using data and visual aids in an expo format for 50 adult professionals
- Wrote curriculum for classes that is now implemented in five schools across the country with interim assessments that measure growth of character development

English Teacher *August 2006 – June 2014*

- Constructed and implemented a rigorous Language Arts curriculum based on Illinois state standards and Common Core standards where students grew on average two grade levels per year according to NWEA
- Led three student teachers and 16 college interns to significant growth in development as an educator through modeling strong instruction, co-planning and co-teaching while providing targeted and specific feedback
- Led and implemented an 8th grade research project in order for students to prove readiness for high school, aligning the English and History curricula closely to the Common Core Standards, with an average of 95% of students meeting expectations

FORT DEARBORN ELEMENTARY SCHOOL, Chicago, IL *August 2005 – June 2006*
3rd Grade Teacher

- Adapted lessons with differentiated instruction and guided reading groups for a group of students who had all failed third grade the previous year, 100% of students passed the required test and met grades necessary in order to proceed to 4th grade the following year.

EDUCATION

NATIONAL LOUIS UNIVERSITY, Chicago, IL *June 2012 - May 2014* • Masters of Educational Leadership, Type 75 Certificate

MICHIGAN STATE UNIVERSITY, East Lansing, MI *August 2000 - May 2004* • Bachelor of Arts - Elementary Education Major, Social Studies Focus
• Completed 12 Graduate Study Credits towards a Master's Degree in Curriculum and Teaching

PROFESSIONAL ASSOCIATION MEMBERSHIPS

- Summit Learning
- Accelerate Institute
- LEAP Innovations
- Academic Approach

AWARDS AND HONORS

- 2021 Acero Network of Charter Schools Inaugural Principal of the Year
- 2011 Golden Apple Teacher of the Year nominee
- 2008 A Disciplined Life® (ADL) Network Award Winner, nominated by colleagues, awarded to 10 out of over 200 staff members for demonstrating strong character and work ethic

Elizabeth Delaney Purvis, EdD

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WORK EXPERIENCE

CHICAGO INTERNATIONAL CHARTER SCHOOL (CICS), Chicago, IL

Chief Executive Officer, August 2024 - present

- Managing a network of 13 public charter schools in Chicago, IL established to provide Chicago students and their families with a rigorous college preparatory education.
- Responsible to identify factors contributing to the network underperformance, create a new set of strategic initiatives, and implement those initiatives so that every school within the network is the highest performing in its neighborhood and outperforms the public school city average on all academic, operational, and financial measures.

WAKE FOREST UNIVERSITY, Winston-Salem, NC

Director, Educating Character Initiative, Program for Leadership & Character, June 2023 - August 2024

- Responsible for stewardship of $44M grant from Lilly Endowment, Inc. to strengthen the understanding, integration, and education of character in undergraduate institutions.
- Launched the Educating Character Initiative Community to equip a wide range of public and private institutions of higher education with the resources, funding, and support needed to integrate character education into their distinctive institutional contexts, curricula, and cultures.

KERN FAMILY FOUNDATION, Waukesha, WI

Senior Program Director, Education & Character, September 2017 – January 2023

- Managed 7-member team responsible for over 50 grants totaling more than $170M, including over $80M in school choice grants and over 25 higher education partnerships.
- Responsible for strategy, external relationships, investments, and communication management related to PK-12 education reform, higher education leadership preparation, and character formation.
- Designed and implemented grants, regional and national meetings, and conferences to elevate character formation as an integral part of leadership development.

STATE OF ILLINOIS, Chicago, IL

Secretary of Education, January 2015 – September 2017

- Advised Governor Bruce Rauner on Education Policy
- Chaired the Illinois P-20 Council, a statutory body of educators, business leaders, and advocates who advised the General Assembly and Governor regarding issues of education policy and workforce readiness.
- Designed, launched, and chaired the Governor's Cabinet on Children and Youth. This cabinet was created to provide a more cohesive and coherent system of statewide education and supports for children, youth, and their families.
- Co-Chaired the Early Learning Council, a statutory public-private partnership created to strengthen, coordinate, and expand programs and services for children, from birth through age five.
- Designed and chaired the bipartisan Illinois School Funding Commission, which resulted in a more equitable and adequate school funding formula, charter school funding equity, and the first tax credit scholarship in Illinois history for private school students.

- Advised Governor Rauner and the Illinois Board of Higher Education on higher education policy and the appointment of more than 40 highly qualified university trustees.

CHICAGO INTERNATIONAL CHARTER SCHOOL (CICS), Chicago, IL
Chief Executive Officer, March 2003 – January 2015

- Managed network of public charter school campuses in Chicago and Rockford, IL established to provide families living in under-resourced neighborhoods with a high-quality, college preparatory education.
- Grew the network from six schools serving 3,500 students in 2003 to 16 schools serving 8,800 students in 2015 using a portfolio management model unique to CICS.
- Built the organization's strategic plan around the use of student performance data to drive continuous improvement in order to close the achievement gap between CICS scholars and their more affluent peers.
- Responsible for a network-wide budget of over $130 million and for ensuring that all financial obligations, enrollment goals, and student performance benchmarks were met.
- During the 2014-2015 school year, students attending CICS outperformed their peers in neighboring schools, and 14 of the 16 campuses had significant waiting lists.

UNIVERSITY OF ILLINOIS AT CHICAGO, Chicago, IL
Assistant Professor of Early Childhood Special Education, January 1998 – August 2003

- Conducted research to better understand the effectiveness of specific parent and teacher coaching techniques on the language and behavior of young children with disabilities.
- Received and implemented grants from the US Department of Education to design and launch a transdisciplinary training program for early childhood educators, occupational therapists, physical therapists, social workers, and nurses to work with very young children with disabilities and their families.
- Co-designed and implemented a strategic plan as the Associate Director of the Child & Family Development Center to improve the quality of early intervention services provided, create a more robust relationship with the College of Education, and increase earned revenue.
- Taught graduate-level courses in early childhood special education and research design
- Designed and delivered professional development classes to early interventionists through the Illinois Department of Human Services.

MONTGOMERY COUNTY PUBLIC SCHOOLS, Bethesda, MD
Teacher of the Blind and Visually Impaired, August 1988 – August 1993

- K-12 Itinerant Teacher, 1988-1989
- Early Childhood Teacher, 1989-1993

EDUCATION

Peabody College at Vanderbilt University, Nashville, TN
Doctor of Education, Early Childhood Special Education, 1993-1997

Teachers College at Columbia University, New York, NY
Master of Arts in Early Childhood Special Education and the Education of the Blind & Visually Impaired, 1987-1988

Bucknell University, Lewisburg, PA
Bachelor of Science in Educational Research, 1983-1987

SELECT HONORS & SERVICE

Pahara Fellowship, 2023-2024
Board Member, St. Augustine Preparatory Academy, Milwaukee, WI, 2021-2024
Advisory Board Member, Great Schools for Iowa, 2022- 2023
Religious Education Teacher, St. Robert Parish, Shorewood, IL 2018-2020
Board Member, Illinois Bicentennial Committee, 2017
Member, Illinois State Advisory Council for the Education of Children with Disabilities to the Illinois State Board of Education, 2005-2015
Lecturer, Kellogg School of Management, 2012-2015
Board Member, Illinois Network of Charter Schools, 2008-2015
Board Member, Chicago Children's Theatre, 2012-2015
Academy Fellow, Eli & Edyth Broad Foundation, 2012-2014
Member, Educational Advisory Council, Chicago Urban League, 2004-2010

Overview of the School Management Organization Contract
Chicago International Charter School and Civitas Education Partners (dba Meridian Charter Schools)

The contract between Chicago International Charter School (CICS) and partner School Management Organizations (SMO) outlines a governance and accountability structure in which CICS is the charter holder and retains governance responsibility for academic performance, financial stewardship, enrollment compliance, and adherence to all local, state, and federal public school legal obligations. While the SMO is responsible for the day-to-day operation of the school, including staffing, instruction, and campus-level management, CICS maintains final authority over all matters that affect student performance, charter compliance, public funding, brand integrity, and long-term school and network sustainability.

Under the agreements, all public funds flow through CICS and are distributed to the SMO pursuant to a CICS-approved annual budget and SMO agreement. CICS maintains financial oversight, including budget approval, fiscal monitoring, and audit coordination to ensure that public dollars are used appropriately and in alignment with regulatory requirements. The contract centralizes enrollment, data systems, facilities oversight, and compliance at the CICS network, ensuring consistency, transparency, cost savings, and accountability across CICS' 13 schools and three School Management Organizations.

The SMO contract is designed to balance school-level autonomy with network-level accountability. It enables the SMO to deliver high-quality instruction and student support, while CICS provides the governance, infrastructure, and risk management necessary to protect students, families, and public partners.

The full contract is included for reference and describes in detail the roles, responsibilities, and enforcement mechanisms of the CICS portfolio model.

CICS & SMO Contract Template

Updated as of:
June 30, 2023

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[*Version 3*] Amended and Restated Campus Management Agreement
Between the Chicago Charter School Foundation
and Civitas Education Partners

CICS Northtown Academy
CICS Ralph Ellison
CICS Wrightwood

THIS *VERSION 3* AMENDED AND RESTATED CAMPUS MANAGEMENT AGREEMENT (the "**Agreement**") is executed as of the *30* day of June 2023, by and between Civitas Education Partners, an Illinois not-for-profit corporation, and the Chicago Charter School Foundation a/k/a and referred to herein as the Chicago International Charter School ("**CICS**"), an Illinois not-for-profit corporation.

WHEREAS, CICS has qualified as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code (the "**Code**");

WHEREAS, CICS has been granted a charter (the "**Charter**") to organize and operate a charter school (the "**School**") at multiple locations in Chicago, Illinois (each such location, an "**Attendance Center**") by the Chicago School Reform Board of Trustees (the "**School Reform Board**") pursuant to the State of Illinois Charter Schools Law, 105 ILCS 5/27A-1 et seq., as amended (the "**Charter Schools Law**"). CICS and the School Reform Board entered into a Renewal of Charter and Charter School Agreement dated as of May 17, 2002, which was renewed in 2007 and again in 2012 and 2017 (the "**Charter Agreement**"), which sets forth certain terms and conditions of the Charter and which may be amended from time to time;

WHEREAS, CICS is governed by a Board of Directors (the "**CICS Board**"), which is responsible for overseeing the operations of CICS;

WHEREAS, CICS wants Civitas Education Partners to provide services at CICS' Attendance Centers at the Campuses;

WHEREAS, CICS conducts a computerized lottery to randomly and fairly assign students to places in schools or on waiting list. The high school lottery is conducted via the city's GoCPS and the elementary lottery is conducted electronically via the SchoolMint platform, and;

WHEREAS, CICS and Civitas Education Partners now desire to enter into this Agreement to govern their relationship beginning July 1, 2023 (the "**Effective Date**") and ending on June 30, 2026, provided however that upon CPS voting on CICS' charter renewal, the termination date of the Term shall adjust to align to the expiration date of CICS' renewed charter with CPS, as long as Distinctive Schools remains in good standing per the terms of this agreement.

NOW, THEREFORE, for and in consideration of the mutual undertakings in this Agreement, the parties hereby agree to the following term and conditions.

1. **DEFINITIONS.**

a. **"Academic Year"** means the period in which students are attending school, in which minutes are in compliance with state requirements and subject of approval by CICS.

b. **"Annual Civitas Education Partners Receipts"** shall equal the difference between Operating Funds and the sum of: (i) the CICS Holdback; (ii) the Insurance Amount, (iii) the Offset Amount, and (v) the CPS Debits Amount. The sum of the Monthly Civitas Education Partners Receipts for all twelve (12) Months is intended to equal the Annual Civitas Education Partners Receipts.

c. **"Attendance Center"** shall have the meaning ascribed to it by the preamble to this Agreement.

d. **"Campus"** means one of the three (3) following Attendance Centers: (i) CICS Northtown Academy, (ii) CICS Ralph Ellison or (iii) CICS Wrightwood. "Campuses" means two or more of the foregoing Attendance Centers.

e. **"Capital Repairs and Improvements"** means capital repairs and improvements for which CICS is responsible as more particularly described in Schedule A.

f. **"Charter"** shall have the meaning ascribed to it by the preamble to this Agreement.

g. **"Charter Agreement"** shall have the meaning ascribed to it by the preamble to this Agreement.

h. **"Charter Schools Law"** shall have the meaning ascribed to it by the preamble to this Agreement.

i. **"CICS Holdback"** means the annual amount "held back" by CICS for facilities and central administration. The CICS holdback shall not exceed the total of 14% of Civitas Education Partners total Student Based Budgeting (SBB) (excluding any amounts accounting for federal Title and Special Education funding, which is passed through in full), Non-Student Based Budgeting (Non-SBB), Supplemental Aid and Facilities Supplement for all CICS Campuses managed by Civitas Education Partners. Student Based Budgeting (SBB), Non-Student Based Budgeting (Non-SBB), Supplemental Aid and Facilities Supplement amount is expected to be provided to each Civitas Education Partners Campus by the Chicago Public Schools in Fiscal Year 2024. CICS reserves the right to adjust the CICS Holdback in the event that it provides Civitas Education Partners additional services, as provided herein or as agreed to by the Parties, including but not limited to additional facilities, finance, recruitment or data services.

j. **"CICS Intellectual Property"** means (i) all intellectual property rights created or

conceived by CICS or an affiliate, including, but not limited to: all patents, patent applications, trademarks, trade names, logos, descriptive slogans, service marks, copyrights and any renewal rights therefore relating thereto, including the trademarks "Chicago Charter School Foundation," "Chicago International Charter School" and any combination thereof, applications for any of the foregoing, and (ii) all inventions, ideas, processes, trademarks, know- how, works, discoveries, and improvements or enhancements to any of the foregoing which are created, in whole or in part, by Civitas Education Partners out of Civitas Education Partners Campus Receipts relating to the operation of the Campuses or CICS' other Attendance Centers (collectively "Inventions Made From Civitas Education Partners Campus Receipts").

k. **"CICS Property"** shall have the meaning ascribed to it by Section 13(b)(i).

l. **"CPS"** means Chicago Public Schools.

m. **"CPS Debits Amount"** means any offset for any obligations that are imposed on CICS by CPS, including, without limitation, pensions.

n. **"Effective Date"** shall have the meaning ascribed to it by the preamble to this Agreement.

o. **"Epicenter"** means the network compliance management tool used by CICS and Civitas Education Partners.

p. **"Insurance Amount"** means the amounts payable by CICS for insurance required pursuant to Section 16.

q. **"Maintenance and Repairs"** means maintenance and repairs for which Civitas Education Partners is responsible as more particularly described in Schedule A.

r. **"Month"** shall mean a calendar month during the Term.

s. **"Offset Amount"** means an offset for any obligations that are imposed on Civitas Education Partners by this Agreement and that have not been paid in a timely fashion.

t. **"Operating Funds"** means the funds that CICS receives pursuant to the Charter Agreement to the extent allocable to the Campuses.

u. **"Per Pupil Amount"** means the Student Based Budgeting ("SBB") per pupil funds that CICS receives pursuant to the Charter Agreement to the extent allocable to each Campus.

v. **"Quarter"** shall mean a calendar three-month period beginning on July 1, 2023, October 1, 2023, January 1, 2024 and April 1, 2024.

w. **"Quarterly Civitas Education Partners Receipts"** for a Quarter shall equal the difference between Operating Funds received in respect of such Quarter and the sum of: (i) the CICS Holdback, (ii) one-fourth (1/4) of the Insurance Amount, and (iii) the Offset Amount, to the extent not previously debited against the Quarterly Civitas Education Partners Receipts for a previous Quarter.

x. **"Civitas Education Partners Campus Receipts"** shall equal Annual Civitas Education Partners Receipts minus the SMO Holdback.

y. **"Intellectual Property"** means all copyright and other proprietary rights developed or created by or on behalf of Civitas Education Partners that are not CICS Intellectual Property, including all instructional materials, personal preparation materials, administrative/procedural materials, training materials, curriculum and lesson plans, teaching techniques or methods, and any other materials developed by or on behalf of Civitas Education Partners, its employees, agents or subcontractors prior to this Agreement or any predecessor thereto.
   i. **"Civitas Education Partners Property"** shall have the meaning ascribed to it in Section 12.
   ii. **"Reserve"** shall have the meaning ascribed to it by Section 3(c)(iv).
   iii. **"School Facilities"** means the real estate facilities for each of the campuses.
   iv. **"CICS Board of Directors"** shall have the meaning ascribed to it by the preamble to this Agreement.
   v. **"SMO Holdback"** shall have the meaning ascribed to it by Section 3(c).
   vi. **"Term"** shall have the meaning ascribed to it by Section 2(a).

2. TERM.

a. **Initial Term.** Unless terminated earlier in accordance with this Agreement, the term of this Agreement (**"Term"**) shall commence on July 1, 2023, and end on June 30, 2026, which Term shall presumably include at least three (3) Academic Years, provided however that upon CPS voting on CICS' charter renewal, the termination date of the Term shall adjust to align to the expiration date of CICS' renewed charter with CPS, as long as Civitas Education Partners remains in good standing per the terms of this agreement.

b. **Extensions.** At least four (4) months prior to the expiration of the current Term of this Agreement, if the Parties desire to extend the Term of the Agreement, the parties will enter into negotiations to extend the Term of this Agreement. If the Parties have not entered into extension negotiations within two (2) months of the expiration of the Agreement, it will be presumed that the Agreement will terminate by non-renewal, in accordance with Section 19(b)(ii) herein, and that the Parties do not intend to extend the Term. If the Parties have not executed an amended agreement, or extension, upon the expiration of the Agreement, the Agreement will

automatically terminate pursuant to Section 19(b)(ii) herein. Notwithstanding the foregoing, in no event shall the Term extend beyond the term of the charter granted to CICS, as such charter may or may not be extended from time to time. Nothing herein requires either party to agree to an extension beyond the Term of this Agreement.

3. FINANCIAL TERMS.

a. Compliance & Reporting

i. **State and Other Funding.** CICS shall use its best efforts, without expenditure of funds other than its share of Operating Funds, to comply with (i) the requirements of the Charter Agreement and the Charter Schools Law for the purpose of receiving or maintaining its eligibility to receive from CPS the per pupil allowance for each student enrolled and in attendance at the Campuses, and (ii) the requirements to receive funds from other external sources, including but not limited to those listed in Subsection (ii) below, provided that Civitas Education Partners shall provide such assistance to CICS in the preparation or review of such applications and reports as CICS may request and provided further that CICS shall permit Civitas Education Partners to review any such applications and reports prior to their submission.

ii. **Non-amendment.** CICS shall not agree to amend the Charter Agreement as it relates to the Campuses in any way that materially adversely affects Civitas Education Partners unless it obtains written consent (which shall not be unreasonably withheld) from Civitas Education Partners in advance, except that no consent shall be required for any amendments that: (i) are required or directed by Chicago Public Schools and (ii) if CICS reasonably believes such amendment is necessary to further the best interests of the network of campuses, as a whole, operated by CICS pursuant to the Charter Agreement.

iii. **Compliance with External Source Funding.** CICS shall comply with all terms and conditions of any external source funding (e.g., federal, state, or local funds designated for particular purposes such as Title I and special education) that is received pursuant to this Agreement. Civitas Education Partners shall (i) comply with all terms and conditions of any external source funding (e.g., including but not limited to, federal, state, and local funds designated for particular purposes such as Title I and special education) that is received pursuant to this Agreement, (ii) expend any such funds solely on behalf of the designated students when so required by the funding source, (iii) upon reasonable advance request, provide evidence to CICS that the Campuses are in compliance with such terms and conditions, and (iv) provide all reports, data, and information reasonably necessary for CICS to meet any reporting, certification or other requirements for such funding, including a copy of its procurement policy. If it is ever determined that Civitas Education Partners was non- compliant with any external source

funding that was received pursuant to this Agreement, and such non-compliance results in a loss of or repayment of cash, the cost of such loss or repayment of cash shall be deducted from Civitas Education Partners' succeeding quarterly payment. In the event that such a determination is made after the termination of this Agreement or after the final quarterly payment under this Agreement has already been paid, Civitas Education Partners shall immediately return to CICS the cost of such loss or repayment.

iv. **Financial Reporting.** Civitas Education Partners shall be responsible for preparing and delivering to CICS financial reports on an accrual and cash basis, according to the time frames identified in Epicenter. By the 20th day of the month following the end of a quarter, Civitas Education Partners must also upload accurate and complete quarterly financial statements, balance sheet reconciliations (for items over $5,000 only, provided that Civitas Education Partners' most recent audit resulted in no findings), and any other pertinent financial information requested by the Finance Working Group in Sage Intacct. Civitas Education Partners' Fiscal Year shall commence on July 1st and end on June 30th. Civitas Education Partners shall undergo an independent financial and compliance audit of its CICS Campuses as defined in this Agreement at the end of each Fiscal Year. The auditing firm shall be chosen by CICS and shall start no later than one week after the commencement of the CICS audit.

- Civitas Education Partners' financial reports to CICS, referenced in Section 14(a), shall separately account for the SMO Holdback. Moreover, upon request and in an effort to promote transparency of public spending, Civitas Education Partners shall provide CICS with information about how it's SMO Holdback has been spent based on the following expenditure categories: occupancy, personnel, professional development, legal, insurance, consulting, and administration.
- Civitas Education Partners shall not commingle the Annual Civitas Education Partners Receipts, or any other funds paid or otherwise disbursed by CICS to Civitas Education Partners under this Agreement, with any funds received from its activities that are unrelated to the Campuses. Civitas Education Partners shall maintain separate bank accounts for each Campus for all Annual Civitas Education Partners Receipts and any other funds paid or otherwise disbursed by CICS to Civitas Education Partners under this Agreement. Additionally, upon CICS' request, Civitas Education Partners shall approve CICS as an authorized user for each of Civitas Education Partners' Campus bank accounts and provide CICS with all of the account statements, including the account numbers for such bank accounts.
- Civitas Education Partners must use CICS-designed accounting platform for all financial record keeping for each CICS campus and must attach all financial records that support the entries that Civitas

Education Partners makes in the CICS-designed accounting platform. Civitas Education Partners must further use the CICS accounts at a CICS-selected bank exclusively for all campus and operating bank accounts. CICS agrees to transfer the Operating Funds, less any CICS holdback, to the applicable Civitas Education Partners Campus CICS-selected bank accounts within one week of receiving such funds from CPS. Civitas Education Partners will have access to the Civitas Education Partners Campus CICS-selected bank, and any funds transferred thereto, at all times during the Term of this Agreement.

- If Civitas Education Partners chooses to outsource its campus-related financial operations to an external vendor, Civitas Education Partners will afford CICS a reasonable opportunity to review the vendor, vendor contract and scope of vendor services that will be provided. If the scope of vendor services extends solely to CICS Campuses, the term of any external vendor contract must not exceed the length of the fiscal year of this Agreement, unless otherwise agreed to by CICS in writing.

v. **Submission of an Annual Budget.** Civitas Education Partners shall submit an annual projected budget for the following Academic Year by 15 days prior to the CPS deadline for submission, in reasonable detail (including an accounting of the SMO Holdback) and on an accrual basis, to CICS for each of the Campuses on or before the deadlines in Epicenter, for CICS' approval in its discretion. If Civitas Education Partners does not submit an annual projected budget by the deadline referenced, or does not have an approved budget by the CPS deadline, CICS reserves the right to withhold funding. The approved annual projected budget for the following Academic Year is required by CICS to submit to CPS to ensure timeliness of funding for the following Academic Year.

b. CICS Obligations

i. **Annual Holdback / Fee. The** CICS Holdback shall not exceed the total of 14% of Civitas Education Partners total Student Based Budgeting (SBB), Non-Student Based Budgeting (Non-SBB), Supplemental Aid and Facilities Supplement for all CICS Campuses managed by Civitas Education Partners. Notwithstanding the language herein, the CICS Holdback shall not apply to portions of SBB that reflect federal Title or special education funds, which funds shall be passed through in entirety to Civitas Education Partners for purposes of supporting its students.

ii. **Additional Annual Holdback / Fee Agreement.** CICS shall provide Civitas Education Partners the opportunity to meet metric-driven objectives that reduce CICS' annual CICS Holdback and fee collected based on Student Based Budgeting (SBB), Non-Student Based Budgeting (Non-SBB), Supplemental Aid and Facilities, less federal Title or special education funds, as referenced in Sections 7(c)(i), Enrollment Target and Annual Holdback / Fee Reduction Collaborative and 11(c)(i), Performance-based Reduction of Annual Holdback / Fee.

iii. **Payment Schedule.** All funds payable to Civitas Education Partners hereunder shall be paid or made available to Civitas Education Partners by CICS within five (5) business days upon the last day of every quarter, provided that CICS has received the Operating Funds pursuant to the Charter Agreement.

iv. **School Facilities.** CICS shall (i) provide the School Facilities for each of the Campuses, and (ii) use its reasonable efforts to provide the Capital Repairs and Improvements needed to (A) make the School Facilities suitable and appropriate for use as a school by the student population to be served at each Campus and (B) to put such School Facilities in compliance with all federal, state and local fire, safety, and building codes and requirements applicable to CICS, including, to the extent applicable, the abatement of environmental hazards and the requirements of the Americans with Disabilities Act. CICS' obligations under clause (ii) of this subsection (iv) and under subsection (v) below shall, in all events, be subject to CICS' rights under any lease affecting the applicable School Facilities.

v. **Capital Repairs and Improvements.** CICS shall (i) manage and pay for Capital Repairs and Improvements at the Campuses and (ii) consult with Civitas Education Partners in determining the Capital Repairs and Improvements that will be made, *provided* that the final decision with respect to Capital Repairs and Improvements shall rest with CICS.

vi. **Real Estate.** CICS shall make all rental payments and other payments due from CICS as tenant pursuant to leases, or as owner of the real estate.

vii. **Civitas Education Partners Financial Obligations Expenditures.** Except as otherwise provided in this Agreement, Civitas Education Partners shall pay the costs associated with operating the Campuses and shall use the Annual Civitas Education Partners Receipts to defray those costs.

viii. **Use of Funds**. The Annual Civitas Education Partners Receipts, or any other funds paid or otherwise disbursed by CICS to Civitas Education Partners under this Agreement, must be utilized in accordance with all of the provisions in this Agreement and solely for CICS students and the Campuses and may not be used for any other purpose, including general business operations unrelated to the Campuses. If Civitas Education Partners has expenses that relate to Campus operations and non-Campus operations (i.e., network-level personnel supporting Campuses and other, non-CICS operations), Civitas Education Partners must apportion the expenses in accordance herewith. Use of Annual Civitas Education Partners Receipts for non-Campus related expenses is considered a material breach of this Agreement and CICS maintains the right to deduct the total of any such expenses from Civitas Education Partners' succeeding quarterly payment, or, in the event that the final quarterly payment under this Agreement has already been paid or made available to Civitas Education Partners, Civitas Education Partners shall immediately pay any such amount to CICS.

ix. **Reserve.** At the end of the Term, the Campus bank accounts may have a reserve that represents the excess of the Civitas Education Partners Campus

Receipts and the amount that Civitas Education Partners has expended in connection with each Campus and CICS (the "Reserve"). The Reserve shall only be expended for the benefit of the Campuses, with CICS' prior approval. If the Campus bank accounts have such a Reserve at the end of the Term of this Agreement and the parties decide not to renew this Agreement or the Agreement is terminated pursuant to Section 19, the Reserve funds shall remain in the appropriate Campus bank account for the benefit of the Campus. Nothing herein shall limit Civitas Education Partners' collection of any budgeted central office and other non-Campus expenses.

x. **Annual Audit.** CICS shall be responsible for managing the collection of materials to ensure the annual audit is submitted for review. CICS shall communicate in a timely manner with Civitas Education Partners to ensure that documents and materials required for audit review are requested

c. Civitas Education Partners Obligations

i. **Annual Budget.** The Civitas Education Partners budget should reflect the Parties' commitment to ensuring that to the greatest extent possible, Student Based-Budgeting is directed to classroom-based expenditures and to that end, the budget should be aligned with national best practices for campus and network budgeting expenses.

ii. **Remaining within Budget.** In connection with the operation of the Campuses, Civitas Education Partners shall not deviate more than five percent (5%) from the approved budget in totality or in any major category on the CPS Budget Template without notice to CICS and approval by CICS. For purposes of this Agreement, moving an amount from one category to another without CICS' approval shall be treated as a deviation, even if the bottom line numbers remain unchanged.

iii. **Modification of the Budget.** If either party believes that the actual Annual Civitas Education Partners Receipts reasonably projected to be remitted to Civitas Education Partners during a fiscal year with respect to the Campuses will fall below ninety-five percent (95%) of the Annual Civitas Education Partners Receipts projected in the budget, such party shall notify the other party in writing, and Civitas Education Partners shall then promptly notify CICS of its proposed budget amendments to adjust for such revenue shortfall. If CICS disagrees with the proposed amendments, the parties will attempt to negotiate an agreed amendment, and if they cannot do so, the matter will be submitted to arbitration in accordance with Section 22. If Civitas Education Partners fails to notify CICS of its proposed amendments prior to the third (3rd) quarter of the Fiscal Year, Civitas Education Partners' succeeding quarterly payment shall be decreased to account for the budget shortfall. In the event that such a determination is made after the termination of this Agreement or after the final quarterly payment under this Agreement has already been paid, Civitas Education Partners shall immediately return to CICS the amount of the budget shortfall.

iv. **Default.** If CICS believes that Civitas Education Partners or its external vendor are not providing adequate accounting, payroll and budgeting

services in accordance with GAAP accounting principles or equivalent standards for payroll and budgeting services, CICS shall notify Civitas Education Partners in writing of such default and Civitas Education Partners shall have thirty (30) days to cure such default. If Civitas Education Partners does not cure such default within a thirty (30) day period or if Civitas Education Partners receives two (2) or more notices of default in any two (2) month period, CICS, upon written notice to Civitas Education Partners, shall have the right to outsource the accounting, payroll and budgeting services for which Civitas Education Partners is responsible to another vendor (including, as appropriate, CICS' back-office services), and to adjust the CICS Holdback accordingly for the cost of such services. In the event that the final quarterly payment under this Agreement has already been paid or made available to Civitas Education Partners, Civitas Education Partners shall immediately return to CICS the amount of such increased costs.

v. **Limitations on Use of Annual Civitas Education Partners Receipts.** Civitas Education Partners shall be entitled to use not more than ten percent (10%) of the amount which equals the total Student Based Budgeting (SBB), Non-Student Based Budgeting (Non-SBB), Diverse Learner funding, Supplemental Aid and Facilities Supplement for all CICS campuses managed by Civitas Education Partners received in respect to the Academic Year to pay management or other non-Campus fees, other expenses charged by Civitas Education Partners or its affiliates, other than CICS and Civitas Education Partners, related to fulfilling its duties under this Agreement, or other expenses not authorized and budgeted (the "SMO Holdback"). Notwithstanding the foregoing, in no event shall the SMO Holdback be deducted from Diverse Learner funding, or other restricted funds. In the event that Civitas Education Partners' collection of any SMO Holdback will result in an unapproved negative net income for the CICS Campuses on either an accrual or cash basis, the amount of Civitas Education Partners' SMO Holdback shall be reduced up to the amount of the total unapproved negative deviation from budget. In the event Civitas Education Partners wishes to seek approval to operate at a net deficit, Civitas Education Partners must submit a revised budget to the CICS CEO for approval prior to April 1. CICS will provide a response, including its rationale for its decision, within 5 business days of receiving the request for approval. CICS shall reduce Civitas Education Partners' SMO Holdback, however, where Civitas Education Partners has sought and obtained approval of an expenditure that could, once incurred, result in a negative net income. CICS approval of a request by Civitas Education Partners that has been made in good faith to improve student performance shall not be unreasonably withheld.

vi. **Annual Audit.** Civitas Education Partners shall be required to submit any requested information necessary for the completion of CICS' audit.

d. Additional Terms.

i. **Right of Set-Off.** CICS shall be entitled at all times to set-off any amount owing at any time from Civitas Education Partners to CICS against any

amount payable at any time by CICS to Civitas Education Partners pursuant to this Agreement. If CICS desires to exercise such right, CICS shall provide Civitas Education Partners with specific and detailed written notice and Civitas Education Partners shall use its best efforts to remedy the situation within ten (10) days. Civitas Education Partners will notify CICS in writing immediately if Civitas Education Partners reasonably believes it will take longer than ten (10) days to resolve, with specifics around the proposed resolution. Upon reviewing the proposed resolution, CICS, at its sole discretion, may grant Civitas Education Partners an extension to remedy the situation.

ii. **Tax-Exempt Status.** Both parties acknowledge and agree that this Agreement is intended to be consistent with CICS' status as a tax-exempt organization an

iii. d with the tax-exempt status of its bonds, and both parties shall interpret this Agreement in such a manner so as to prevent this Agreement from causing CICS from losing its tax-exempt status or from causing the bonds to lose their tax-exempt status and, if necessary, shall amend this Agreement in such a manner that will cause it to comply, including without limitation an appropriate allocation of amounts payable to Civitas Education Partners hereunder into fixed and variable components.

iv. **No Inconsistent Tax Position.** Civitas Education Partners agrees that it is not entitled to and will not take any tax position that is inconsistent with being a service provider to CICS with respect to the Campuses, Attendance Centers and CICS Property. Civitas Education Partners agrees, for example, not to claim any depreciation or amortization deduction, investment tax credit, or deduction for any payment as rent with respect to any of the Campuses, Attendance Centers or CICS Property.

4. ATTENDANCE.

a. Compliance and/or Regulatory Requirements

i. **Attendance Days; School Days; School Week.** To ensure state compliance, the academic school year and schedule will be presented to CICS for approval prior to the schedule being shared externally. Civitas Education Partners must maintain a minimum academic school year of at least 176 instructional days.

ii. **Accurate Attendance Reporting**. Civitas Education Partners shall ensure that each of its Attendance Centers accurately submit attendance reports as required by CPS, and on the timeline required by CPS and to ensure accurate and real-time attendance monitoring.

b. CICS Obligations

i. **Attendance Days; School Days; School Week.** CICS will provide State and local guidance and policy support to Civitas Education Partners to ensure State and Authorizer compliance with the required calendar mandates.

ii. **Academic Calendar.** CICS will review and approve the Civitas Education Partners calendar. CICS will submit the campus calendar to CPS on behalf of Civitas Education Partners by the deadline provided by CPS.

c. Civitas Education Partners Obligations

i. **Attendance Centers Expansion.** CICS acknowledges that Civitas Education Partners may operate and manage other educational programs and provide educational and related services, with other partners in and around Chicago and elsewhere. If Civitas Education Partners plans on expansion of educational programs and related services in and around Chicago and elsewhere, Civitas Education Partners will inform CICS no less than three months from the decision made by Civitas Education Partners leadership. This notice of expansion ensures that both CICS and Civitas Education Partners engage in good faith discussion to ensure that Civitas Education Partners has the capacity and resources to meet the Portfolio Excellence Framework standards and priorities.

Naming of Attendance Centers. Civitas Education Partners acknowledges that the naming of campuses, sports fields and rooms within CICS School Facilities provides opportunities for CICS to raise philanthropic funds. Civitas Education Partners accordingly acknowledges that CICS has the sole naming authority of any Attendance Center's physical space, including the campus itself, sports fields and rooms within the Attendance Center, such as the cafeteria, gymnasium or classrooms.

ii. **Class Size.** Civitas Education Partners agrees to perform its duties under this agreement in such a way that will allow the maximum class sizes to be set as set forth below:

Maximum Class Size

Grade	Maximum Number of Students per Class
Kindergarten	The adult-to-student ratio for each Kindergarten class must be less than or equal to 1 adult : 25 students. If more than 25 students are assigned to one Kindergarten class, then an additional full-time adult must be added to that class.
1	35
2	35
3	35
4	35

5	35
6	35
7	35
8	35
9	35
10	35
11	35
12	35

5. ACCESS TO FACILITIES.

a. Compliance and/or Regulatory Requirements

i. **Building Specifications for Health/Life Safety in Public Schools.** CICS and Civitas Education Partners shall comply with building specifications referenced in 23 Ill. Adm. Code 185.

ii. **Compliance with Leases**. Without limiting any other obligations of Civitas Education Partners under this Agreement, CICS and Civitas Education Partners will operate the School Facilities in accordance with the requirements of leases affecting such School Facilities.

b. CICS Obligations

i. **Federal, State and Local Laws and Mandates Regarding Facilities.** CICS agrees to take appropriate actions with respect to all applicable laws and regulations related to building specifications for public school buildings, subject to and consistent with the expectations of the Charter Agreement.

c. Civitas Education Partners Obligations

i. **Access and Use.** Although CICS shall retain legal possession of and access to the School Facilities at all times, Civitas Education Partners shall be entitled to enter the School Facilities to meet its obligations under this Agreement and may use equipment, computers, desks and other furniture, furnishings and other CICS Property included with and located at the School Facilities to educate students at the Campuses, provided that: (i) if the School Facilities are leased by CICS, then Civitas Education Partners shall only be permitted to use the School Facilities and the related CICS Property to the extent permitted under its current lease and/or related documents with the landlord and with landlord approval, if required and (ii) Civitas Education Partners may not move any property or equipment owned by the landlord, if any, or any CICS Property valued over $15,000 in the aggregate, between Campuses or from Campuses without the prior written

approval of CICS. Notwithstanding the foregoing, Civitas Education Partners may remove Civitas Education Partners Property between campuses or from the Campuses without the prior written approval of CICS.

ii. **After-School Use of School Facilities.** During after-school, evening and weekend hours, Civitas Education Partners may request that CICS make the School Facilities available for non-school use purposes that are consistent with CICS policies and related to the operation of the Campuses, and CICS shall not unreasonably deny any such request, unless specified in lease terms of existing rented facilities. For the avoidance of doubt, CICS may deny any such request that (i) may cause CICS to recognize unrelated trade or business income, (ii) may give Civitas Education Partners legal rights or entitlement to Campuses or Campuses' facilities, (iii) may impede CICS' ability to satisfy any required law or regulation, including such tax regulations affecting any tax-exempt bond financing eligibility, or (iv) such activities or hours of use are not permitted under the lease for the applicable School Facilities or would otherwise violate such lease or the landlord under such lease has not consented to such use, if such consent is required .

iii. **Civitas Education Partners Rules and Regulations.** Subject to the overall direction, oversight and policies of CICS and subject to compliance with all policies that CICS sets for its Campuses, Civitas Education Partners shall be authorized to adopt and enforce such rules, regulations and procedures applicable to CICS at the Campuses that do not conflict with federal, state, or local laws, rules, regulations or policies that have not been waived, including rules and regulations concerning student attendance, standards of conduct, discipline, compulsory attendance, including without limitation hour requirements and the distinction between excused and unexcused absences.

6. BRANDING, MARKETING AND ADVOCACY.

a. Compliance and/or Regulatory Requirements

i. **Use of Name.** CICS and Civitas Education Partners must keep and utilize the Campus name(s) as defined in the charter agreement on any and all marketing materials. Subject to CICS' written approval, Civitas Education Partners may use the name "CICS" on business note paper or marketing materials, signage, press releases, websites and other documents in accordance with brand standards.

b. CICS Obligations

i. **Branding and Marketing Collateral/Materials.** CICS shall perform its duties of marketing and building brand awareness for its network of campuses. CICS is not obligated to market or provide branding collaterals/materials for any one specific campus or SMO, but may do so based on specific enrollment and/or engagement activities that support the overall CICS brand.

ii. **Social Media.** CICS will support Civitas Education Partners on content

development and collaborate with Civitas Education Partners social media teams when needed to support content, brand and marketing efforts.

iii. **Collaboration.** CICS and Civitas Education Partners shall meet at a minimum once a month to collaborate and discuss communication priorities such as campus content, branding and marketing collateral/materials, press/media, social media, website and government advocacy.

c. Civitas Education Partners Obligations

i. **Branding and Marketing Collateral/Materials.** In connection with each Campus, Civitas Education Partners shall use the official name dictated by charter agreement and logo chosen by CICS on all public communications including the campus and operator websites, social media, email signatures, when greeting visitors or callers to the campus and on all signage, stationery, marketing, clothing and any other materials. The form of all such materials shall be subject to CICS' prior review and written approval. CICS reserves the right to re-order materials that do not conform to CICS branding standards, including but not limited to Campus apparel. CICS will withhold the cost of any such branded materials, plus a fee of ten percent (10%), from Civitas Education Partners' succeeding quarterly payment. In the event the final quarterly payment under this Agreement has already been paid or made available to Civitas Education Partners, Civitas Education Partners shall immediately pay CICS the cost of any such branded materials plus the ten percent (10%) fee. Civitas Education Partners shall cooperate with CICS in transitioning to the new design of CICS' official name, logo or any other new or different branding designs that CICS may hereafter approve and agrees to assist CICS in transitioning its branding designs in such a way that does not impose material costs upon the families of students attending any Campus. Should Civitas Education Partners wish to use joint CICS/Civitas Education Partners branding, it will work with CICS to develop and agree on such joint branding prior to use.

ii. **Campus Website.** In connection with each Campus, Civitas Education Partners shall maintain a Campus website, which shall include, at a minimum, a listing of network and school leadership. The website shall be updated regularly and Civitas Education Partners agrees that content posted on any Campus website shall comply with any federal, state or local statute or regulation or any agreement Civitas Education Partners or CICS has entered into with any person or entity.

iii. **Social Media.** Civitas Education Partners agrees to operate a social media account in connection with each Campus consistent with any branding guidebook or other guidance provided by branding vendors engaged by CICS. Civitas Education Partners shall not create any additional websites or social media accounts containing or utilizing the CICS logo without CICS' express written consent.

iv. **Government Advocacy.** Civitas Education Partners shall notify the CICS Communications team of any contact with local, state and national elected officials, so that CICS and Civitas Education Partners can coordinate advocacy efforts to the joint benefit of both CICS and Civitas Education

Partners. Civitas Education Partners acknowledges that close coordination with CICS is essential to ensuring that CICS and Civitas Education Partners take consistent positions on policies affecting CICS schools and their communities, students and their families.

v. **Press Releases and Media Inquiries.** Civitas Education Partners shall notify and collaborate with CICS' Communications and Marketing team prior to issuing any press release, authoring any article or participating in any interview, video, social media platform statement or other promotional activity relating in any way to CICS, its operations or any Campus Civitas Education Partners operates pursuant to the Charter Agreement.

vi. **Collaboration.** Civitas Education Partners shall meet with CICS at a minimum of once a month to collaborate and discuss communication priorities such as campus content, branding and marketing collateral/materials, press/media, social media, website and government advocacy.

7. ADMISSIONS, RECRUITMENT AND ENROLLMENT.

a. Compliance and/or Regulatory Requirements

i. Each party shall perform its duties under this Agreement in such a way that the following enrollment criteria will be met.

- Enrollment shall be open to all Chicago students, as determined by CICS and in accordance with the Charter Schools Law.
- To enroll for any Campus, a child's parent or legal guardian must complete a CICS elementary school or high school application, depending upon the age of the child.
- A child's parent or legal guardian must complete the CICS application and must list the Attendance Centers at which they want their child to attend in preferential order.
- A child's parent or legal guardian shall be entitled to apply to all or any Attendance Centers that have programs for the grade for which the application is being submitted.
- An elementary lottery shall be held in April for the immediately succeeding Academic Year.
- CICS follows the GoCPS application process through CPS for 9th grade seats and high school transfers.
- In order for an application to be included in the relevant lottery, it must be received by CICS in the manner designated by it on the Friday immediately preceding the date of the lottery.
- Applications that are received after the relevant lottery date shall be assigned a place at the Attendance Center or a position on the waiting list that is behind all who applied in a timely fashion, on a first-come, first-served basis.
- Students who are attending an Attendance Center at the time of the relevant lottery need not participate in the lottery and shall be

allowed to fill any "open" seats before the admission of any students through the relevant lottery unless they have officially transferred from such Attendance Center prior to the relevant lottery.

- The applications of siblings of students who are currently enrolled at a specific Attendance Center are given preference to any "open" seats at that Attendance Center.
- The applications of students transferring from one CICS campus to another are given preference to any "open" seats at campuses they have applied to in the order of selection.
- Students must have attended a CICS Campus for one full year before requesting a transfer to another campus. Provided there is a seat available in the requested CICS campus, the student will be transferred in the next academic year.
- "Open" seats in each grade level are determined for the Academic Year aligned with enrollment projection deadlines driven by CPS, which are typically in January for high school students and in March for elementary school students, after "intent to return forms" are completed by currently enrolled CICS students.
- Except for boundary schools, all CICS Campuses shall adhere to the same application and admission policies.
- Where a boundary exists for an Attendance Center, CICS shall work with the office of School Demographics & Planning of the Chicago Public Schools to ensure that students, who live within the appropriate boundaries for that Attendance Center and who applied to that Attendance Center by the lottery deadline, are given preference in the lottery over those students who applied by the lottery deadline but who: (a) do not live within the set boundary, (b) are not transferring from another Attendance Center, (c) do not have a sibling currently attending that Attendance Center, or (d) do not have a parent or legal guardian currently employed at that Attendance Center.
- If there are more applicants than space available in any given grade, all students not accepted in the lottery will be placed on a waiting list in the order that their name was placed in the lottery. The CICS waiting list will not carry over from year to year and a new student application must be filled out annually if parents or legal guardians wish to enroll their student for subsequent Academic Years.
- Once a student enrolls in CICS, if a parent or legal guardian wishes to withdraw the student from CICS, the parent or legal guardian must fill out a withdrawal form that will contain the name of the school to which the student is transferring. The form must then be signed by the student's parent or legal guardian. The student's file will be kept for the legally required amount of time at the Campus or sent with the student to the school to which they transfer, whichever is required by law. In this case, the Campus will make the required changes in the student information system.

- Siblings of students currently enrolled in an Attendance Center are given preference when applying to that Attendance Center. Sibling preference is not a guarantee of acceptance into an Attendance Center. If there are more siblings interested in attending a particular Attendance Center than there are available enrollment slots, the siblings shall be placed in a random lottery and accepted in the order indicated by the computerized lottery program. Sibling preference will only be granted if the application is received by CICS by the lottery deadline. Applications for siblings received after the deadline are entered into the general lottery. No preference is given to those applications.
- Civitas Education Partners shall only enroll students in full compliance with the requirements of the Charter Agreement and the Charter Schools Law.
- If a student who applied to and was admitted by CICS to CICS is found in violation of residency or age requirements, Civitas Education Partners will inform CICS within 48 hours of discovery, and CICS shall have such student removed from CICS immediately.

b. CICS Obligations

i. **Student Recruitment.** Civitas Education Partners and CICS shall be jointly responsible for the recruitment of students for the Campuses as described further in [Appendix A]. Joint responsibility will include sharing equally the cost of advertising and marketing for the Campuses and community outreach for new Campuses, provided that such costs will not be incurred without CICS' and Civitas Education Partners' prior written approval. CICS will support the recruitment efforts of Civitas Education Partners by providing Civitas Education Partners with the leadership staff responsible for this effort and a student recruitment and community engagement strategy. Notwithstanding this joint responsibility for recruiting, no Civitas Education Partners personnel shall be considered a joint or single employee of CICS and CICS will have no authority to exercise control over any Civitas Education Partners employee. Any compensation to Civitas Education Partners personnel for recruiting activity shall be paid by Civitas Education Partners. The recruitment and community engagement strategy will be developed and approved jointly by CICS and Civitas Education Partners.

ii. **Enrollment.** CICS will be responsible for selecting, managing and the costs of the network's platform for enrollment information and database. CICS will actively work with Civitas Education Partners to ensure proper access to student and family information pertaining to campuses directly managed by Civitas Education Partners.

c. Civitas Education Partners Obligations

i. **Enrollment Target and Annual Holdback / Fee Reduction Collaborative.** Given the parties shared interest in maintaining enrollment levels consistent with the attendance caps set in CICS' Charter Agreement, CICS agrees to decrease the CICS Holdback for the remainder of any fiscal

year in which Civitas Education Partners meets the enrollment targets for the Campuses as of the 20th day enrollment count, by 1%. In no event, however, shall either CICS or Civitas Education Partners engage in any conduct inconsistent with the enrollment criteria set forth above, or with the parties' obligations under the law.

ii. **Student Recruitment.** Civitas Education Partners is responsible for student recruitment activities as described further in Appendix A.

iii. **Enrollment.** Civitas Education Partners is responsible for all enrollment activities as described further in Appendix A.

iv. **Tracking and Data Collection.** Given the parties shared interest in maintaining enrollment and ensuring that appropriate resources are allocated for effective student recruitment strategies, Civitas Education Partners will collaborate with data collection during student recruitment and enrollment related activities. CICS will provide tools and training for Civitas Education Partners to complete student recruitment and enrollment data.

8. DEVELOPMENT AND FUNDRAISING.

a. Compliance and/or Regulatory Requirements

i. **Transparency.** The Parties shall comply with all applicable provisions in the Grant Accountability and Transparency Act (GATA)(30 ILCS 708).

ii. **501(c)(3) Tax Status**. The Parties shall comply with all applicable 501c3 fundraising guidelines and requirements.

b. CICS Obligations

i. **Grant Application and Fundraising Initiatives.** CICS may apply for grants and philanthropic support for its general operations, new initiatives, as well as programs offered by its SMO partners, including Civitas Education Partners.

ii. **Conflict Resolution.** CICS will notify Civitas Education Partners when there is a potential conflict in philanthropic initiatives between CICS and Civitas Education Partners' applications. CICS and Civitas Education Partners will work to coordinate their efforts to diminish any potential conflicts. CICS reserves the right to resolve conflicts of interest related to grant applications and other fundraising activities at the network office level on a case by case basis with Civitas Education Partners input.

c. Civitas Education Partners Obligations

i. **Fundraising Initiatives Support.** Civitas Education Partners shall cooperate and support CICS' philanthropic efforts during the Term and for the joint benefit of CICS and Civitas Education Partners.

ii. **Facilities Access.** As a result of its fundraising activities, CICS may occasionally need access to the Campuses. Civitas Education Partners shall grant CICS access to the Campuses and provide support from school leadership and teachers as needed for Campus tours or other events.

iii. **Grant Application and Fundraising Initiatives.** Civitas Education

Partners shall have the right to apply for and receive grant money and other contributed income on its own or together with CICS, and to retain any such funds for its use consistent with the terms of such grants and/or gifts; provided that Civitas Education Partners will keep CICS informed in writing of such applications prior to any application's submission, and grants at the level of detail that CICS reasonably requests for any such application or grant relating directly or indirectly to CICS or any Campus Civitas Education Partners operates on behalf of CICS. Civitas Education Partners shall use the standard grant language provided in the CICS External Affairs Policy and Procedure Policy with regard to CICS network operations, attached hereto as Appendix B. Any such monies received by Civitas Education Partners shall not reduce the fees due under this Agreement, unless otherwise agreed at the time the application is made. Any tax deductible funds raised utilizing CICS' charitable organization status under Section 501(c)(3) of the Code, with EIN 36-4141583 must be processed through the CICS network office's accounting and development departments according to network office policies and procedures.

9. CAMPUS/SCHOOL OPERATIONS.

a. Compliance and/or Regulatory Requirements

i. **Epicenter Reporting**. Civitas Education Partners shall provide all information regarding the operation of the Campuses and the students at such times and in such manner as CICS shall reasonably request, including without limitation information relating to Civitas Education Partners' educational performance and the efficiency of the operation of the Campuses during the school year. Without limitation of the forgoing, Civitas Education Partners shall deliver the Monthly and Quarterly reports on the Campuses as outlined in Epicenter and below:

- Notice of changes in leadership of the attendance center should be communicated two weeks before the change is implemented or within 48 hours if personnel removal is unplanned;
- Notice of physical or perceived threats to members of the attendance center community that may have safety and security implications should be communicated immediately;
- Notice of engagement of emergency response departments (Fire, Police, Medical), including while on attendance center sponsored field trips and events, should be communicated immediately (and no later than by the end of the same day on which the incident occurred) so that CICS may take appropriate coordination steps to support the campus and/or Civitas Education Partners and required communication steps with the Local Education Authority, CPS, our charter authorizer; and
- Notice of any publicly released information with public relations implications for CICS or public media statements at least 48 hours

prior to public release, or as far in advance as possible.

ii. **Educational Programming.** Civitas Education Partners shall provide CICS and its students at the Campuses in grades kindergarten through twelve (12) with a complete educational program based on (A) school management principles previously presented in writing to CICS, subject to the overall direction, oversight and policies of CICS, (B) the requirements of the Charter Agreement, and (C) the Charter Schools Law, except as may be further required by this Agreement.

iii. **Academic Performance.** Civitas Education Partners shall be responsible for and accountable to CICS for the performance of students who attend the Campuses, said performance to be measured in accordance with the requirements of the Charter Agreement and the Charter Schools Law. Civitas Education Partners shall be responsible for conducting interim testing and sharing the interim data (including but not limited to percentage of students performing at grade level in an IAR/SAT predictive assessment) with CICS, in a spreadsheet capable of sorting and filtering, within one week of the administration window closing.

iv. **Student Testing.** Civitas Education Partners shall take all testing required through both the Charter Schools Law and the Contract with CPS and the CICS Contract.

v. **Academic Interventions.** Civitas Education Partners shall offer intensive academic interventions for students at risk of being retained for the subsequent school year. Those interventions may include, but are not limited to the following options: virtual "anytime anywhere learning" instruction, in-person summer school, Saturday school or other interactive academic enrichment programming.

vi. **Campus Safety Training.** Civitas Education Partners, as required by law and charter authorizer, will be required to participate in training and/or complete webinars related but not limited to safety, hazardous materials and asbestos.

vii. **Special Needs**

- *Special Education.* Civitas Education Partners shall (A) be responsible for identifying the Campuses' students with special needs and developing Individual Educational Plans and Section 504 Plans, as necessary, (B) enroll students with disabilities, mental illness, behavior disorders, or other health impairments without prejudice, (C) serve Campus students requiring special education services in classrooms, (D) provide special education services to students who attend the Campuses in a manner that complies with federal, state and local laws and applicable regulations, all in a manner consistent with the Charter Agreement, the Charter Schools Law and other applicable law, provided that Civitas Education Partners may subcontract all or any portion of such services to a public or private subcontractor, subject to approval by CICS.
- *Bilingual and ELL Education.* Civitas Education Partners shall provide appropriate bilingual and/or "English for speakers of other

languages" for English language learners ("ELL") education services to the limited English proficient students at the Campuses through programs consistent with the requirements of this Agreement, the Charter Agreement, the Charter Schools Law and other federal, state, and local law, provided that Civitas Education Partners may subcontract all or any portion of such services to a public or private subcontractor, subject to approval by CICS.

- *Other Special Student Services.* Civitas Education Partners shall work with CICS to ensure compliance with the requirements of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and regulations relating to homeless students, provided that in no event shall CICS be required to expend funds in connection with the foregoing, provided that services necessary to comply with such requirements shall be provided in a manner that complies with state, federal, or local laws and applicable rules, regulations and policies, and provided further that Civitas Education Partners may subcontract such services to a public or private subcontractor, subject to approval by CICS and consistent with this Agreement.
- *CPS Compliance.* In the event that CPS imposes additional requirements on CICS related to special education services, CICS shall notify Civitas Education Partners of those requirements and Civitas Education Partners shall comply therewith.

viii. Compliance with Local, State, and Federal Guidelines

a. Civitas Education Partners shall operate the Campuses in accordance with the Charter Agreement, the Charter Schools Law, and applicable state, federal, or local regulations and any additional requirements imposed by the Illinois State Board of Education or CPS, CICS' charter authorizer.

b. Except to the extent expressly waived by appropriate governmental authorities, Civitas Education Partners shall, and shall cause its officers and employees to, (A) comply with the Charter Schools Law, the Charter Agreement, and all applicable federal, state, and local laws, concerning the maintenance and disclosure of student records, and (B) comply with the Family Educational Rights and Privacy Act, provided that Civitas Education Partners acknowledges that such records are property of CICS, that Civitas Education Partners has no rights in such records whatsoever, that it shall maintain such records on behalf of CICS and may use such records only in connection with its duties under this Agreement, and that it will follow CICS' instructions in connection with such records. Based on the foregoing, CICS hereby designates employees of Civitas Education Partners as having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C. §1232g, the Family Educational Rights and Privacy Act.

c. Civitas Education Partners shall meet an agreed calendar of reporting dates relating to local, state, and federal compliance reporting and must submit at least ninety percent (90%) of the documents on time (and the remaining ten percent (10%) within thirty (30) days of the applicable reporting date) and at least ninety percent (90%) of the documents must be accurate the first time that they are submitted.

d. If Civitas Education Partners fail to meet the ninety percent (90%) benchmark in terms of either accuracy or timeliness in a fiscal quarter, CICS shall notify Civitas Education Partners in writing that such benchmark was not met. If Civitas Education Partners fails to meet the ninety percent (90%) benchmark in terms of either accuracy or timeliness, Civitas Education Partners will make the following additional payments to CICS:

After two (2) consecutive fiscal quarters that Civitas Education Partners does not meet the ninety percent (90%) benchmark in terms of either accuracy or timeliness	Civitas Education Partners will pay CICS $10,000 per Campus.
After four (4) consecutive fiscal quarters that Civitas Education Partners does not meet the ninety percent (90%) benchmark in terms of either accuracy or timeliness	Civitas Education Partners will pay CICS $20,000 per Campus.
After eight (8) consecutive fiscal quarters that Civitas Education Partners does not meet the ninety percent (90%) benchmark in terms of either accuracy or timeliness	Civitas Education Partners will pay CICS $40,000 per Campus.
After twelve (12) consecutive fiscal quarters that Civitas Education Partners does not meet the ninety percent (90%) benchmark in terms of either accuracy or timeliness	Civitas Education Partners will pay CICS $60,000 per Campus.

e. CICS reserves the right to hire a third-party auditor if any internal financial control findings or concerns are identified in conjunction with Civitas Education Partners' audit. The third-party auditor shall audit Civitas Education Partners' accounting practices and where necessary, correct deficiencies. Civitas Education Partners shall bear the cost of the third- party auditor, not to exceed $25,000.

f. CICS reserves the right to hire a third-party auditor if any legal compliance findings are identified in conjunction with Civitas Education Partners' audit. The third-party auditor shall audit Civitas Education Partners' compliance with local, state and federal regulations and guidelines throughout the subsequent Academic Year. Civitas Education Partners shall bear the cost of the third-party auditor, not to exceed $25,000.

ix. **Procurement Requirements.** Pursuant to CICS' obligations to the Illinois State Board of Education, Civitas Education Partners shall adhere to all applicable procurement guidance and requirements from the Illinois State Board of Education, including guidelines for contracting diversification.

x. **Reporting and Documenting Reasonable Suspicions of Child Abuse or Neglect.** Civitas Education Partners shall ensure that all Civitas Education Partners employees and related vendors and volunteers are trained in and adhere to applicable local, state and federal laws related to the reporting of child abuse and neglect, including that mandatory reporters with reasonable cause to believe that a child known to the reporter in the reporter's official capacity may have been abused or neglected immediately call the DCFS Hotline at 1-800-252-2873 (1-800-25-ABUSE). Civitas Education Partners must also adhere to CPS' requirements on the Handling of Sexual Misconduct Allegations and pursuant thereto must (i) appoint at least one person per campus to serve as a Title IV School Representative(s); (ii) immediately report all allegations of actual, attempted or suspected sexual misconduct involving any charter school board member, director, employee, vendor or volunteer with a student, former student or minor to the Office of Inspector General ("OIG") at 1-833-835-5377 (1-833-TELL CPS) and (iii) report all allegations of sexual misconduct involving only students to the Office of Student Protections & Title IX ("OSP") at 1- 773-535-4400. As soon as possible and no later than within 24 hours after a DCFS, OIG or OSP report has been made, Civitas Education Partners is required to notify CICS leadership that a report has been filed. Within 48 hours after a DCFS Hotline, OIG or OSP call has been made, Civitas Education Partners or its school leader/supervisor shall upload any pertinent documentation/incident reports, including written confirmation of the reporter's oral Hotline report into the CICS electronic incident- reporting system. Civitas Education Partners shall fully cooperate with DCFS, OIG and/or OSP investigations.

xi. **Providing Support to Students Who Are Abused or Neglected.** Civitas Education Partners shall ensure that all Civitas Education Partners school leaders are trained in and adhere to the following policies for students who are abused or neglected:

- If the school leader or designee determines that the child needs medical assistance, the principal or designee must call the Chicago Police Department.
- If the school leader or designee determines that it is not safe for the child to return home, the school leader or designee must not allow the child to go home until DCFS has interviewed the child.
- The school leader shall assign a school mental health professional to support students who are determined to be abused or neglected.

b. CICS Obligations

i. **Reporting and Auditing.** CICS shall be responsible for the enforcement and collection of any Compliance and/or Regulatory Requirements described in this Section (9). CICS shall provide adequate timelines and

communications to meet these requirements to ensure that CICS and Civitas Education Partners are compliant as part of any reporting and auditing requirements.

c. Civitas Education Partners Obligations

i. **Educational Program.** Civitas Education Partners shall provide the management and administrative services necessary to implement and operate its educational program at each of the Campuses.

ii. **Program Requirements.** Civitas Education Partners shall operate the Campuses in accordance with the program requirements set forth in this Agreement.

iii. **School Technology.** Civitas Education Partners shall be responsible for the acquisition and installation of school-based technology equipment integral to the operations of the Campuses, and for related clean-up and painting incident thereto, provided that all such technology equipment acquired or installed on the Campuses purchased with Civitas Education Partners Campus Receipts or any other funds paid or otherwise disbursed by CICS to Civitas Education Partners under this Agreement shall be and remain property of CICS. CICS may purchase and distribute technology in accordance with funding released by CPS for such purposes (ex: ESSER).

iv. **Curriculum Materials and Other Property.** Civitas Education Partners shall provide curriculum materials to be used at the Campuses, including without limitation acquisition of curriculum materials from third parties to the extent necessary or appropriate, provided that curriculum materials and other property provided by Civitas Education Partners out of its owns funds (excluding any funds paid or otherwise disbursed by CICS to Civitas Education Partners under this Agreement) shall be the property of Civitas Education Partners and curriculum materials and other property provided by Civitas Education Partners out of Civitas Education Partners' Campus Receipts or any other funds paid or otherwise disbursed by CICS to Civitas Education Partners under this Agreement shall be and remain property of CICS.

v. **Cost of Operating the Campuses.** Except as otherwise provided in this Agreement or on Schedule A, Civitas Education Partners shall be responsible for all expenses of operating the Campuses.

vi. **School Facilities.** In addition to the Capital Repairs and Improvements paid for by CICS, subject to the terms of any lease affecting the applicable School Facilities, Civitas Education Partners may make building adaptations to the School Facilities at its own cost and expense if required by or advantageous to its educational objectives, provided that Civitas Education Partners shall not make capital improvements or alterations to the School Facilities without ten (10) business days' prior approval of CICS, which approval may be contingent upon consistency and compliance with normal CICS standards, educational objectives and lease/landlord requirements, but shall not be unreasonably withheld. If Civitas Education Partners makes building adaptations to the School Facilities without the required prior written consent of CICS or the applicable landlord, and CICS

and/or such landlord does not provide subsequent approval, CICS shall deduct one hundred and five percent (105%) of the cost of such building adaptations from Civitas Education Partners' succeeding quarterly payment, or, in the event that the final quarterly payment under this Agreement has already been paid or made available to Civitas Education Partners, Civitas Education Partners shall immediately pay such cost to CICS.

vii. **Maintenance and Repair.** Civitas Education Partners shall provide Maintenance and Repairs and shall be responsible for any additional costs or expenses incurred as a result of Civitas Education Partners' negligence or willful misconduct and the negligent and willful misconduct of any independent contractors hired by Civitas Education Partners or students managed by Civitas Education Partners. If Civitas Education Partners incurs additional costs related thereto, such costs shall be deducted from Civitas Education Partners' succeeding quarterly payment and (ii) CICS, upon written notice to Civitas Education Partners, shall have the right to outsource the Maintenance and Repairs for which Civitas Education Partners is responsible, and to deduct the increased cost of such services, if any, over that allocated by Civitas Education Partners in the annual projected budget, from Civitas Education Partners succeeding quarterly payment. In the event that such a determination is made after the termination of this Agreement or after the final quarterly payment under this Agreement has already been paid or made available to Civitas Education Partners, Civitas Education Partners shall immediately return to CICS the amount of such additional costs.

viii. **Cleaning and Maintenance.** Civitas Education Partners shall be responsible for the cleaning, maintenance and operation of the School Facilities. If CICS believes that Civitas Education Partners is not providing adequate cleaning and maintenance services, in accordance with the generally accepted industry standards as reflected in Appendix D hereto, CICS shall notify Civitas Education Partners in writing of such default and Civitas Education Partners shall have ten (10) days to cure such default or provide a plan for promptly curing the default. If (i) Civitas Education Partners does not cure such default within the ten (10) day period or provide a plan to promptly cure the default in that time period, or (ii) Civitas Education Partners receives two or more notices of default in any three (3) month period, CICS, upon written notice to Civitas Education Partners, shall have the right to outsource the cleaning and maintenance services for which Civitas Education Partners is responsible, and to deduct the increased cost of such services, if any, over that allocated by Civitas Education Partners in the annual projected budget, from Civitas Education Partners' succeeding quarterly payment. In the event that the final quarterly payment under this Agreement has already been paid or made available to Civitas Education Partners, Civitas Education Partners shall immediately return to CICS the amount of such increased costs.

ix. **Facilities Restoration upon Termination.** Upon termination of this Agreement in whole, or in part with respect to any Campus, Civitas

Education Partners shall take steps to insure that the applicable School Facilities are in substantially the same condition as they were on the date of this Agreement, except for permitted alterations and improvements, reasonable wear and tear consistent with the number of years that Civitas Education Partners has performed services at the School Facilities, obsolescence, and fire or other casualties beyond Civitas Education Partners' control.

x. **Transportation.** Civitas Education Partners shall be responsible for arranging transportation for students in accordance with applicable local, state and federal law.

xi. **Food.** Civitas Education Partners recognizes that CICS is the School Food Authority for all the campuses within its network and that CICS will contract with a food service management company for the provision of breakfast, lunch, snacks, and where applicable, dinner, at all Campuses. With the cooperation of CICS, Civitas Education Partners shall ensure the food operations at its Campuses adhere to all applicable local, state, and federal laws and the CICS Wellness Policy.

xii. **Health and Safety.** Civitas Education Partners shall comply with all applicable federal, state, or local laws concerning welfare, safety and health of students, and with all applicable CPS policies and rules, and the Code of Conduct, including the participation of training set forth by the state or charter authorizer.

xiii. **School Uniforms.** Civitas Education Partners and program leaders may implement a uniform or dress code policy that promotes a positive, safe, and culturally responsive learning environment. All uniform or dress code policies must be approved by CICS and consider students and families who may not have the ability to afford uniforms.

xiv. **Student Conduct.** Civitas Education Partners will communicate to CICS any Category 5 and Category 6 violations or alleged violation to the Student Code of Conduct within 24 hours of the alleged violation occurring.

xv. **Student Fees.** Subject to the Charter Agreement, the Charter Schools Law and other applicable law, and the approval of CICS, Civitas Education Partners shall be entitled to charge fees to students at the Campuses for program expenses for which other public schools in the region customarily charge fees or for extra services such as after school programs, athletics and other similar activities, provided that such fees must be on a "sliding scale" to allow students who qualify for free/reduced lunch to pay a reduced charge or to waive such fee if it causes financial hardship for such student's family and provided further that students may not be excluded from school day activities because of failure to pay fees. These fees must be approved by CICS in advance of their collection.

10. ACADEMIC MONITORING.

a. Compliance and/or Regulatory Requirements

i. CICS and Civitas Education Partners shall participate in any CPS or ISBE-mandated remediation practices relating to academic monitoring (ex: continuous improvement session).
ii. CICS and Civitas Education Partners shall ensure that all grades and attendance must be assigned and entered into the CICS student information system accurately and in a timely manner to determine student on-track status.
iii. CICS and Civitas Education Partners shall ensure that incidents of suspension must be assigned and recorded in the system of record accurately to determine suspension rate.
iv. CICS and Civitas Education Partners shall ensure that data must be presented by priority sub groups such as Diverse Learner and English Learner as defined by ISBE.

b. CICS Obligations

i. CICS shall provide an accurate dashboard updated in real time that projects academic performance on year-end priority metrics.
ii. CICS shall provide intensive support for schools labeled as "comprehensive" or "targeted" by ISBE up to and including site visit assessments 3x/year and monthly advisory sessions.
iii. CICS shall facilitate quarterly SWOT meetings resulting in key priorities to be implemented across CICS.
iv. CICS shall facilitate monthly Academic Leads status meetings where priorities from quarterly SWOT are determined and shared.
v. In the event that CICS needs to implement additional levels of support needed to ensure successful remediation per CPS and ISBE guidelines, CICS shall charge Civitas Education Partners the cost of such services and support to Civitas Education Partners.
vi. CICS shall communicate academic monitoring progress to the CICS Board of Directors.

c. Civitas Education Partners Obligations

i. **Performance and Culture.** With the goal of ensuring that all CICS students receive an excellent education, it is CICS' expectation that no campus managed by Civitas Education Partners is placed on the CPS warning list or equivalent as determined by the CPS Charter School Policy or the applicable CPS accountability metric. If any campus is in danger of this status based on current year data, or any campus otherwise exhibits performance deficiencies with respect to meeting the criteria set forth in the Excellence framework or rubric, as determined by CICS, CICS may require Civitas Education Partners to develop mitigation plans to increase excellence for students. In the case where any Campus that Civitas Education Partners manages is placed on the warning list, CICS may require Civitas Education Partners to implement specific academic, operational and other strategic changes to improve performance.
ii. Civitas Education Partners shall submit accurate data to inform a network-wide dashboard updated in real time that projects academic performance on year-end priority metrics.

iii. Civitas Education Partners shall implement intensive support for schools labeled as "comprehensive" or "targeted" by ISBE up to and including site visit assessments 3x/year and monthly advisory sessions.
iv. Civitas Education Partners shall participate in quarterly SWOT meetings resulting in key priorities to be implemented across CICS
v. Implement key priorities outlined in SWOT meetings
vi. Civitas Education Partners shall participate in monthly Academic Leads status meetings where priorities from quarterly SWOT are shared
vii. Civitas Education Partners shall communicate academic monitoring progress to CICS within 2 weeks of assessment administration ensuring 95% student participation in interim assessments
viii. Civitas Education Partners shall implement quarterly interims that are predictive of IAR and/or P/SAT with 95% student participation.
ix. Civitas Education Partners shall implement the CICS-approved survey for students and families with at least 95% student participation and 50% family participation.
x. Civitas Education Partners shall implement two (2) staff experience surveys with 95% instructional staff participation.

11. VISION OF EXCELLENCE (VOE).

a. Compliance and/or Regulatory Requirements

i. The parties commit to understanding and abiding by the school performance and accountability expectations of CPS as defined in CPS' Charter School Quality Policy and School Quality Rating Policy (SQRP) for each campus, or the applicable CPS accountability metric.

b. CICS Obligations

i. **VOE Steering Committee.** The CICS VOE Steering Committee has the responsibility to advise and support the Vision of Excellence and accountability framework that holds the CICS network of campuses to excellent student outcomes aligned to our Graduate Aims. CICS shall lead the VOE Steering Committee, which shall consist of at least one representative from Civitas Education Partners. This committee shall meet at least once a year, and up to quarterly, to evaluate the context for the steering committee's work, which includes but is not limited to:
   - CPS Accountability and ISBE summative designations
   - Charter renewal & CICS responsibility for all CICS campuses
   - Post-pandemic student needs - SEL & academic
   - Opportunity to clarify and align CICS accountability

ii. **Internal Accountability Measurements.** CICS shall jointly collaborate with Civitas Education Partners as part of the VOE Steering Committee, as referenced above in Section 11 (b)(i), to establish internal accountability measurements. The measurements shall include but are not limited to:
   - ISBE Summative Designation (overall rating)
   - ELA and Math Proficiency

- 4-, 5-, and 6-year Composite High School Graduation Rates
- ELA and Math Growth
- Chronic Absenteeism
- 9th Grade-On-Track
- Staff vacancy data
- Staff certification data
- Suspension data
- GPA

c. Civitas Education Partners Obligations

i. **VOE Steering Committee Membership and Participation.** Civitas Education Partners shall identify at least one representative as a member of the steering committee. The selected representative must be a senior leader who has academic expertise and be appointed with decision-making authority by Civitas Education Partners' CEO. The representative is required to attend and participate in steering committee meetings.

ii. **Performance-based Reduction of Annual Holdback / Fee.** Given the parties shared commitment to serving student needs, CICS agrees to decrease the CICS Holdback when a Campus meets the performance metrics under the Vision of Excellence. For each Campus where the Vision of Excellence performance metrics are met, CICS will decrease the total CICS Holdback by 1%, applied retroactively to the first two Quarter payments, and for Quarter 3 and 4 payments.

iii. **Performance Improvement Aligned with Authorizer.** Because we believe all students deserve an excellent education, it is CICS' expectation that no campus managed by Distinctive is placed on the CPS warning list as determined by the CPS Charter Quality Policy, or the applicable CPS accountability metric. If any campus is in danger of warning list status based on current year data, or any campus otherwise exhibits performance deficiencies with respect to meeting the expectations set forth in the Excellence framework or rubric, as determined by CICS, CICS may require (SMO) to develop mitigation plans to increase excellence for students. (SMO) must meet with CICS to review the plan within 10 days of CICS notification of concerns and must immediately thereafter execute the plan, as approved by CICS. In the case where any Campus that (SMO) manages is placed on the warning list, CICS may require (SMO) to implement specific academic, operational or other strategic changes to improve performance. (SMO) must include progress on mitigation implementation and outcomes within regular monthly updates and during monthly 1:1 meetings.

iv. **Expectation for Stakeholder Feedback Related to Our VOE.** As a steward of public dollars with the responsibility to provide a public service, entities within the CICS network must prioritize stakeholder feedback that evaluates and informs delivery of such service. In addition to SMO-specific stakeholder feedback tools, a specific, network-wide stakeholder feedback tool will be determined in partnership between the VOE Steering Committee, the CICS Board Academic Committee and the Academic Leads

Working Group.

12. BOARD GOVERNANCE.

a. **Compliance and/or Regulatory Requirements**
   i. **Board Governance and Oversight.** Transparent and effective governance is a critical component for ensuring CICS Campuses are managed by organizations fulfilling nonprofit legal obligations as well as upholding stakeholder expectations for quality and trustworthy services. Directors of the governing board of Civitas Education Partners shall (i) have duties and responsibilities consistent with the Illinois General Not-For-Profit Corporation Act of 1986, as amended and (ii) Operate in accordance with the Open Meetings Act (5 ILCS 120/1.01 et seq.), to the extent applicable.
   ii. **Board Meeting Requirements.** The Civitas Education Partners governing board shall hold meetings at least four (4) times a year and must notify CICS of any board meeting at least ten (10) business days before each meeting so that CICS leaders can attend. Every four (4) months, Civitas Education Partners shall submit to CICS the approved minutes of every governing board meeting held since its last submission of its approved board meeting minutes to CICS and any advertised copies of such meeting notices. The Board Bylaws and Conflict of Interest Policy and notices shall be submitted to CICS on an annual basis.

b. **CICS Obligations**
   i. **Board Engagement.** CICS is committed to facilitating committee meetings and to send prework to prepare CICS board members prior to scheduled meetings.
   ii. **Board Diversity and Representation.** CICS shall make every effort to ensure that the governing board reflects the diversity of student enrollment, including representation of the local communities CICS campuses are located in.

c. **Civitas Education Partners Obligations**
   i. **Board Diversity and Representation.** Civitas Education Partners shall make every effort to ensure that the governing board reflects the diversity of student enrollment, including representation of the local communities CICS campuses are located in.

13. PROPERTY OWNERSHIP.

a. **Compliance and/or Regulatory Requirements**
   i. N/A

b. **CICS Obligations**
   i. **CICS Property.** All property purchased by CICS with its own funds, all property purchased by Civitas Education Partners for use at the Campuses with Civitas Education Partners Campus Receipts, any other funds paid or

otherwise disbursed by CICS to Civitas Education Partners under this Agreement (other than the SMO Holdback), any funds CICS acquires through government or private grants or donation, or any other CICS funds ("CICS Property"), shall remain the property of CICS, or be disposed of in accordance with the terms of the applicable grant. Any such property acquisitions shall require contemporaneous recording in the books and records of CICS. To the extent that such acquisitions are made by Civitas Education Partners with Civitas Education Partners Campus Receipts, or other funds paid or otherwise disbursed by CICS to Civitas Education Partners under this Agreement (other than the SMO Holdback),Civitas Education Partners shall be responsible for initiating the contemporaneous financial accounting entries necessary in the books and records of both Civitas Education Partners and CICS to properly reflect the asset acquisition transaction and CICS' ownership of the asset.

ii. **CICS Intellectual Property.** CICS owns the CICS Intellectual Property, and Civitas Education Partners shall at no time contest or aid in contesting the validity or ownership of the CICS Intellectual Property or take any action in derogation of CICS' rights therein, including, without limitation, applying to register any trademark, trade name, domain name, or other designation that is confusingly similar to CICS' trademarks, trade names or domain names, Civitas Education Partners shall promptly notify CICS of any actual or suspected infringement by a third party of CICS' rights in the CICS Intellectual Property. In addition, Civitas Education Partners shall take all measures reasonably necessary to assure that no Civitas Education Partners personnel or agents employed or engaged by it disclose, publish, copy, transmit, modify, alter or utilize CICS Intellectual Property without CICS' written consent. CICS hereby grants Civitas Education Partners a non-exclusive, royalty-free, worldwide, perpetual, non-assignable license to use, make, have made, import, offer for sale, sell, reproduce, distribute, modify, adapt, prepare derivative works of, display, perform, and otherwise exploit Inventions Made From Civitas Education Partners Campus Receipts.

c. Civitas Education Partners Obligations

i. **Civitas Education Partners Property.** All property which has been purchased by Civitas Education Partners with its own funds will remain the property of Civitas Education Partners, provided that such Civitas Education Partners funds do not include Civitas Education Partners Campus Receipts, any other funds paid or otherwise disbursed by CICS to Civitas Education Partners under this Agreement (other than the SMO Holdback), any funds CICS acquires through government or private grants or donation, or any other CICS funds ("Civitas Education Partners Property").

ii. **Civitas Education Partners Intellectual Property.** Civitas Education Partners shall own the Civitas Education Partners Intellectual Property. CICS shall at no time contest or aid in contesting the validity or ownership of the Civitas Education Partners Intellectual Property or take any action in derogation of Civitas Education Partners' rights therein, including, without

limitation, applying to register any trademark, trade name, domain name, or other designation that is confusingly similar to Civitas Education Partners' trademarks, trade names or domain names. CICS shall promptly notify Civitas Education Partners of any actual or suspected infringement by a third party of Civitas Education Partners' rights in the Civitas Education Partners Intellectual Property. CICS shall take all measures reasonably necessary to ensure that no CICS personnel or agents employed or engaged by it disclose, publish, copy, transmit, modify, alter or utilize Civitas Education Partners Intellectual Property without Civitas Education Partners' written consent. Nothing in this paragraph shall be construed to prevent a teacher from using lesson plans or other instructional materials s/he has developed for his or her own use, in or outside of the Campuses, regardless of the expiration or termination of this Agreement. If new teaching techniques or methods, or significant revisions to known teaching techniques or methods, are developed or used in the Campuses, Civitas Education Partners shall report those to CICS.

iii. **Teacher and Other Staff Property.** All property owned personally and/or individually by the teachers, administrative and support staff shall remain the property of such individual teachers and staff. Such property shall include, but shall not be limited to, albums, curriculum manuals, and personal mementos and other materials or apparatus that have been personally financed or personally developed by teachers or staff.

14. PERSONNEL.

a. Compliance and/or Regulatory Requirements

i. **Background Checks.** Pursuant to CICS' obligations to CPS, related to the IL School Administrative Code: 105 ILCS 5/27A-5(1) Sections 10-21.9 and 34-18.5., Civitas Education Partners shall adhere to the Employee and Volunteer Background Check Policy.

ii. **Personnel Policies.**

- Civitas Education Partners shall comply with applicable federal, state, and local laws and regulations, concerning employee welfare, safety and health, including, without limitation, the requirements of federal, state, or local law for a drug free workplace.
- Civitas Education Partners shall comply with all applicable federal, state, or local laws and regulations concerning the maintenance and disclosure of employee records for Campus personnel.
- Civitas Education Partners shall not illegally discriminate against any employee or applicant for employment on the basis of race, creed, color, sex, national origin, religion, ancestry, age, disability, marital status, citizenship, veteran status, or sexual orientation in its recruitment, selection, training, utilization, termination or other employment-related activities.

iii. **Joint or Single Employer.** CICS is not an employer, joint employer, or

single employer of Campus personnel and does not authorize any party, including Civitas Education Partners, to consent to or imply that CICS is an employer, joint employer or single employer of Campus personnel. CICS does not possess or reserve any authority to exercise control over Campus personnel or any other Civitas Education Partners employees. Pursuant to IL School Administrative code: 105 ILCS 5/27A-10.5(c).

b. CICS Obligations

i. N/A

c. Civitas Education Partners Obligations

i. **Personnel Responsibilities.** Civitas Education Partners shall (i) determine staffing levels at the Campuses and select, evaluate, assign, discipline and transfer personnel consistent with federal, state, and local laws, rules, and regulations (unless waived by appropriate authorities), (ii) ensure that all Civitas Education Partners personnel meet all local, state, and federal laws and regulations related to school personnel, and (iii) complete a background check in accordance with public school policies for all Civitas Education Partners personnel.

ii. **Selection of Personnel; Supervision.** Civitas Education Partners shall, in a manner consistent with local, state and federal laws, select the principal(s)/directors for the Campuses, and Civitas Education Partners shall supervise such principal(s)/directors and hold her, him or them accountable for the success of the Campuses. Civitas Education Partners shall, in a manner consistent with local, state and federal laws and in consultation with its principals, select and supervise the teachers and the non-instructional staff at the Campuses. Upon advance reasonable notice to Civitas Education Partners, CICS shall have the right to investigate or provide oversight for any investigation into allegations that a Principal, director, teacher or non-instructional staff member has engaged in misconduct, fraud or any other act in violation of local, state or federal laws affecting the Civitas Education Partners Campuses.

iii. **Employment Terms.** Civitas Education Partners shall engage all personnel working at the Campuses as employees of Civitas Education Partners, and Civitas Education Partners shall compensate all such employees according to Civitas Education Partners' compensation policies, which may include performance- based incentives. Civitas Education Partners shall pay for the salaries, fringe benefits, employment taxes and other employment related costs and expenses for all such employees.

iv. **Training and Coaching.** Civitas Education Partners shall provide (i) training in its methods, curriculum, program, and technology to all teaching personnel at the Campuses on a regular basis, (ii) training to new teaching personnel prior to the commencement of each school year, and (iii) ongoing professional development programs throughout each school year, provided that such training and development may be held onsite or offsite, at locations selected by Civitas Education Partners.

15. INSURANCE.

a. Compliance and/or Regulatory Requirements

i. Liability Insurance.

- Civitas Education Partners shall secure and maintain, at its expense, for the protection of CICS, Civitas Education Partners, and their respective officers, directors, employees, students, teachers and volunteers, insurance, including but not limited to general liability, sexual misconduct and molestation liability, education, employment practices, employee dishonesty, errors and omissions insurance and insurance coverage for bodily injury, property damage and ransomware. Appendix E to this Agreement sets forth minimum coverage amounts for certain insurance policies required pursuant hereto. All such insurance policies shall be issued by an insurance company or companies selected by Civitas Education Partners (subject to approval by CICS) and licensed to do business in the State of Illinois. Except as otherwise agreed in writing by CICS and Civitas Education Partners, all such insurance coverage shall be primary insurance, with deductibles or self-insured retentions and policy limits in accordance with Appendix E and shall be occurrence based insurance and not claims made insurance. Civitas Education Partners shall be financially responsible for payment of all deductibles and self-insured retentions.
- Civitas Education Partners shall cause all insurance policies maintained by Civitas Education Partners pursuant to this Agreement (including without limitation insurance described in this Section 16 hereof) to be endorsed to state that coverage shall not be suspended, voided, canceled, or reduced, in coverage or limits, except after thirty (30) days prior written notice to CICS and Civitas Education Partners. The parties shall furnish one another certified copies of the insurance policies or certificates of insurance which name one another as additional insured and which demonstrate compliance with this Agreement.

ii. Hazard Insurance.

- Each party shall secure and maintain workers' compensation insurance for its own employees.
- Civitas Education Partners shall (i) maintain hazard insurance for all ancillary property and other personal property provided by Civitas Education Partners at the School Facilities, on which CICS shall be named as an additional insured, as further described in Appendix E, (ii) secure from its insurers waivers of subrogation as against CICS with respect to damages to the site, and (iii) otherwise hold CICS and its Board harmless against liabilities arising out of any such damages.
- CICS shall (i) maintain hazard insurance for the School Facilities and for all personal and other property on the site provided by CICS,

on which Civitas Education Partners and its facilities manager shall be named as additional insureds and the premiums for which insurance shall be withheld from Operating Funds otherwise payable to Civitas Education Partners, (ii) secure from its insurers waivers of subrogation as against Civitas Education Partners and its facilities managers, with respect to damages to the site, and (iii) otherwise hold Civitas Education Partners and its facilities managers, and their respective offices, employees and agents, harmless against liabilities arising out of any such damages.

- The parties shall coordinate risk management activities with one another, including without limitation the prompt reporting of any and all pending or threatened claims, filing of timely notices of claim, cooperating fully with one another in the defense of any claims and complying with any defense and reimbursement provisions of state governmental immunity laws and applicable insurance policies.
- Neither party shall compromise, settle, negotiate or otherwise affect any disposition of any claim or potential claims asserted against it to the extent such claims are insured by or through the other party without the approval of the other party.

iii. **Insurance Required under Leases.** In addition to the other insurance required to be carried pursuant to this Agreement, in the event that any lease affecting any School Facilities requires additional insurance to be carried or requires higher insurance limits or lower deductibles than are required hereunder, Civitas Education Partners will carry such insurance at such limits and with such deductibles, as applicable.

b. CICS Obligations

i. N/A

c. Civitas Education Partners Obligations

i. N/A

16. REPRESENTATIONS, WARRANTIES AND COVENANTS.

a. Compliance and/or Regulatory Requirements

i. The Parties shall comply with statutory requirements for educational or charter management organizations, including those set forth in 105 ILCS 5/27A-10.5.

b. CICS Obligations

i. Representations, Warranties and Covenants of CICS.

- CICS represents and warrants that it is an Illinois not-for-profit corporation duly organized and existing under the laws of the State of Illinois and that it has the authority under state law to execute, deliver and perform this Agreement, to incur the obligations provided for under this Agreement and to contract with Civitas Education Partners for Civitas Education Partners to provide the

services set forth in this Agreement.

- CICS represents and warrants that this Agreement constitutes a legal, valid and binding obligation of CICS enforceable in accordance with its terms.
- CICS shall notify Civitas Education Partners immediately in the event any of its representations or warranties made above become untrue after the date of this Agreement.

c. Civitas Education Partners Obligations

i. Representations, Warranties and Covenants of Civitas Education Partners.

- Civitas Education Partners represents and warrants that it is an Illinois not-for- profit corporation duly organized and existing under the laws of the State of Illinois and that it has the authority under state law to execute, deliver and perform this Agreement, to incur its obligations provided for in this Agreement, and to contract with CICS to provide the services set forth in this Agreement.
- Civitas Education Partners represents and warrants that this Agreement constitutes a legal, valid and binding obligation of Civitas Education Partners enforceable in accordance with its terms.
- Civitas Education Partners shall notify CICS immediately in the event any of its representations or warranties made above become untrue after the date of this Agreement.

17. INDEMNIFICATION.

a. Compliance and/or Regulatory Requirements

i. The Parties shall comply with section 108.75 of the General Not For Profit Corporation Act of 1986 regarding indemnification of officers, directors, employees, and agents.

b. CICS Obligations

i. **Indemnification.** CICS shall indemnify and save and hold Civitas Education Partners, its Board of Directors, its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits, damages, liabilities, losses, settlements, judgments, costs and or other forms of liability to third parties, actual or claimed, including reasonable attorneys' fees, which arise out of or relate to the operation of the Campuses from conduct committed or omitted by CICS or by its employees, officers, directors, subcontractors, agents or by employees of any Campus while assigned to the supervision of CICS during the term of this Agreement or any renewal thereof, including but not limited to allegations related to injuries to property or person or compliance with local, state, or federal regulations. Upon timely written notice from Civitas Education Partners, CICS shall defend the foregoing indemnitees in any such action or proceeding brought thereon.

ii. **Notice.** CICS shall give prompt written notice to Civitas Education Partners

of the assertion of any claim or the commencement of any litigation for which indemnification is sought and shall cooperate with the indemnifying party in the defense of the claim or litigation.

iii. **No Waiver.** The foregoing provisions shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability to third parties provided or available to any of the parties under applicable state governmental immunities laws or otherwise.

iv. **Survival.** The provisions of this Section 34 shall survive any termination, expiration or cancellation of this Agreement.

c. Civitas Education Partners Obligations

i. **Indemnification.** Civitas Education Partners shall indemnify and save and hold CICS, its Board of Directors, its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits, damages, liabilities, losses, settlements, judgments, costs and or other forms of liability to third parties, actual or claimed, including reasonable attorneys' fees, which arise out of or relate to the operation of the Campuses from conduct committed or omitted by Civitas Education Partners or by its employees, officers, directors, subcontractors, agents or by employees of any Campus while assigned to the supervision of Civitas Education Partners during the term of this Agreement or any renewal thereof, including but not limited to allegations related to injuries to property or person or compliance with local, state, or federal regulations. Upon timely written notice from CICS, Civitas Education Partners shall defend the foregoing indemnitees in any such action or proceeding brought thereon.

ii. **Notice.** Civitas Education Partners shall give prompt written notice to CICS of the assertion of any claim or the commencement of any litigation for which indemnification is sought and shall cooperate with the indemnifying party in the defense of the claim or litigation.

iii. **No Waiver.** The foregoing provisions shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability to third parties provided or available to any of the parties under applicable state governmental immunities laws or otherwise.

iv. **Survival.** The provisions of this Section 34 shall survive any termination, expiration or cancellation of this Agreement.

18. TERMINATION.

a. Compliance and/or Regulatory Requirements

i. N/A

b. CICS Obligations

i. **CICS Termination for Cause.** CICS may terminate this Agreement in whole, or in part with respect to any Campus, for cause prior to the end of the Term, in accordance with the procedures set forth herein, for the reasons set forth in subparagraphs (i), (ii), or (iii) below, as applicable.

- If (i) Civitas Education Partners substantially breaches any of the

material terms and conditions of this Agreement and fails to remedy such breach within ninety (90) days after receipt of written notice of such breach from CICS, (ii) Civitas Education Partners is liquidated or dissolved, (iii) Civitas Education Partners makes any assignment of its assets for the benefit of a creditor, (iv) Civitas Education Partners files a voluntary petition under any federal, state, or local bankruptcy statute, (v) a third party files an involuntary petition against Civitas Education Partners under any federal, state, or local bankruptcy statute, which involuntary petition has not been dismissed or withdrawn with ninety (90) days of the date of filing, (vi) Civitas Education Partners violates the rights of any protected individuals under the Individuals with Disabilities Education Act, (vii) or engages in severe misconduct directed at students, or (viii) Civitas Education Partners misuses, misappropriates or commingles funds in violation of this Agreement, CICS may terminate this Agreement; or

- If there occurs an enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which, after all possible appeals, results in a final judgment or finding that this Agreement or the operation of the Campuses in conformity with this Agreement violates CICS' responsibilities, duties or obligations under the state, federal, or local constitutions, statutes, laws, rules or regulations, or any Foundation contract or agreement, or interferes with CICS' status as a tax-exempt organization under Code Section 501, or results in an excess benefit transaction under Code Section 4958, CICS may terminate this Agreement.
- If there occurs a material reduction (more than 25%) of the funding for the Campuses in comparison to the funding budgeted, CICS may terminate this Agreement.

ii. **CICS Termination by Non-Renewal.** CICS may elect, pursuant to Section 2 above, not to extend the Term.

iii. **Procedures.** The following procedures shall apply to any termination pursuant to Section 19. CICS shall give Civitas Education Partners written notice of its intent to terminate this Agreement in whole or with respect to a Campus, as applicable, at least ninety (90) days prior to the effective date of termination stated in the notice, except in the case of a termination pursuant to Section 19, in which case such notice shall be given at least thirty (30) days prior to the effective date of termination. The cause for termination shall immediately be submitted to CICS' Chief Executive Officer and Civitas Education Partners' Chief Executive Officer, or their respective designees, for consideration and discussions to attempt to resolve the matter. If these representatives are unable to resolve the matter, then termination shall become effective in accordance with CICS' termination notice. Notwithstanding the foregoing, any termination will not become effective until the end of a school year unless there are unusual and

compelling circumstances, determined by CICS in its sole discretion, that justify the disruption to the educational program and the students caused by a mid-year termination. However, if the grounds for termination relates to a serious health, safety or educational risk to students, then notwithstanding any provision to the contrary set forth above, upon election by CICS termination shall be effective immediately.

iv. **Disposition of Fixed Assets upon Termination.** Upon expiration or termination of this Agreement in whole, or in part with respect to any Campus for any reason, CICS shall have the right, subject to any limitations and/or conditions in loan or lease agreements to which Civitas Education Partners is a party, to acquire or lease all or any part of the property and equipment owned by Civitas Education Partners and located in the Campus or Campuses, as applicable, and in the homes of the schools' students or teachers by paying Civitas Education Partners the lower of "net depreciated value" or the then fair market value of such property and equipment as carried on the books of Civitas Education Partners, within sixty (60) days after the effective date of termination. Civitas Education Partners shall be allowed to remove and retain such property and equipment in the event that CICS elects not to purchase it. Civitas Education Partners shall restore the School Facilities after removing equipment to the condition that existed prior to such removal. In the event CICS and Civitas Education Partners cannot agree on the "net depreciated value" or fair market value, as applicable of such property and equipment within thirty (30) days after the effective date of termination, such dispute shall be settled by arbitration administered by an arbitrator reasonably selected by CICS (the "Arbitrator"). In such an event, within ten (10) days of the engagement of the Arbitrator, CICS and Civitas Education Partners shall submit to the Arbitrator their respective valuations for the property and equipment, along with any supporting material or analysis. Within thirty (30) days of the Arbitrator's engagement, the Arbitrator shall choose from the two valuations which valuation shall be binding on the parties. In the event a party fails to submit to the Arbitrator a valuation within ten (10) days of the Arbitrator's engagement, then the valuation received by the Arbitrator shall automatically be the final valuation to be used by the parties. Upon reaching a final decision, the Arbitrator shall immediately deliver notice to each of the parties, who shall promptly act in accordance therewith. The parties agree that any decision of the Arbitrator shall be final, conclusive and binding, and that they will not contest any actions taken by any other parties in accordance with the decision of the Arbitrator. It is specifically understood and agreed that any party may enforce any arbitration decision rendered pursuant hereto by bringing suit pursuant hereto. All fees, costs and expenses of the Arbitrator shall be shared equally by Civitas Education Partners and CICS.

v. **Remedies.** Termination of this Agreement in whole, or in part with respect to any Campus in accordance with Sections 19 shall be the sole remedies for breaches of this Agreement except for any breach of any obligation to

make monetary payments to the other party. Any monetary payments that are not paid within thirty (30) days after the due date will be subject to interest at the rate of one percent (1%) per month. Notwithstanding the foregoing, nothing herein shall preclude any party from seeking a temporary and/or permanent injunction, or other equitable remedy, in the event of a breach hereof by the other party hereto or any person acting for or in concert with such party. Civitas Education Partners acknowledges that if it fails to provide assistance to CICS pursuant to Section 19 after the termination of this Agreement, CICS will be irreparably harmed and money damages will not be a sufficient remedy. In addition to all other remedies available at law, CICS shall be entitled to specific performance and injunctive and other equitable relief as a remedy for such breach or threatened breach. Civitas Education Partners hereby waives any requirement for the securing or posting of any bond or the showing of actual monetary damages in connection with such claim.

c. Civitas Education Partners Obligations

i. **Civitas Education Partners Termination for Cause.** Civitas Education Partners may terminate this Agreement for cause prior to the end of the Term, in accordance with the procedures set forth below, for any of the reasons set forth in subparagraphs (i), (ii), or (iii) below, as applicable.

- If (A) CICS substantially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within ninety (90) days after receipt of written notice of such breach from Civitas Education Partners, (B) CICS makes any assignment of its assets for the benefit of a creditor, (C) CICS files a voluntary petition under any federal, state, or local bankruptcy statute, or (D) a third party files an involuntary petition against CICS under any federal, state, or local bankruptcy statute, which involuntary petition has not been dismissed or withdrawn with ninety (90) days of the date of filing. For this purpose, a material breach may include, but is not limited to, failure to make payments as required by this Agreement unless the required payment is subject to reasonable dispute, or any other failure which undermines the purposes of this Agreement.
- The enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which has a material adverse effect on Civitas Education Partners' ability to operate a charter school in accordance with its budget.

ii. **Civitas Education Partners Termination by Non-Renewal.** Civitas Education Partners may elect, pursuant to Section 2 hereof, not to extend the Term.

iii. **Procedures.** The following procedures shall apply to any termination pursuant to Section 19. Civitas Education Partners shall give CICS written notice of its intent to terminate this Agreement at least ninety (90) days prior to the effective date of the termination stated in the notice. The cause of termination shall immediately be submitted to CICS' Chief Executive

Officer and Civitas Education Partners' Chief Executive Officer, or their respective designees, for consideration and discussions to attempt to resolve the matter. If these representatives are unable to resolve the matter, then termination shall become effective in accordance with Civitas Education Partners' termination notice. Notwithstanding the foregoing, any termination will not become effective until the end of a school year unless there are unusual and compelling circumstances that justify the disruption to the educational program and the students caused by a mid-year termination.

iv. **Assistance.** In the event of a termination by CICS or Civitas Education Partners of this Agreement in whole, or in part with respect to any Campus, Civitas Education Partners shall, at its sole expense, (i) provide reasonable assistance to CICS for up to ninety (90) days after the effective date of termination, to assist in the transition of the Campus or Campuses, as applicable, to an alternative school program, (ii) return to CICS all CICS Property and Reserve funds, (iii) cooperate with CICS and the auditor to promptly provide such information and records necessary to complete the audits, including any and all reports, (iv) execute an agreement with CICS governing the wind-down procedures and (v) provide the following information (including both printed and, where available, machine readable forms), in good and orderly condition, to CICS or its designees:

- All staff records, including copies of personnel files and other information related to audit and state reporting.
- All student records including, without limitation, all materials which pre-date a student's enrollment at the applicable Campus or Campuses and all records generated for operation of such Campus while the student has been enrolled at the applicable Campus including student and parent or legal guardian names, addresses and contact information; attendance records; medical records; special education records, if any; disciplinary records; academic transcripts; standardized test scores; and report cards.
- Name, address and phone number and grade level for each student enrolled in each applicable Campus.
- All free and reduced lunch records.
- All material documents relating to the pension fund and other employee benefits provided to personnel employed at each applicable Campus.
- All material administrative files or records necessary for the operation of each applicable Campus.
- Such other materials which would be necessary to ensure that the re-enrollment process for the Academic Year following termination proceeds in an orderly manner.
- Such other materials as Civitas Education Partners are required to deliver pursuant to applicable law.
- All financial records pertinent to Campus operations.
- CICS, any affiliate of CICS, any designee of CICS or any

organization replacing Civitas Education Partners shall have the right to offer employment to and to hire any Civitas Education Partners employee who works at any applicable Campus and any such employee shall have the right to accept employment with any of the foregoing, both without any obligation to Civitas Education Partners.

19. APPENDICES AND SCHEDULES.

a. The parties agree to the terms and conditions of this Agreement and the Appendices and Schedules, if any, attached hereto and incorporated herein by reference. The above described Appendices and Schedules shall become incorporated herein and part of this Agreement effective as of the date the parties agree to the terms and conditions of such Appendices and Schedules.

20. ENTIRE AGREEMENT.

a. This Agreement and Appendices and Schedules hereto shall constitute the full and complete agreement between the parties. All prior representations, understandings and agreements are merged herein and are superseded by this Agreement.

21. DISPUTE RESOLUTION.

a. The parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes in connection with this Agreement. If, nevertheless, a dispute should arise in connection with this Agreement, the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner and without the need for expensive and time-consuming litigation. Except as otherwise set forth in this Section 18, in the event any dispute arises between CICS and Civitas Education Partners concerning this Agreement, it shall be resolved in accordance with the alternate dispute resolution procedure that is set forth in Appendix F to this Agreement (subject to any specific modifications to such procedure required pursuant to this Agreement). All such dispute resolution proceedings shall take place in Chicago, Illinois, unless otherwise agreed by the parties.

22. FORCE MAJEURE.

a. Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be

overcome by reasonable diligence and without unusual expense.

23. INDEPENDENT CONTRACTOR STATUS.

a. The parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee. No agent, employee, or servant of Civitas Education Partners shall be deemed to be the employee, agent or servant of CICS except as expressly acknowledged in writing by CICS.

24. SUBCONTRACTING.

a. Civitas Education Partners reserves the right to subcontract any and all services specified in this Agreement to CICS and/or to public or private subcontractors, as permitted by law, provided that Civitas Education Partners shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted herein or as expressly agreed to in writing by CICS. If Civitas Education Partners desires to enter into a contract with a subcontractor or any other third-party service provider which has a term of three (3) years or more and which binds any Campus to make regularly scheduled payments throughout the term of the contract (regardless of whether Civitas Education Partners remains the management provider for such Campus), Civitas Education Partners must provide at least ten (10) days prior written notice to CICS before entering into such contract.

25. NO THIRD PARTY BENEFICIARY RIGHTS.

a. No third party, whether a constituent of CICS or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, CICS or Civitas Education Partners in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

26. GOVERNING LAW; CONSTRUCTION AND ENFORCEMENT.

a. No third party, whether a constituent of CICS or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, CICS or Civitas Education Partners in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

27. LEGAL REPRESENTATION AND COST; COOPERATION.

a. Except as expressly provided herein or in connection with insurance coverage

required to be provided in this Agreement by one party for the benefit of the other, each party shall be responsible for its own legal representation and legal costs. Except where there is an actual or potential conflict of interest, CICS and Civitas Education Partners shall fully cooperate with legal counsel for one another in connection with any legal claim asserted against either of them. Notwithstanding any other provision of this Agreement, neither party shall settle or compromise any claim against the other without the express written permission of that party.

28. AMENDMENTS.

a. This Agreement may be altered, amended, changed or modified only by agreement in writing executed by Civitas Education Partners and CICS.

29. SECTION HEADINGS.

a. The section headings shall not be treated as part of this Agreement or as affecting the true meaning of the provisions hereof. The reference to section numbers herein shall be deemed to refer to the numbers preceding each section.

30. INVALIDITY OF PROVISIONS IN THIS AGREEMENT.

a. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

31. ASSIGNMENT.

a. This Agreement shall not be assigned by either party without the prior written consent of the other party.

32. NO WAIVER.

a. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

33. SURVIVAL.

a. All representations, warranties and indemnities made herein shall survive termination of this Agreement.

34. NOTICE.

a. All notices required or permitted by this Agreement shall be in writing and shall be either personally delivered or sent by nationally-recognized overnight courier, telecopy, e- mail, or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally- recognized overnight courier, on the date set forth on the receipt of a telecopy, facsimile or e- mail, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To Civitas Education Partners at:	**With a copy to:**
Civitas Education Partners 1006 S Michigan Ave #301 Chicago, IL 60605 Attn: Torry Bennett-Davis, CEO	*Laner Muchin* [515 North State Street Suite 2400 Chicago, Illinois 60654] [Attn: Will Wake & Jeremy Edelson]
To CICS at:	**With a copy to:**
The Chicago Charter School Foundation 11 East Adams Street, Suite 600 Chicago, Illinois 60603 Attn: Kris Cheung, CEO	Goldberg Kohn Ltd. 55 East Monroe Street, Suite 3300 Chicago, Illinois 60603 Attn: Meredith S. Kirshenbaum

[SIGNATURE PAGE FOLLOWS]

SIGNATURE PAGE

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

THE CHICAGO CHARTER SCHOOL FOUNDATION

By: _____
Kris Cheung
Chief Executive Officer

CIVITAS EDUCATION PARTNERS

By: Torry Bennett-Davis
Torry Bennett-Davis
Chief Executive Officer

Table of Schedules and Appendices

Schedule A	Maintenance, Repairs and Improvements
Appendix A	Student Recruitment and Enrollment Responsibilities
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Schedule A

Maintenance, Repairs and Improvements

1. **Capital Repairs and Improvements to be made by CICS.** The following maintenance, repair, replacement and improvement activities at the School Facilities shall be CICS' responsibility, without reimbursement from Civitas Education Partners (unless the need for such maintenance, repair, replacement or improvement is due to the negligence or willful misconduct of Civitas Education Partners or its agents, employees or contractors):

    a. All maintenance, replacement and repair to the roof, flashing, gutters, downspouts, foundation, outer walls and structural portions of the School Facilities which shall be necessary to maintain the School Facilities in a safe, dry and tenantable condition and in good order and repair;
    b. All maintenance, replacement and repair of underground utility installations and underground electrical conduit and wire, up to the points of connection with the School Facilities and inside the School Facilities;
    c. Any repair, maintenance or restoration required as a result of the act or neglect of Lessor or its agents, employees or contractors, or resulting from the failure of Lessor to perform in a timely manner its obligations under this Agreement;
    d. All major repairs, improvements and alterations and all replacements to: (i) all fixtures attached within the School Facilities, (ii) the parking area(s) adjacent to the School Facilities, (iii) the building systems of the School Facilities and/or any major component thereof, including the heating, ventilation, electrical, mechanical, sewerage and plumbing systems, ceiling and flooring, initial security system installation, adherence to all local, state and national building codes relevant to structures.

2. **Repair and Maintenance to be made by Civitas Education Partners.** All maintenance, repair and replacement activities not allocated to CICS pursuant to paragraph (A) above shall be the sole responsibility of Civitas Education Partners, without reimbursement from CICS (unless the need for such maintenance, repair or replacement is due to the negligence or willful misconduct of CICS or its agents, employees or contractors).

3. **Budgets.** To the extent allocation of responsibility for maintenance, repair and improvement expenditures set forth in any annual budget for any Campus is inconsistent with this Schedule A, the allocation of responsibility set forth in the budget shall govern and control.

Appendix A

Student Recruitment and Enrollment Responsibilities

Civitas Education Partners and CICS are jointly responsible for student recruitment and enrollment. Roles and responsibilities are further delineated below.

Role	Student Recruitment & Enrollment Responsibility
Principal	Face of the school who sets tone for family engagement, primary person to engage with families at student recruitment and enrollment events
Campus-based student recruitment point person	Carries out student recruitment plans at campus-level, executes logistics for events and completes weekly community outreaches. Beginning in the first week of October, responsible for a minimum of five (5) community outreaches each week. Must track the forms of outreach on the recruitment outreach tracker by every Friday at 5pm. Coordinates a minimum of one (1) school open house each month beginning in January through the start of the following school year.
CICS Network Manager of Student Recruitment	Monitors student recruitment plans & delegates responsibilities, provides student recruitment materials, best practices and support
Campus-based enrollment point person	Serves as point person for registering students and fielding registration questions, keeps enrollment data updated including capturing transfer reasons
CICS Network Manager of Enrollment	Oversees enrollment process including monitoring and providing information to campuses for targeted follow-up with families
CICS Network Director of Communications	Reviews student recruitment & enrollment materials, checks for proper branding, amplifies social media posts, supports events as needed
Campus front office team members	Point of contact for families once admitted, information resource for enrollment & on-campus student recruitment events

Appendix B

External Affairs Policy and Procedure

Chicago International Charter School (CICS) is committed to providing effective external affairs support to its partner school management organizations and schools, including building and marketing brand awareness, securing philanthropic funding and continuing its advocacy efforts. If we are successful at elevating and marketing the CICS brand and securing substantial funding for our strategic initiatives, we will experience greater community awareness, successful student recruitment, and increased funding for our network of schools.

CICS is in a time of transition, placing renewed focus on quality and innovation as communicated in our Vision of Excellence. In our efforts to realize the Vision, it is important that we maintain a positive and consistent public profile in all our interactions with the media (traditional and social), government representatives and prospective donors. To this end, CICS has outlined the following external affairs parameters for all partner SMOs and schools within the network.

Press Releases and Inquiries
Prior to issuing a press release, authoring an article, speaking with the media, participating in a video, responding to social media (with a global context) or other promotional activity, please notify CICS Director of Communications via email or phone. CICS fully supports the public relations efforts of the SMOs and their campuses. It is important that we are notified of these efforts and are afforded the opportunity to review and coordinate on all press material prior to distribution.

If a CICS network or school employee is contacted, unsolicited, by the press, please ask for the reporter's name, publication and contact information and refer the inquiry to our Director of Communications, via email or phone, while also notifying your SMO leadership. Please do not participate in an interview with the media without advanced preparation. It is appropriate when contacted by a reporter to ask for their questions or the purpose of their call, ask if they are on deadline, and schedule a time to call back. Do not have conversations with reporters "off the record" because there is no such thing. You should approach conversations with reporters as if anything you say could be included in their publication. Please be sure that all school employees are aware of this policy.

To ensure consistency, interactions with the press should always include the following CICS organizational description:

CICS (school name), a (SMO campus) school, is part of the Chicago International Charter School (CICS) network. CICS, founded in 1997, is one of Illinois' largest charter networks with two decades of experience managing a diverse portfolio of innovative public charter schools. Our vibrant network of diverse Chicago charter schools enables students to thrive every day, puts them on a path to success in college and life, and empowers entrepreneurial educators to pursue excellence through innovation. CICS educates over 7,000 students in grades K-12 who travel from 56 different Chicago neighborhoods to attend one of its 13 campuses.

Campus Website
CICS asks that all partners include the CICS organizational description (included on the previous page) on its website regarding its relationship with CICS and CICS network operations. It is the campus' responsibility to keep their website up-to-date and accurate, ensuring timely updates to its calendar and contents. Campuses should provide web access to CICS, SMO and campus social media sites including official network and campus Facebook, LinkedIn, Twitter, Instagram and YouTube profiles. Campuses are expected to adhere to all network, district and state policies regarding student privacy. Campuses must secure parental approval in advance when posting student names, pictures, personal stories, etc. Campuses may also be asked to include links to articles mentioning CICS or its other SMO campuses.

Social Media
CICS requires SMO partners to maintain a clearly delineated policy regarding appropriate social media behavior for all of its employees and students. CICS understands the value of social media and the benefits offered by digital communication for providing quick and easy interaction among peers, students and families. When using social media or digital communication devices to communicate with students and/or families, network staff should always comply with the policies of CICS, their School Management Organization, and the district and state policies related to student privacy, acceptable use policies, mandatory reporting requirements, copyright and discrimination policies. CICS does not take a position on an employee's decision to participate in blogs, wikis, social media pages, etc. for personal use on personal time. However, do not "friend", "follow" or otherwise interact with students from your personal social media accounts. Only communicate with families and students through network or SMO devices, or via network or SMO systems. Staff must avoid posting student information, pictures, work-product exemplars or other identifying information on personal social media sites, blogs, etc.

Staff who have identified themselves as associated with CICS should use the following disclaimer on personal social media sites, including blogs: "The views on this site are my own and do not necessarily represent the views, opinions, vision or strategies of the Chicago International Charter School network."

Government Affairs
CICS is working towards building an effective advocacy strategy for the City of Chicago and the State of Illinois. The network team is often in communication with district, city and state officials concerning funding and policy decisions that impact our network and schools.

Please notify CICS Director of Communications via email if your school is contacted by any local, state and national elected official. Should an elected official contact your school to schedule a visit, please refer the inquiry to the CICS Director of Communications. Close coordination with the network team is essential to ensuring that we are consistently and repeatedly pressing the same policy positions on behalf of CICS schools, students and their families.

Fund Development and Donor Relations
The CICS network team is focused on funding network operations, new strategic initiatives and supporting the financial needs of its partner schools. As we ramp up our fund development activities, we must maintain clear communications regarding any donor interactions so that we are

aware of existing relationships at the school, SMO and network levels. The ability of the CICS development team to successfully raise funds will depend on a professional, well- coordinated effort across the network.

Tours
It is likely that we will be meeting with many local and national education funding partners over the coming months as we roll out the new network strategy. We expect to bring prospective donors on tours of the network campuses, and we ask that school leadership support our efforts by personally participating in the meetings and providing access to the facilities and students during the tour. Network staff will provide as much advance notice as possible and be responsible for preparing all of the presentation materials.

Grants (applications and letters of inquiry) in excess of $5,000: When a CICS campus or SMO considers pursuit of a grant valued at, or above, $5,000, please contact CICS Director of Development or Chief Executive Officer via email or by phone to coordinate an effective submission. We are confident that we will achieve increased collective success that fully leverages every opportunity with better communication, as well as avoid the embarrassment and potential conflict of competing proposals submitted to the same organization. CICS is committed to providing as much support as possible to ensure our collective success, including notifying schools of potential opportunities, and providing materials, training and other strategic support.

Websites such as FirstGiving.org, JustGiving.org, and DonorsChoose.org are useful ways to feature classroom or campus projects and solicit donations. Pages set up on these types of sites can be specific to the school instead of the network and checks should be made out to the school. All donors who contribute directly to a school should receive an acknowledgement letter as both a thank you and a receipt to use for tax purposes.

CICS Network Events and Site Visits
The CICS network team will occasionally host special events at network campuses. We will provide as much notice as possible and be considerate of the campus academic calendar. When CICS hosts an event, we request a campus contact be assigned during the planning and execution phase. The network may request a student performance or speakers for the event and will work with the schools to select the appropriate group or individuals. The campus custodial team is expected to ensure the cleanliness and proper set-up of the space being used in advance of the event. The network will cover all costs associated with these events.

CICS Campus and SMO Fundraising Events
When campuses and SMOs plan to host a fundraising event, CICS requests that all prospective sponsors be submitted to the CICS Chief Executive Officer or designated representative, for review prior to solicitation. While we request that lists be submitted as soon as possible, the Chief Executive Officer or designated representative should receive the list no later than two weeks prior to a planned solicitation. The Chief Executive Officer or designated representative will review this list and provide feedback no later than one week after receiving it. Close coordination will ensure that funding partners are engaged most effectively and consistently. Please note: Individual ticket purchases do not fall under this policy.

Appendix C

CICS Vision of Excellence Framework

TO BE INSERTED UPON COMPLETION

Appendix D

Maintenance and Cleaning Standards

Custodial Duties, Expectations & Standards	
Items	**Descriptions**
RESTROOMS	
Overall room-wall to wall	Inspect areas and remove debris from floors and sink areas, look for clogs, and graffiti, empty trash, general clean-up. Ensure paper products and hand soap are stocked. Sanitize and disinfect surfaces.
Lighting	Ensure all working lamps are installed and working of proper wattage/color. Notify the supervisor of any lighting issues.
Trash receptacles	Should be empty, liners clean & without tears.
Sanitary napkin receptacles	Receptacles should be checked and restocked as needed.
All waste receptacles	Outside surfaces of all trash and sanitary napkin receptacles should be free of dirt and stains.
Sinks	Tops, sides and undersides should be free of dirt, soap, stains, hair and other debris. No disinfectant, detergent or cleanser residue should be present. Sinks should be regularly checked throughout the day to ensure no water is running, no debris is left in the sink etc.
Sink hardware	Faucets should be free of dirt, grease and lime or calcium deposits. Notify supervisor of any loose or non-working hardware.
Toilets	Toilet seats, bases, fronts, undersides and flush valves should be free of dirt, grease, hair, urine and feces. Sanitize and disinfect throughout the day. All ceramic and chrome should shine. Toilet seats should be in an upright position.
Toilet bowls	There should not be any waste or debris in the toilet bowl. There should not be any water rings or stains inside the toilet bowl or under the toilet rim.

Urinals	Urinal tops, sides, fronts, undersides, inner edges and rims should be free of dirt, grease, hair and urine stains. There should not be any trash or debris in the base of the urinal.
Product dispensers	Dispensers should be checked throughout the day. No dispenser should fall below 1/4 level of product remaining.
Partitions	No waste should be present or paper adhered to any surface. Graffiti and vandalism should be checked for and resolved.
Ceilings	Shall be free of paper wads and other items.
Exhaust and supply grills	All vents to be in-place and adjoined to ducting, wall or other surface securely.
Flooring	Floors, including edges, corners, behind toilets and around partition standards, should be free of dirt, gum, stains, smears, trash and debris. Floors should not be sticky. Routine mopping of the areas near sinks, urinals and toilets (especially during lunch hour use). No excessive paper clutter or moisture pooling. VCT and Tile Floors should be routinely stripped, deep cleaned, and waxed. Carpets should be shampooed.
Room entry	The thresholds and entryways shall be dirt and stain free.
Mirrors	The mirrors should be regularly checked for debris and vandalism.
GENERAL NOTES	
Housekeeping equipment	Placed in proper storage closets, mops hung to dry and not left in water, mops or rags disposed of when beyond laundering and all chemicals safely secured. Any supply orders required or equipment concerns noted to the supervisor.
Cleaning water/chemicals	Upon the mop bucket water becoming a light to moderate shade of brown, it should be emptied and refilled with the proper amount and type of chemical.
Emergency lighting	Weekly test all emergency lighting fixtures and replace dead lamps or batteries as needed from stock. Replace all dead EXIT sign lamps from stock. Communicate any low lamp inventory levels to the supervisor.
CLASSROOMS	
Trash receptacles	Ensure the trash is regularly checked and no more than 3/4 full before disposing and replacing.

Surfaces & ledges	Should be kept clean and clear of dust and debris. High touch surface areas should be disinfected and sanitized daily.
Flooring	Respond as needed to calls by staff to resolve spills and debris.
Doors, cabinets & switch plates	Should be kept clean and clear of dust and debris.
Instruction boards	Respond to calls as needed by teachers or staff.
Exhaust and supply grills	Exhaust, hoods, supply grills, and grease traps should be cleaned at a minimum of every 6 months.
Lighting	Notify the supervisor or replace any lighting that is out.
Desks	Respond to calls as needed by teachers or staff.
Computer stations	Not to be touched during the day except if asked to do so by teachers or staff.
Windows	Respond to calls as needed by teachers or staff.
CAFETERIA	
Trash receptacles	No more than 3/4 of cans are full of waste. Any odor causing trash is removed promptly.
Tables and seating	Tabletops wiped and sanitized in-between breakfast and lunch meal periods. Chairs pushed tightly into tables.
Wall surfaces and ledges	No large food stains present. Walls adjacent to dining tables wiped clean as needed more frequently.
Flooring	Following each cafeteria meal period (can mean multiple changeovers within the same meal) flooring is dry swept removing any large debris and food waste. After the final shift of a meal, flooring is swept and wet mopped thoroughly, including under tables, chairs and corners of the room.
Drinking fountains	Wiped and sanitized at least once or more often each lunch session. Should be free from trash, gum or major stains or water puddling at the base of the fixture.
Doors and switch plates	Doors and switch plates are in working order and securely fastened. No large stains or debris are found on any surface.
Lighting	Working lamps installed of proper wattage/color.

EXIT lighting	Fixtures requiring re-lamping noted to supervisor.
Exhaust and supply grills	All vents to be in-place and adjoined to ducting, wall or other surface securely.
CORRIDORS & COMMON AREAS	
Flooring	In high-traffic areas, patrol for dust/dirt, vacuum entryway walk-off mats and address any spills, large debris or trip hazards.
Wall surfaces	All wall surfaces should be free of shoe scuff marks, smudges and other cosmetic scars. All tape or adhesive residue to be removed. All entry doorway glass is cleaned 1x during day shift.
Drinking fountains	All fountains and surrounding wall area should be free of dust, dirt, stains marks and debris. Drinking fountains should shine.
Locker clusters	Locker doors are kept closed and out of the corridor passageway and any minor damages are repaired or reported and clutter along the flooring is collected.
Lighting	Working lamps installed being of proper wattage/color. No flickering lamps.
GYMNASIUM	
Trash receptacles	All trash cans should be emptied and liners should be clean and without tears.
Wall surfaces	The walls, doors, door frames, and door glass should be free of dirt, marks, smudges and graffiti.
Flooring	The floor should be free of spills, large debris or any objects posing a safety hazard. Equipment posing this concern should be reported to a supervisor immediately.
Bleacher seating	No large or visible trash present, no spills or unsafe conditions. Seating either fully extended or retracted.
EXIT lighting	All exit lights should be operational.
KITCHEN	
Trash receptacles	No more than 3/4 of cans are full of waste. Any odor causing trash is removed promptly.
Wall surfaces and ledges	Respond to calls as needed or requested by staff or supervisor.

Pest control	All traps are dust free and in locations selected by the pest technician. Any droppings or signs of pests are reported to the supervisor immediately. If a bed bug is found, the specimen is kept intact and given to the supervisor in a plastic bag.
Flooring	After the final shift of a meal, flooring is swept and wet mopped thoroughly including corners of the room. Report any sightings of pest droppings to supervisor promptly and thoroughly clean areas impacted.
Floor safety mats	Mats are to be free of food, grease build-up and dirt. Mats should be neatly re-positioned daily.
Doors and switch plates	Doors and switch plates are in working order and securely fastened. No large stains or debris are found on any surface.
Lighting	Working lamps installed of proper wattage/color. No flickering lamps.
EXIT lighting	All exit lights should be operational. Outages or malfunctioning units will be replaced.
Cooking surface exhaust hoods	Respond to calls as needed or requested by staff or supervisor. Wiped clean following the final meal of the day.

Appendix E

Certain Insurance Requirements Minimum Acceptable Insurance Requirements for Educational Management Organizations

During the term of this Agreement, Civitas Education Partners shall, at its own expense, have in effect the coverages listed below. Civitas Education Partners shall also require the same in writing from all of its subcontractors engaged in the work.

Commercial General Liability:

- Coverage should include premises operations, products and completed operations, broad form property damage, contractual liability, independent contractors, and personal and advertising injury with minimum limits of $1,000,000 limit per occurrence for bodily injury and property damage; $2,000,000 aggregate with defense outside the limits. Any aggregate limit must apply per project/per location and must be unimpaired.

- The policy shall include CICS and the Campuses under Civitas Education Partners management and its subsidiaries, affiliates, officers, directors and employees as additional insureds under ISO form #CG2026 (11/85) or its equivalent.

- The coverage provided by the additional insured endorsement shall be primary without right of contribution by any coverage carried by CICS and the Campuses under Civitas Education Partners management and its subsidiaries, affiliates, officers, directors and employees.

- The policy shall include a waiver of subrogation endorsement in favor of CICS and the Campuses under Civitas Education Partners management and its subsidiaries under ISO form #CG2404 or its equivalent.

- The policy shall contain a severability of interest clause for all additional insureds with no cross suits liability exclusion.

Sexual Misconduct and Molestation Liability:

- Coverage shall include Sexual Misconduct and Molestation Liability insurance for minimum limits of $1,000,000 Each Loss and Annual Aggregate. Further Innocent Party Defense Coverage shall be included at a minimum amount of $300,000 per occurrence.

- It is understood and agreed that the aforementioned primary limits shall be included within the underlying schedule of primary coverage applicable to the CMO Umbrella Liability Policy, and as such be supplemented by Excess Liability Limits to the full extent of the CMO Umbrella policy.

- It is further understood and agreed that the aforementioned limits of insurance are primary

and noncontributory with respect to any other insurance that may be available, and only after the aforementioned limits of liability are exhausted for any single occurrence or multiple occurrences shall the insurance of CICS/CCSF become available for any covered claim.

Workers Compensation:

- Workers compensation coverage: statutory limits required by all authorities having jurisdiction in locations in which Civitas Education Partners operates, and in which the work required by the contract awarded is performed.

- Employers liability coverage:
    - $500,000 Bodily injury by accident – each accident
    - $500,000 Bodily injury by disease – each employee
    - $500,000 Bodily injury by disease – policy limit

The Employers Liability Limits may be combined with either an Excess or Umbrella Liability policy.

- The policy shall include a waiver of subrogation endorsement in favor of CICS and the Campuses under Civitas Education Partners management and its subsidiaries under form #WC000313 or its equivalent.

Cyberware/Ransomware Coverage:

- Coverage of $50,000 per incident with an aggregate limit of $250,000.

Automobile Liability:

- Coverage for owned, leased, hired and non-owned vehicles with a combined single limit of $1,000,000 for bodily injury and property damage.

- The policy shall include CICS and the Campuses under Civitas Education Partners management, affiliates, officers, directors and employees as additional insureds under ISO form #CG2026 or its equivalent.

- The coverage provided by the additional insured endorsement shall be primary without right of contribution by any coverage carried by CICS and the campuses of the Campuses under Civitas Education Partners management and its subsidiaries, affiliates, officers, directors and employees.

- The policy shall include a waiver of subrogation endorsement in favor of CICS and the Campuses under Civitas Education Partners management and its subsidiaries.

Umbrella Liability:

- Coverage excess of general liability, auto liability and employers liability in an amount of at least $ 5,000,000 per occurrence with defense outside the limit. Any aggregate limit must apply per project/per location and must be unimpaired.

Property and Builders Risk:

- When hiring contractors to do work for Civitas Education Partners on Campus, maintain property coverage on a special form cause of loss or "all risk" basis for personal property, improvements & betterments, and business income/extra expense/rents with an agreed amount provision to waive coinsurance.

- When hiring contractors to do work for Civitas Education Partners on Campus, replacement cost valuation should apply to personal property and improvements & betterments.

Educators Legal Liability, Directors and Officers Liability, and Employment Practices Liability:

- Coverage for Professional Services, Educators Legal Liability and Directors and Officers Liability, Including Employment Practices Liability shall be provided at minimum limits of $5,000,000 per occurrence, and annual aggregate.

Conditions Applying to all Coverages:

- All policies required should apply with a worldwide coverage territory to cover the sale of products worldwide and suits brought worldwide.

- Any deductibles or self-insured retention must be declared to and approved by Foundation.

- Any changes to the coverages required must be authorized in advance by Foundation and be documented in writing.

- The certificate shall provide that sixty (60) days prior written notice of cancellation be given to CICS. The wording "endeavor to...but failure to do so shall impose no obligation or liability of any kind upon the insurer, its agents or representatives" should be stricken from the Accord certificate form.

- Certificates for renewal policies must be issued ten (10) days prior to the renewal date.

- All liability policies for injury and property damage shall be issued on the "occurrence" form.

- All coverages must be in a company approved to do business in the state and carrying a rating of at least A X by A.M. Best's. Coverages for subcontractors must have a carrier rating of at least A- VIII by A.M. Best's.

- Civitas Education Partners shall be responsible for assuring in its contracts that all subcontractors are properly insured and maintain the same coverage, terms, and conditions as required by this agreement.

- Foundation reserves the right to increase or expand these requirements when it deems prudent.

- If any of the insurance required to be maintained by this contract is written with aggregate limits, Civitas Education Partners shall actively monitor all claims, incidents and occurrences that may affect such insurance to assure that the application of the aggregate limit will not have the practical effect of reducing the minimum amount of insurance coverage that is available on a per occurrence or per claim basis. If, at any time, the full minimum per occurrence or per claim limit is not available for the payment of claims, or Civitas Education Partners reasonably believes that such limits may not be available, Civitas Education Partners shall take immediate steps to increase the aggregate limits as necessary to provide such coverage, notify Foundation in writing, subject to the insurance requirements herein, maintain separate insurance protection that is not subject to the aggregate limit.

Appendix F

Dispute Resolution

1. Any dispute under this Agreement shall be submitted to arbitration conducted in accordance with the Commercial Arbitration Rules ("Rules") of the American Arbitration Association ("AAA") except as amplified or otherwise varied hereby. The parties shall submit the dispute to the Chicago regional office of the AAA and the situs of the arbitration shall be Chicago. The arbitration shall be conducted by a single arbitrator. The parties shall appoint the single arbitrator to arbitrate the dispute within ten (10) business days of the submission of the dispute. In the absence of agreement as to the identity of the single arbitrator to arbitrate the dispute within such time, the AAA is authorized to appoint an arbitrator in accordance with the Rules, except that the arbitrator shall have as his principal place of business the Chicago metropolitan area.

2. Anything in the Rules to the contrary notwithstanding, in any dispute seeking a monetary award, the arbitration award shall be made in accordance with the following procedure: Each party shall, at the commencement of the arbitration hearing, submit an initial statement of the amount each party proposes be selected by the arbitrator as the arbitration award ("Settlement Amount"). During the course of the arbitration, each party may vary its proposed Settlement Amount. At the end of the arbitration hearing, each party shall submit to the arbitrator its final Settlement Amount ("Final Settlement Amount"), and the arbitrator shall be required to select either one or the other Final Settlement Amounts as the arbitration award without discretion to select any other amount as the award. The arbitration award shall be paid within five (5) business days after the award has been made, together with interest from the date the dispute was submitted to arbitration at the rate of ten percent (10%) per annum. Judgment upon the award may be entered in any federal, state, or local court having jurisdiction over the parties.

3. Should a budget be submitted for arbitration, the arbitrator will take into account the desires of the parties to maintain the tax status of bond financing Campus facilities and restrictions imposed on this Agreement and on the budget related thereto. Any budget approved or proposed by the Arbitrator will provide for dollar amounts for line items of the budget and no such budget will include any reference to net profits or losses or to both total revenues and expenses related to a Campus or to any amounts to be calculated on the basis of net profits or losses.

A. Certification and Assurances

Certifications & Assurances

___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.

___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.

___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.

__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.

___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.

___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.

__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.

__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.

__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.

__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.

__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.

__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.

__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.

__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.

__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

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.

__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).

__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.

___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

___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.

___2. Recipient schools will use an independent auditor for annual financial audits that is different from their authorizer's auditor.

__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.

___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."

___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

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.

__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.

__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.

Elizabeth D Purvis
Elizabeth D Purvis (Jan 15, 2026 12:22:23 CST)

01/15/2026

Signature of Project Contact, Subgrantee **Date Signed**

Evan C Sharp
Evan C Sharp (Jan 15, 2026 12:49:06 CST)

01/15/2026

Signature of Chair, School/Network Board of Directors **Date Signed**



Financial Policies & Procedures Handbook

Fiscal Year 2021

Chicago International Charter School
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Chicago, IL 60603

Telephone : (312) 651-5000
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INTRODUCTION

This manual has been prepared to document the internal accounting policies and procedures for Chicago International Charter School (CICS). Its purpose is to ensure that assets are safeguarded, financial statements are in conformance with generally accepted accounting principles (GAAP) and compliance with Charter School Law and applicable laws, regulations and provisions of contracts or agreements.

All personnel with a role in the management of Chicago International Charter School's fiscal operations are expected to uphold the policies in this manual. It is the intention of Chicago International Charter School that this accounting manual serves as its commitment to proper, accurate financial management and reporting.

This manual should be used in conjunction with a reference to the Chicago International Charter School's existing employee job descriptions, employee policy manual and other policy manuals maintained by Chicago International Charter School. From time to time, as additional matters require changes to this manual, management of the CICS will amend this manual.

ACCOUNTING & FINANCIAL POLICIES

Donation Acceptance Policies

Chicago International Charter School solicits and accepts gifts and donations that are consistent with its mission and that support its core programs as well as special projects. Donations and other forms of support will generally be accepted from individuals, partnerships, corporations, foundations, government agencies, or other entities. Gifts of real property, personal property or securities may only be accepted upon approval of the CICS Finance Committee.

Cash

Cash donations are acceptable in any form, including by check, money order, or credit card. Donors wishing to make a donation by credit card must provide the card type (ex. Visa, MasterCard, and American Express), card number, expiration date, and the name of the card holder as it appears on the credit card.

Marketable Securities

Marketable securities may be transferred electronically to an account maintained at the CICS brokerage firm(s) or delivered physically with the transferor's endorsement or signed stock power (with appropriate signature guarantees) attached. All marketable securities will be sold promptly as directed by the CICS Finance Committee. In some cases, marketable securities may be restricted, for example, by applicable securities laws or the terms of the proposed gift. In such instances, the decision whether to accept the restricted securities shall also be made by the CICS Finance Committee.

Restrictions on Gifts or Donations

Chicago International Charter School will not accept gifts or donations that (a) would result in CICS violating its corporate charter, (b) would result in CICS losing its status as an IRS § 501(c)(3) not-for-profit organization, (c) are too difficult or too expensive to administer in relation to their value, (d) are too restrictive in purposes, (e) would result in any unacceptable consequences for CICS, or (f) are for purposes outside CICS's mission. Decisions on the restrictive nature of a gift, and its acceptance or refusal, shall be made by the CICS Finance Committee, in consultation with the Chief Executive Officer and/or legal counsel if appropriate.

Sale or Disposition of Any Donated Asset

Decisions to sell or dispose of any donated asset will be made by the CICS Finance Committee and in compliance with the IRS requirements.

Acknowledgement of All Gifts or Donations

Acknowledgement of all gifts and donations made to CICS is the responsibility of CICS. However, CICS will urge all prospective donors to seek the assistance of personal legal and financial advisors in matters relating to their gifts and the resulting tax and estate planning consequences.

Conflicts of Interest

Please refer to Chicago International Charter School Employee Manual.

Purchasing & Disbursement Policies

Purchases are made consistent with the operating budget approved annually by the administrative staff and the board of directors of CICS. Employees who make the purchases should use sound business practice to select the best goods or services that have the most value in quality, performance, and price. All purchases should be made in the best interest of the organization and its funding sources. Acceptable purchase methods include a business credit card, prepayment, and petty cash. Employees may also seek reimbursement for out-of-pocket expenses by itemizing the expenses on the Employee Reimbursement Form.

Prepayments

For purchases that must be pre-paid, a CICS Invoice Approval Form must be submitted. The CICS Invoice Approval Form includes the following information: (a) the need for the purchase, (b) the vendor name and identifying information, and (c) that the order must be pre-paid. If funds are authorized, the payment will be made to the supplier.

Vendor Invoices/Bills

All vendor invoices/bills received must be authorized for payment by the person who contracted for the service or product, in accordance with the annual budget through the CICS Invoice Approval Form process. A completed CICS Invoice Approval Form with the invoice and any supporting documentation attached should be given to the Finance Manager to process payment.

For facilities purchases which are more than $5,000, three bids are obtained before a purchasing decision is made. All bids, including phone quotes, must be kept on file. For campuses that are leased from certain landlord, expenditures and vendors are approved by them.

Vendor Maintenance and Changes

Any changes to vendor names, addresses, or FEIN must be approved by the Finance Manager. A phone call to the vendor must be made to be certain of the validity of any such requests.

Fixed Assets Policies

CICS maintains records of all purchases of property and equipment that CICS purchased which exceed $5,000. CICS conducts a physical inventory check in a regular basis.

Recording and Reporting of Fixed Assets

All CICS property and equipment at campus sites must be tagged upon receipt and assigned a control number to the property. All assets that belong to CICS must be recorded in the fixed assets ledger in Fixed Asset Software (FAS). All records include acquired value, location and a brief description of the asset. Expenditures for significant betterments of existing leased or owned properties are recorded in fixed assets at cost. Maintenance and repairs are expensed as incurred.

Disposal of Fixed Assets

No items of property or equipment are allowed to be removed from the location prior to approval of the Chief Executive Officer , the Chief of Network Operations, or the Finance Manager. When property or equipment is retired, the appropriate asset will be adjusted and properly reflected in the general ledger.

Capitalization of Capital Improvement Expenditures

All capital expenditures which exceed $5,000.00 will be capitalized on the books and recorded. Depreciation associated with the fixed asset will be calculated by straight-line method over the assets useful life as determined as follows:

Athletic Equipment	5 years
Automobiles	5 years
Building Improvements / Major Renovations	30 years or life of the improvement, whichever is less.
Buildings	30 years
Computer Laboratory	5 years
Computer / Computer Equipment	5 years
Furniture & Fixture	5 years
Kitchen Equipment	5 years
Leasehold Improvements	Remaining life of the lease or life of the improvement, whichever is less.
Music Equipment	5 years
Office Equipment	3 years
Playground / Playground Equipment	7 years
Roofing	4 years
Software	3 years
Teaching Equipment	3 years or 5 years depending on technology involved.

Life of equipment at CPS-leased buildings should be the life of the lease plus one five year renewal (length of charter renewal). Currently, this applies to the Larry Hawkins & Chicago Quest campuses.

Employee Expenditure Policies

Employee Expense Checks

Employee expense checks are issued on an as-needed basis. All items included on the Employee Reimbursement Form must be accompanied by a receipt. Expenses of a non-standard nature (i.e., seminar costs) must be authorized by their direct supervisor in advance. All Employee

Reimbursement Forms must be approved by the direct supervisor of the employee prior to reimbursement. Approved expense reports should be passed to Accounting team for processing payment. Only employee's business related expenses should be included on this form (travel, hotel, food, training, etc.).

Travel Expenses

If the trip is required, CICS may refund an employee's reasonable hotel and board bills and necessary travel expense. Reimbursement for hotel/motel/room costs/meals, etc. will be based upon actual receipts for amounts paid.

Mileage

Employees are not reimbursed for mileage for normal daily commutes. For additional mileage incurred, employees must submit mileage by trip on the Employee Reimbursement Form and provide the destination and business reason for the trip on the form. Mileage is reimbursed at the federal rate. This section does not apply to the facility personnel, who receives a fixed monthly stipend and is not eligible for additional mileage reimbursement except as specifically authorized by the CEO.

Personal Expenses

Funds may not be used to pay for personal items or for expenses which do not relate to the functions and purpose of the school or CICS.

Employee Credit Card Policies

The purpose of Chicago International Charter School (CICS) credit card policy is to facilitate purchases necessary for Chicago International Charter School's operation, lodging and travel needs by authorized employees. Generally, employees are encouraged to pay for business expenses through regular accounts payable procedures rather than with credit card.

Business credit cards are issued by an accredited bank at the discretion of Chief Executive Officer to current employees who have been determined to incur legitimate business expenses. The business credit cards are issued in the name of the authorized employees under Chicago International Charter School's credit card account. The authorized employees must agree to comply with all applicable Chicago International Charter School policies and procedures as well as terms and conditions from the credit card company. Employee sign and acknowledge the receipt of this credit card policy.

Use of Credit Card

Business credit cards can be used for business travel within state and out-of-state travels provided that the business trips are approved by Chief Executive Officer. These travel expenses include payment for hotels/motels, meals, airfares and car rentals.

Credit cards may also be used for other non-travel business related purchases and when a vendor only accepts credit card payments.

Each transaction shall not exceed the $1,500 limit. When necessary, the Chief Executive Officer or Chief of Network Operations may choose to temporarily increase the transaction limit but will not exceed the card credit line limit.

Credit Card Receipts
Employees obtain receipts from the vendor each time the credit card is used. Original receipts are to be attached to the employee credit card report when submitted to their supervisor for approval of the expense report.

Employee Credit Card Report
Each month, the Senior Accountant forwards monthly credit card statement to employees for review as soon as the statement is available on-line. Employees review monthly statements for accuracy, complete the Employee Credit Card Report, attach receipts/supporting documentation, obtain supervisor's approval and signature on the report, and submit the report and all supporting documentation to the Senior Accountant. Failure to submit the Employee Credit Card Report and receipts that cause late and/or finance fees may result in the credit card being canceled.

Reconciliation of Credit Card Expense Report
Upon receipt of the Employee Credit Card Report, the credit card statement will be reconciled with the employee credit card expense reports by the Senior Accountant. If there is any unsubstantiated expense on the credit card, meaning the charge cannot be verified as for work purposes, the employee will be responsible for the charge.

Violation of Credit Card Use
Credit card violations may include but are not limited to the following:

- Unsubstantiated expense including purchase of items for personal use
- Allowing unauthorized users to use the credit card
- Use of the credit card for cash advances
- Exceeding card credit line limit
- Failure to promptly return the credit card when employee is reassigned, terminated, or at the request of the CICS CEO or Chief of Network Operations.

Disputed Items
If there are any erroneous charges, returns or adjustments to the credit card statements, employees should follow up with the credit card company and ensure proper credit is given on the subsequent statements.

Ownership and Cancellation of the Credit Card
The credit card may not be transferred to, assigned to, or used by anyone other than the employee. The employee is accountable for the activity on the card. Chicago International Charter School may suspend or cancel employee privileges at any time for any reason. The employee will surrender the credit card upon request to Chicago International Charter School.

Protecting & Safekeeping of the Credit Card
The credit card is valuable property which requires proper treatment by the employee to protect it from misuse by unauthorized parties. The credit card should always be treated with the same care as personal credit cards, cash and checks. Employees should keep the card in an accessible, but

secure location. When using the credit card for internet purchases, employee should make sure that the site utilizes industry recognized encryption transmission tools in order to avoid any identity theft.

Lost or Stolen Credit Cards
If the credit card is lost, stolen, or in the case of identity theft, contact the credit card company immediately, no later than 24 hours after the incident at their toll-free number provided, then notify your immediate supervisor and the Senior Accountant.

Employee Credit Card Policy Acknowledgement
Employees acknowledge receipts of the company credit card policy and credit card by signing the credit card acknowledgement form.

Employee Gift Policy

Gifts are defined as a transfer for which the dominant motive is detached or disinterested generosity, affection, respect, admiration, charity, or like sentiment. They may take the form of gift certificates, gift cards or tangible personal property such as a watch, pen or briefcase.

CICS intends to maintain ethical business practices and avoid conflicts between personal interests and the interests of CICS. Intent and appearance are important considerations in business relationships; therefore it is the responsibility of all employees to maintain the good name of CICS in their actions and communications with other parties. Please also refer to our Policies of Conflict of Interest and Code of Conduct in CICS employee manual.

Employee Gifts
CICS officials, employees, spouses, domestic partners, and members of households of CICS employees cannot:

- Solicit or accept any anonymous gift
- Give a supervisor a gift with a cumulative value of $50 or more during the fiscal year
- Accept a gift from a subordinate with a cumulative value of $50 or more during the fiscal year
- Use CICS funds to purchase a personal gift to friends and families

Vendor or Supplier Gifts
Business gifts, services, gratuities, and entertainment are forms of courtesies designed to build and/or enhance teamwork, partnerships, and goodwill between various business entities. However, ethical problems may arise when these items compromise an individual's ability to make objective and fair business decisions. Even the perception of compromise to an outsider can be very damaging to the name of CICS and inconsistent with CICS' overall operating principles.

For these reasons, employees should NEVER solicit or accept monies, loans, credits, discounts, gifts, honoraria, entertainment or other gratuities from any present or potential vendors and suppliers. A few examples of inappropriate solicitations or acceptance include:

- Solicit or accept a vendor for monies or other financial support outside a vendor contract.
- Request or accept a personal preferential discount for a service or product.
- Request or accept a vendor pay for costs associated with attending any type of event outside a vendor contract.
- Purchase gifts for vendors or suppliers with CICS funds without supervisor's approvals.

Any gifts received in violation of the Code of Ethics must be promptly reported to a CICS Board member and either returned to the gift-giver or turned over to the Chief Executive Officer. Gifts turned over to the Chief Executive Officer become property of CICS.

Foundation Donations

Vendors, suppliers and other interested parties may make donations to CICS, if desired, to express gratitude or to provide additional support to CICS.

Petty Cash Policies

On occasions, purchases are required to be made by cash for business use. However, every effort should be made to make purchases through the routine purchasing procedures. Cash under $25 for business use expense can be requested up front from the Office Manager, or reimbursed by her, but all requests must either be accompanied by a receipt or followed with a receipt within a day. No personal purchases can be used from petty cash. The Office Manager keeps a detailed log of petty cash expenses and submits requests for replenishment of petty cash through the normal check request procedure. Petty cash replenishment requests must be initiated by the Office Manager and approved by either Chief Executive Officer or the Senior Accountant. The Senior Accountant conducts an audit of the petty cash before replenishment can occur..

Payroll Policies

Employee are paid on a 12-month, bi-weekly schedule from July 1 to the following June 30. Employee's paid time off must be properly approved by their supervisor. Employee pay rates, annual compensation, and/or bonuses are reviewed and approved by the Chief Executive Officer. The Board of Directors, including the Board Treasurer, reviews the compensation for the Chief Executive Officer. All payroll taxes, deductions, payroll liabilities and expenses are recorded in the general ledger. Payroll tax reports such as W-2s and 1099MISCs. must be filed with appropriate government agencies and/or distributed to individuals in a timely manner. The Chief Executive Officer and the Senior Accountant are the only authorized people who can add a new employee in Paycom system.

ACCOUNTING PROCESSES

Cash Disbursement Process

Invoice Approvals

All invoices (such as facility invoices, copier rental payments, office supplies, etc.) are received via regular mail. All mail is received by the Administrative Assistant who sorts the mail into the respective employee's mail slots if the mail is identifiable. If the mail in unidentifiable, the Admin Assistant opens the envelope in order to figure out to whom to direct the mail. All invoices go directly to the responsible employee who contracted for the services or products in accordance with the annual budget. The responsible employee reviews the invoice, and if the invoice is deemed to be correct, then completes a CICS Invoice Approval Form. The responsible employee gives the CICS Invoice Approval Form, the invoice, and any supporting documentation to the Finance Manager for review and to authorize payment processing. The Finance Manager will double-check that the CICS Invoice Approval Form notes the correct general ledger account and that all charges tie to the supporting documentation. After review, the Finance Manager initials the CICS Approval Form and gives the packet to the Accountant to process payment.

Petty Cash

Cash under $25 can be requested up front from the Office Manager, or reimbursed by her from the petty cash. All requests must either be accompanied by a receipt or followed with a receipt within a day. Total cash on hand is $300 only. Cash may be replenished from an operating account when it falls below $150. The Office Manager keeps a detailed log of all petty cash activities noting recipient of reimbursement and total amount. If the Office Manager receives any cash, a receipt showing the amount of cash, description and date of receipt should be issued and be initialed by both recipient and the payer. When the cash balance falls under $150, Office Manager may submit a petty cash reimbursement form showing the balance of petty cash and total expenses together with all related receipts to the Senior Accountant. The petty cash reimbursement form must be approved by the Senior Accountant or the CEO. After the reimbursement is approved, the Senior Accountant reconciles the cash in the petty cash box to the receipts and balance of the cash on hand. This reconciliation of cash on hand and receipts is done in the presence of the Office Manager. The petty cash box has a security passcode. Only Office Manager and Chief of Network Operations have the passcode to open the box. No other personnel are authorized to have the passcode. After cash is reconciled, the Senior Accountant will process a reimbursement check.

Reimbursed Employee Expenses – Expense Check

Only business related expenses can be reimbursed by CICS. An employee reimbursement form is required and approved by the supervisors of the employee. All expenses included on the employee reimbursement form must be accompanied by a receipt for reimbursement. Approved expense reports should be submitted to the Senior Accountant for review and check processing.

Company Credit Cards

Company credit cards are held by a number of employees and are to be used for business purposes only. When employee receives the credit card statement from the Senior Accountant, employees complete an Employee Credit Card Report and attach all related receipts to the report. All reports and their accompanying receipts are approved by their supervisors and submitted to the Senior Accountant. The Senior Accountant matches the approved Employee Credit Card Report to the credit card statement. Payment to the provider will be made on-line by the Senior Accountant. A payment receipt should be printed after payment and attached to the credit card payment. After payment is made, the Senior Accountant enters the transactions into the MIP accounting system.

Process Checks (Check Run)

The Accountant runs checks weekly for all invoices including any grant payments approved for disbursement. The Accountant and Senior Accountant are the only personnel that run checks. The Accountant is the primary writer and the Senior Accountant is secondary. The Accountant and Senior Accountant have the authority to void checks. All voided checks are kept in a binder. The pre-numbered checks are kept locked in a file cabinet in the Accounting Office. After checks are printed, the Accountant gives all printed checks to the Chief of Network Operations or Chief Executive Officer for review. All checks or wire requests require the signature of the Chief of Network Operations or the Chief Executive Officer; for checks or wire requests in the amount greater than $5,000 and less than $19,999, both signatures are required. For amounts over $20,000, the signature of a member of the Board of Directors along with either the Chief of Network Operations or Chief Executive Officer is required. Stamped signatures are not acceptable on checks or other payment requests. If a signature from the Board of Directors is needed, the Accountant arranges to get that signature.

Checks are mailed after appropriate signatures have been obtained. The Accountant then attaches the check stubs to the invoices and files the packet in the vendor files.

Process Wire Transfers

To initiate a wire transfer, the Accountant completes a bank wire transfer. The wire transfer form is attached to supporting documents. The amounts and approval requirements for wires are the same as for check disbursements.

After the payment is approved, the Accountant will fax the wire transfer form to the bank. The bank will then make the wire transfer to the recipient's account within 24 to 48 hours. The Accountant will send communication to the recipients regarding the transfer with the supporting documents (including grant agreements) and record payments into the MIP Accounting system.

Cash Receipts Process

Checks Received

Checks received are related to grant payments, contributions, and account receivable invoices. All mail is received by the Administrative Assistant who sorts the mail into the respective employee's mail slot if the mail is identifiable. If the Administrative Assistant believes an envelope contains a check, she gives the mail to the Office Manager. The Office Manager opens all mail with checks. Any donations received are given to the Development Coordinator (envelope, check, and all enclosed materials). Both the Office Manager and Development Coordinator keep the checks in a locked box/drawer in their respective spaces.

The Office Manager and the Development Coordinator complete parallel processes for preparing and completing deposits. The Development Coordinator process is detailed in the Grant and Contributions Process section. The Office Manager completes the Non Donations Deposit Log for each check received. The Non Donations Deposit Log includes the following information:

- The check number,
- Date of check,
- Payer Name,
- Amount,
- Description of check purpose or CICS Invoice number,
- General Ledge expense account number, and
- Comments to help clarify any of the above items.

The Office Manager completes the Non Donations Deposit Log and staples to the completed log a copy of the check and any documentation. The Office Manger gives the entire packet to the Chief of Network Operations for review and signature. The original checks remain in the Deposits pouch in the Office Manager's locked drawer. Upon the Chief of Network Operations review and approval signature, the Office Manager takes the original checks out of her locked drawer, stamps the back of the checks for deposit, and walks the checks over to Charles Schwab for deposit. At times, the Administrative Assistant may walk the deposit to the bank. At the bank, the Office Manager or Administrative Assistant confirms the amount on the deposit receipt from the bank matches the total on the Non Donations Deposit Log. The deposit receipt is then stapled to the front of the Non Donations Deposit Log packet and the entire packet is given to the Senior Accountant to enter into MIP.

The Senior Accountant also examines all bank deposit receipts and supporting documents on the templates to see if there are any discrepancies. If there are any discrepancies, he will clarify with Office Manager or Development Coordinator. The Senior Accountant then enters the transactions into the MIP accounting system.

Wire Receipts

Senders of electronic transfers, including Chicago Public Schools (CPS) and donors, send funds to CICS by wire transfers directly into the operating accounts. CPS sends notifications ("Payment Advices") to CICS before fund transfers. The Accountant identifies the payments and enters the deposits into the Accounting System. The Senior Accountant reconciles all deposits with the bank statements at month end. For donations that are received via ACH, the Development Coordinator completes an Unrestricted or Restricted Donation Deposit Log, whichever is applicable for the donations.

Accounts Receivable

For any billing to a SMO, vendors, parishes, or other third parties, the Accountant will create an invoice using the CICS Invoice Approval Form. The invoice includes the name of the payee, payee's address, invoice amount, brief description, and any supporting documents. The same information is entered into the MIP accounting system. Invoices are generated at least once a quarter or when needed. At the time invoices are generated for a particular party, any outstanding invoices for that party are included on the new invoice. In addition, a phone call is made by the Accountant or Chief of Network Operations to the party regarding their outstanding invoices and status of payment.

Payroll Process

CICS uses Paycom, a web-based payroll system.

When an employee is hired, he/she is provided with "new employee" packet by the Chief of Staff, which includes federal and state withholding information worksheets along with other forms to capture necessary personal information. Copies of the completed forms are kept in the employee's personnel file, which is in a locked cabinet in the Chief of Staff's office. The Chief of Staff is the only person who has a key to the cabinet.

CICS employees get their health, vision and dental benefits through an agreement with Civitas Schools. Employees may choose from a menu of benefits including: 401(k) contributions; flex health savings; flexible childcare saving plans; additional life insurance for the employee, spouse, or child(ren); short term disability, vision care, dental care and/or CTA deduction. The benefits program is managed by The Linden Group, and the CICS and Civitas accounts/employees are kept separate. The Chief of Staff is responsible for monitoring all employee benefit programs except transportation, which is monitored by the Senior Accountant. The Chief of Staff communicates in writing/email to the Senior Accountant any changes to coverage that impact payroll.

Once a new employee makes his/her election for benefits, the Chief of Staff forwards the information to The Linden Group and to the Senior Accountant. The Senior Accountant confirms and enters the amount of the payroll deductions based on the employee's selection. All full-time employees are enrolled in some aspects of the benefit plan.

The Chief Executive Officer and the Senior Accountant are the only authorized staff who can add a new employee in Paycom system. There is an "add new employee" process which walks him/her through the enrollment process. Information entered by the Chief Executive Officer or Senior Accountant includes the employee's name, address, hire date, social security number, benefit elections, salary, and tax deductions. Once this information is entered, it will automatically roll over from one pay period to the next. It is only when additional information or changes are made that information needs to be entered. On most occasions, the Chief Executive Officer or Senior Accountant clicks on the "Employees" tab at the top of the page, pulls down the menu and clicks "Make Employee Changes, and then enters changes of information such as address changes, benefit election changes, or termination of an employee. To enter any sick days or vacation days manually, s/he clicks accrual information in the "make employee changes" section and enters the information as needed.

Currently CICS has full time, part-time and intern employees at the CICS office. Salaried and hourly employees are paid 24 times per year on the last workday of the month and on the 15th day of every month. If the 15th falls on a weekend, employees are paid on the business day prior to that weekend. Information for each payday must be entered into the system by 1:30pm per Paycom schedule which usually at least 3 days prior to the actual check date.

When an employee wants to take a day off, he/she needs to enter the request into the Paycom system, which tracks the available days. Periodically, supervisors at CICS log onto Paycom to review time off requests and approve or deny the request. In general, part-time employee have no such benefits, so their days off are not tracked in this system. The day before preparing payroll, the Senior Accountant requests from the hourly employee's supervisor the hours worked by that employee.

To gain access to the *Paycom* system, the Chief Executive Officer, Senior Accountant, and Chief of Network Operations go to the Paycom website and log in using a unique ID and password. The system can be reached on any computer that has access to the internet.

To process each pay period's payroll, the Senior Accountant will log in to Paycom system to run payroll at least 3 days before the pay period. The Senior Accountant will make any changes for the payroll (which may include benefit changes, salary changes, etc.). Once all changes are made and saved, an "input validation report" will be generated by the system. The Senior Accountant reviews the changes on the report and submits requests to Paycom to process pay checks or direct deposits to employees. Paychecks and payroll receipts will come in envelopes before end of the pay period. The Office Manager takes the delivery of checks and locks them in her office. On payday, Office Manager opens the larger envelope and delivers the sealed direct deposit slips or "live checks" to the correct employee's mailbox.

Within 48 hours of completing Payroll, the Chief Executive Officer will check the Paycom system in order to complete payments to the ADP Flexible Spending programs and to John Hancock for 401K contributions and loan payments. The Chief Executive Officer uses the check register report from Paycom to determine the payment to be made to John Hancock. She then fills out an excel file that shows payments to be made on behalf of each enrolled employee to John Hancock. These payments include individual contributions, matching contributions, and loan payments by individuals. The amount is totaled and noted by the Chief Executive Officer. The Chief Executive Officer then goes to the John Hancock Pension webpage and logs into the CICS

account. Here she can see a list of previous contributions to the Pension Account from the CICS Bank Account. The Chief Executive Officer follows the steps to upload the contribution file. When the transaction is completed, the webpage shows the pending transaction and the Chief Executive Officer prints out the contribution confirmation. The Senior Accountant monitors transfers from CICS bank accounts to John Hancock as part of the monthly reconciliation.

After completing the John Hancock contribution, the Chief Executive Officer determines from the payroll register the amount to be paid to ADP for flexible spending childcare and medical accounts. The Chief Executive Officer enters the information corresponding to the payroll register into a spreadsheet. She then goes to the ADP flex spending "file upload" website where she uploads the file to ADP.

After payroll is processed, the Senior Accountant logs into Paycom system to obtain payroll reports to enter into MIP. There is a "memorized transaction" in the G/L system of MIP, which fills in the correct account numbers, but the payroll amounts vary from pay period to pay period.

In addition, each fiscal quarter, the Chief of Network Operations compares employee compensation expenditures to budgeted amounts to ensure that employees are being compensated correctly.

Grant & Contributions Process

Expenditure Tracking of Restricted Donations

CICS "grant owners" are assigned by the Development Coordinator to manage a restricted donation greater than $5,000. For restricted donations less than $5,000, the "grant owner" is the Development Coordinator. Each restricted donation is assigned a 3-digit grant code in MIP accounting system and that grant code is given to the "grant owner." The CICS "grant owners" approve all expenditures for a restricted donation in accordance with grant agreement using the CICS Invoice Approval Form. If the expenditure is for a restricted grant, the Accountant will confirm on the CICS Invoice Approval Form that the check should be written against the Morgan Stanley account. All restricted donations are recorded in one of two revenue GLs that also correspond with the categories in the Development software:

1. Restricted Contributions – Campuses
2. Restricted Contributions – Network

All restricted donations expenditures are recorded against the designated GL account codes in the budget and tracked using the 3-digit grant code and are considered temporarily restricted funds.

All restricted donations are expended according to the grant agreements or award letters. Restricted donation requirements are communicated to the campuses by the CICS grant owners through conference call and email, and grant documentation is also sent to the SMOs including grant award letters and or grant agreements. In the case where the restricted donation must be tracked at the campus or SMO level, the "grant owner" will be responsible for that tracking.

At the end of each month, the Chief of Network Operations will transfer funds from the Morgan Stanley account to the Charles Schwab account to account for those restricted funds that were paid out of Charles Schwab for payroll purposes.

At least quarterly, the Accountant will run a report to check the progress of each restricted donation and provide a report on the balance of the restricted donation to the Chief of Network Operations, the Development Coordinator, and the respective "grant owner."

Donations Deposits

The Development Coordinator reviews each donation to determine if the donation is unrestricted or restricted. If the donation is *unrestricted*, the Development Coordinator completes the Unrestricted Donation Deposit log and staples to the completed log, a copy of the check, and any documentation supporting that the donation is unrestricted (ex – award letter, award email, etc.). The Development Coordinator gives the entire packet to the Chief of Network Operations for review and signature. The original checks remain in the Unrestricted Deposits pouch in the Development Coordinator's locked drawer. Upon the Chief of Network Operations review and approval signature, the Development Coordinator takes the original checks out of her locked drawer, stamps the back of the checks for deposit, and walks the checks over to Charles Schwab for deposit. At the bank, the Development Coordinator confirms the amount on the deposit receipt from the bank matches the total on the Unrestricted Donation Deposit Template. The deposit receipt is then stapled to the front of the Unrestricted Donation Deposit template packet and the entire packet is given to the Senior Accountant to enter into MIP.

For restricted donation, the Development Coordinator follows a similar process but completes the Restricted Donations Deposit log and funds are deposited into Morgan Stanley.

Monthly and Year-end Closing

The entire accounting team at CICS has access to MIP. Each individual has his/her own password. The software is centralized in the server, rather than being individually loaded on each user's computer. The Administration module within the MIP system can track who and when each transaction or entry is booked.

The Senior Accountant prints the online monthly bank and investment statements. The Senior Accountant records the following items into MIP:

- Investment income and bank fees from the respective statements;
- Credit card transactions;
- Fixed asset additions or disposals into the fixed asset software *(FAS);*
- Prepaids and accruals; and
- Payroll.

The Senior Accountant reconciles all the accounts each month in MIP. Each month, the Finance Manager and the Chief of Network Operations review the Profit and Loss Statement and Balance Sheet for any discrepancies and compare performance to the budget.

The following CICS financial reports are shared with the Finance Committee each quarter:

- Profit and Loss Statement on an accrual and on a cash basis,
- Balance Sheet
- Budget vs. actual Profit and Loss Statement
- Restricted Grants report

The Finance Committee meets within 45 days of the quarter close with the exception of 4th quarter close, when the committee meets in late August.

FINANCIAL REPORTING

Monthly & Quarterly Reports

A set of financial reports is produced on a monthly and quarterly basis. Each set includes the following documents:

- Profit and Loss Statement on an accrual and on a cash basis
- Balance Sheet
- Budget vs. actual Profit and Loss Statement
- Restricted Grants report

The Chief of Network Operations reviews the above statements monthly and reports on the above reports quarterly to the Finance Committee. The Finance Committee consists of the Chief Executive Officer and designated board members including the President and Treasurer. All members in the Finance Committee have backgrounds either in finance and/or accounting, and/or MBA, and/or extensive financial experience in either the nonprofit or for-profit sector.

Annual Operating Budget Report

Annual operating and capital budget reports are prepared with inputs from each department Chief. The budget report is reviewed annually by the Finance Committee and is submitted to the Board of Directors for final review and approval.

Year-End Audit Report

At the end of each fiscal year, an audit report is prepared that summarizes the total income and expense activity for the year in accordance with GAAP. The audit report includes a statement of financial position and a statement of activities that are prepared as of June 30 by a qualified independent Certified Public Accountant. The audit is reviewed annually by the Finance Committee and is submitted to the Board of Directors for final review and approval. Any findings in the audit report that are related to the campuses will be discussed with each SMO and a correction plan will be submitted by the SMO to CICS for review and approval.

Single Audit Report

In compliance to the Single Audit Act Amendments and OMB Circular A133 standards, *Audits of States, Local, Governments and Non-Profit Organizations*, any institutions expending more than $500,000 or more in Federal awards in the fiscal year are required to prepare by a qualified independent Certified Public Accountant and submit the report accordingly. The Single Audit Report is reviewed annually by the Finance Committee and is submitted to the Board of Directors for final review and approval.

Return of Organization Exempt from Income Tax (Form 990)

CICS's certified public accounting firm initially prepares a draft of the 990. The CICS accounting staff assists in preparing and reviewing this draft . A final copy of the form is made available to the full board prior to filing it with the Internal Revenue Services. Upon request, the final disclosure copy of the form is available for public inspection.

SMO Financial Reports to CICS (Quarterly & Annually)

Each School Management Organization (SMO) prepares an annual budget report for each of its campuses on an approved CICS template and submits the completed budget to CICS for review and approval. Detailed assumptions, notes and explanations are included on the annual budget report. The Chief of Network Operations reviews each budget and asks the SMOs for clarification or further information as needed.

Each quarter the SMOs prepare financial statements including Profit & Loss and Balance Sheet statements for its campuses and provide the reports to the Chief of Network Operations. The SMO must ensure that "Budget" portion of the financials is identical to the original budget submitted to/approved by CICS.

At the campus level, cash management is performed centrally by the SMO. The SMO financial directors monitor revenues and expenses for the campus on a monthly basis. At the campus level, the business services manager and the school Director use various automated accounting systems (i.e. QuickBooks®, Sage MIP, etc.) to monitor the expenses to ensure that funds are expended properly.

Other Financial Reports

Any financial reports required by funders, grantors or others required according to the provision of contracts or agreements or upon request will be prepared and submitted timely.

ACCOUNTING CONTROLS

System Control

Physical Security

The accounting computer system and the associated telecommunications equipment are adequately protected from environmental damage including, but not limited to fire, water and physical damage by individuals. In addition, the computer is protected from unauthorized access. Procedures exist to ensure sufficient computer processing capacity will continue to be available to process accounting information.

Local Security

Access to information stored on the computer is protected through the use of user identification codes and confidential passwords.

Audit Trails

The accounting system maintains electronic audit trails sufficient to trace all transactions from the original source of entry into the system, through all system processing, and to the results produced by the system. Conversely, the audit trails also maintains sufficient information to trace all final results back to the original source of entry into the system.

Input Controls

The accounting system provides edits and controls to ensure all journal entries balance, all appropriate information is entered into transactions, information is entered into the system only once, and all information entered into the system is permitted for that staff member's permissions.

Output Controls

Checks created through MIP do not have pre-printed signatures, and procedures exist to ensure that only authorized individuals have access to checks processed through MIP. All output reports clearly indicate the effective dates of the information regardless of when the report is generated and have appropriate subtotals to allow reconciliation of reports to external documentation.

Internal Processing

During the course of the regularly scheduled audit, written verification procedures and actual verification results are provided to the auditors to verify accurate calculating, summarizing, categorizing, and updating of accounting information on a periodic basis.

Back Up Process

All computer application programs and operating system software are backed up on a periodic basis and after modification. Accounting information is backed up on a periodic basis sufficient to allow restoration of the information in a timely manner. Periodically the backup media is

tested to ensure restoration will occur accurately. One copy of the backup information is retained off site.

Bank Account Requirements

All bank accounts owned by Chicago International Charter School are held in financial institutions which are federally insured by Federal Deposit Insurance Corporation (FDIC) or Securities Investor Protection Corporation (SIPC). Bank statements are received and reconciled monthly in order to account for any outstanding or lost checks.

Check Authorities

Signature on outgoing Checks

All CICS checks require the signature of the Chief of Network Operations or Chief Executive Officer; for checks in the amount greater than $5,000 and less than $19,999, both signatures are required. For amounts over $20,000, the signature of a member of the Board of Directors along with either the Chief of Network Operations or Chief Executive Officer is required. Stamped signatures are not acceptable on checks or other payment requests.

Deposit Checks

All deposit checks must be endorsed by stamp before deposit to the bank.

Audit, Budget & Finance Committee (All-in-one)

CICS Finance Committee consists of the Chief Executive Officer and designated board members including the President, Vice President and Treasurer. All members of the Finance Committee and the Chief of Network Operations have backgrounds either in finance and/or accounting, MBA, and/or extensive financial experience in either nonprofit or profit sector.

This committee regularly reviews and approves annual budgets, interim financial results, capital investment plans and audit reports, and in turn reports their findings to the full Board of Directors.

Segregation of Duties

CICS separates portions of financial processes and transactions across different employees at various stages of a transaction's life cycle in order to prevent or reduce the risk of fraud and errors. Authorization, custody of assets, and recording or reporting of transactions are segregated from each employee who is involved in accounting processes. For example, the person who issues checks for payment of expenses is not allowed to sign checks.

Record Retention and Disposal

All records including physical and electronic documents generated in the course of CICS's operation are adequately protected and maintained until they are no longer needed by CICS or are of no value at proper time. All records are required to be maintained for at least 7 years or permanently depending on the type of records.

Types of records or documents required to be maintained at least 7 years:

> Books, records, documents, and other supporting evidence including paid, cancelled, or voided checks, accounts payable and receivable records, vendors' invoices, grants and contributions records, employee payroll sheets, salaries and wages records, tax withholding statements, timesheets and other public documents are retained for at least seven years after the original entry date, termination, or separation from CICS.

Other records or documents required to be maintained permanently:

> Annual audit reports and financial statements, charter contracts, board minutes, bylaws, tax and legal correspondence, IRS rulings, original property purchase/sales agreements, employee contracts, insurance claims and policies, and retirement and pension records etc.

The disposal date is determined at the end of the fiscal year.

All financial records are maintained in chronological order and organized by fiscal year.

In connection with the disposal of any records, a memorandum of record disposal is prepared. Either the Chief Executive Officer or the Chief of Network Operations approves this memorandum of records disposal.

Suspension of Record Disposal in Event of Litigation or Claims

If any litigation, claim, governmental investigation, or audit concern is raised, the Chief Executive Officer will promptly inform the employees to suspend any further disposal of documents or to retain such related records until all litigations, claims, governmental investigations or audit concerns have been resolved and final action has taken with the advice or determination of legal counsel.

REAL ESTATE SALE CONTRACT

THIS REAL ESTATE SALE CONTRACT (this "Contract") is entered into as of this ___ day of November, 2005 by and between CHICAGO CHARTER SCHOOL FOUNDATION ("Purchaser") and THE FRIENDS OF MARVA COLLINS FOUNDATION ("Seller").

1. Agreement to Buy and Sell. Purchaser agrees to purchase at the Purchase Price set forth in Section 2 below, subject to the terms and conditions set forth herein, the following parcels of real estate (which are legally described on Exhibit "A" attached hereto and made a part hereof): (i) the parcel of land measuring approximately 194.34' x 132.32' containing a three-story school building and commonly known as 8001 South Honore, Chicago, Illinois 60620; (ii) the vacant property located at the northwest corner of the intersection of 80th Street and South Honore, , Chicago, Illinois 60620 measuring approximately 100' x 124.32'; (iii) the vacant property located at 8000 South Honore, Chicago, Illinois 60620 measuring approximately 75' x 124.32'; (iv) any and all easement rights currently existing for the operation of the school building located at 8001 South Honore, Chicago, Illinois; and (v) all fixtures, appliances, equipment and other personal property currently located on any of the foregoing properties, but excluding the books and records of Seller (collectively, the "Premises"), and Seller agrees to sell the Premises at the Purchase Price and upon the terms and conditions set forth herein.

2. Purchase Price. The Purchase Price shall be One Million Dollars ($1,000,000.00), plus or minus prorations, and shall be paid as follows:

(A) Simultaneously with the execution of this Contract, Purchaser shall deliver a check in the amount of $5,000.00 to Chicago Title & Trust Company ("Escrowee") as the Earnest Money deposit upon acceptance hereof by Seller. The Earnest Money shall be held in escrow in an interest-bearing escrow account, with all interest to accrue to Purchaser's benefit.

(B) At Closing, the sum of Two Hundred Forty-Five Thousand Dollars ($245,000.00), plus or minus prorations, shall be paid by wire transferred funds or other immediately available funds.

(C) Purchaser shall defer payment of Seven Hundred Fifty Thousand Dollars ($750,000.00) of the Purchase Price. The portion deferred is hereinafter referred to as the "Deferred Portion". The Purchaser shall pay the Deferred Portion to Seller in ten (10) annual installments of one-tenth of the Deferred Portion on each December 1 commencing on December 1, 2006. The Deferred Portion shall bear interest on the outstanding Deferred Portion owed from time to time at the rate of zero percent per annum.

(D) Notwithstanding anything to the contrary contained herein, Purchaser shall have the following options regarding the payment of the Deferred Portion:

(i) Purchaser may pay to Seller the sum of Five Hundred Fifty Thousand Dollars ($550,000.00) on or before December 1, 2006, in which case said payment shall constitute payment in full of the Deferred Portion and no further payments shall be required to be made by Purchaser hereunder; and

(ii) In the event that Purchaser is unable to draw down funds from a new bond issue for this project (among other projects) on or before March 31, 2006, Purchaser shall have the right to postpone all payments on the Deferred Portion by one (1) year, so that the annual payments of the Deferred Portion shall commence on December 1, 2007 and continue on each December 1 thereafter until paid in full.

(E) The Deferred Portion shall be evidenced by a Note from Purchaser to Seller embodying the foregoing terms, delivered at Closing.

3. Closing. (A) The Closing shall take place on December 1, 2005, or sooner by mutual agreement (the "Closing Date"), unless this Contract has been sooner terminated in accordance with the terms hereof. The "Closing" shall refer to the date on which Seller shall deliver to Purchaser the Deed conveying the Premises and other related transfer documents, and Purchaser shall deliver to Seller the Purchase Price, plus or minus prorations. Seller shall convey or cause to be conveyed to Purchaser title to the Premises by recordable special warranty deed (the "Deed"), subject only to: (i) the title exceptions set forth on Exhibit "B" attached hereto and made a part hereof, (ii) general taxes for the year 2005 and subsequent years, if any, and (iii) exceptions caused by the actions of Purchaser or any parties claiming by, through or under Purchaser.

(B) At Purchaser's election by written notice to Seller not less than three (3) business days prior to Closing, title to the Premises shall be conveyed at Closing to any nominee designated by Purchaser. Unless otherwise agreed by the parties, the transaction contemplated hereby shall be consummated through an escrow with Chicago Title and Trust Company, 171 North Clark Street, Chicago, Illinois, in accordance with the general provisions of the usual form of deed and money escrow agreement then in use by such title insurer, with such special provisions inserted in the escrow agreement as may be required to conform with this Contract. The cost of the escrow, including the "New York-style" closing fee, if any, shall be borne one-half (1/2) by the Seller and one-half (1/2) by the Purchaser.

(C) In addition to all other closing instruments required under this Contract, Seller shall deliver to Purchaser at the time of Closing the following: (i) all plans, drawings, rehabilitation plans and proposals, inspection reports, specifications, blueprints and similar documents relating to the Premises in Seller's possession, if any; (ii) keys to all improvements located on the Premises in Seller's possession; (iii) Seller's Bill of Sale transferring title to the personal property described in Paragraph 1 hereof; and (iv) Seller's certificate stating that all representations and warranties of Seller contained herein are true and correct in all material respects as of the Closing Date.

(D) As of closing, Seller shall deliver the Premises to Purchaser at closing vacant of any and all tenants or other occupants. Seller shall vacate all buildings located on the Premises and remove all debris and refuse from the Premises. Beginning as of the date hereof, Seller shall not, without obtaining the prior written consent of Purchaser in each such instance, enter into any new leases or other occupancy agreements regarding any part of the Premises.

4. Conditions Precedent to Closing. The parties' obligations hereunder are contingent upon the approval by Seller's Board of Directors of the transactions described in this Contract, which approval shall be deemed to have been given unless Purchaser is notified to the contrary in writing within seven (7) days after the date of Seller's acceptance hereof. In the event that Seller notifies Purchaser in writing within said seven-day period that Seller's Board of Directors has disapproved the transactions described herein, this Contract shall terminate and the Earnest Money shall be returned to Purchaser.

5. Title Insurance. (A) Seller shall deliver or cause to be delivered to Purchaser and to Purchaser's attorney, within twenty (20) days after Seller's acceptance hereof, a title commitment for an ALTA Owner's Title Insurance Policy issued by Chicago Title Insurance Company (the "Title Insurer") covering title to the Premises (which title commitment and subsequent policy shall specifically list the easements for the operation of the school building as an additional insured parcel under Schedule A thereof) on or after the date hereof, together with copies of all documents underlying all exceptions disclosed therein, which title commitment shall establish that Seller, as of the Closing hereunder, shall be in a position to convey to Purchaser or Purchaser's nominee title to the Premises in a manner which shall enable the Title Insurer to issue an ALTA Owner's Title Insurance Policy in the amount of the Purchase Price with full extended coverage over the general exceptions contained in the policy, subject only to the title exceptions set forth in Paragraph 3(A) above (the "Permitted Exceptions") and title exceptions pertaining to liens or encumbrances of a definite or ascertainable amount which may be removed by payment of money at the time of Closing and which the Seller shall so remove at or before the Closing. The title commitment shall be conclusive evidence of good title as therein shown as to all matters insured by the policy, subject only to the exceptions as therein stated. Seller shall furnish Purchaser an Affidavit of Title in customary form covering the date of Closing and showing title in the intended Grantee subject only to the Permitted Exceptions and to unpermitted exceptions, if any, as to which the Title Insurer shall commit to extend insurance in the manner specified in paragraph B below. Seller shall be solely responsible for the cost of obtaining the Owner's Title Insurance Policy with full extended coverage, and Purchaser shall be solely responsible for the cost of obtaining any additional endorsements, as well as the cost of any loan policy or endorsements required by Purchaser's lender.

(B) If the title commitment discloses any exceptions other than those described in clauses (i) and (ii) in subparagraph (A) above, Seller shall have thirty (30) days from the date of delivery thereof to have such exceptions removed from the title commitment or to have the Title Insurer commit to extend insurance coverage to insure against loss or damage that may be occasioned by such exceptions. In such event, the Closing shall be ten (10) business days after such exception is removed or committed to be insured over or the time specified herein, whichever is later. If Seller fails to have all such exceptions removed or to obtain the commitment of the Title Insurer to insure over such exceptions within the specified time, Purchaser may elect, upon notice to Seller within ten (10) business days after the expiration of the thirty (30) day period, to take title as it then is. If Purchaser does not so elect, this Contract shall become null and void upon written notice thereof by either of the parties to the other and the Earnest Money and any interest accrued thereon shall be immediately returned to Purchaser.

6. Survey. Seller has delivered to Purchaser a copy of the most recent ALTA survey covering the Premises prepared by a licensed Illinois surveyor (the "Survey"). Purchaser shall

be responsible for any updating or changes to the Survey which Purchaser may desire. Upon Purchaser's request, Seller shall provide the Title Insurer with an affidavit confirming the substance of the warranty set forth in subparagraph 7(G) below.

7. Seller's Representations and Warranties. Seller represents and warrants to Purchaser that:

(A) Seller holds insurable fee simple title to the Premises and (subject to the approval of Seller's Board of Directors), has the power to enter into this Contract and is duly authorized to execute and deliver this Contract and to perform all duties and obligations imposed upon it hereunder; neither the execution nor delivery of this Contract, the consummation of the transaction contemplated hereby, nor the fulfillment of or compliance with the terms and conditions hereof conflict with or result in a breach of any of the terms, conditions or provisions of any agreement or instrument to which Seller is a party or by which it is bound, or constitutes a default under any of the foregoing, or results in the creation of a lien, claim, charge or encumbrance on the Premises except as expressly set forth herein; this Contract is valid and enforceable in accordance with its terms and each instrument executed and delivered by Seller pursuant hereto, shall be valid and enforceable in accordance with its terms;

(B) Neither Seller nor any agent of Seller has received any notice from, or on behalf of, the existing insurance carriers with respect to the Premises indicating that insurance rates will be substantially increased, that there will be no renewal of the existing policies or that alterations in the improvements on the Premises are required;

(C) There are no currently pending litigation or administrative proceedings before any governmental agency involving the Premises;

(D) To Seller's knowledge, neither Seller nor Seller's predecessors in interest have received any notices from any city, village or other governmental authority of zoning, building, fire or health code violations regarding the Premises that have not been corrected;

(E) Other than as set forth in those two certain Phase I Environmental Assessment Reports prepared by Noble & Associates, Inc. dated February 11 and February 24, 1998, and entitled (i) 1821 West 80th Street and Adjacent Vacant Lot on the 7900 Block of North Honore and (ii) 8035 S. Honore and Vacant Lot at the Southwest Corner of Honore and 80th Street, Chicago, Illinois (copies of which have been provided to Purchaser), to Seller's knowledge, there are no Hazardous Substances, underground tanks or any other environmentally hazardous condition located on or underneath the Premises, and no asbestos has been used in the construction of any of the improvements located on the Premises, or in any renovation or rehabilitation thereof or additions thereto. As used herein, "Hazardous Substances" means any substance giving rise to liability under any environmental statute, law, regulation, ordinance or order imposing or authorizing the imposition of liability in the event of a violation thereof, including without limitation the Resource Conservation and Recovery Act, 42 U.S.C. §6901 et sea., as amended; the Comprehensive Environmental Response, Compensation and Liability Act, 42 U.S.C. §9601 et seq., as amended; the Toxic Substance Control Act, 15 U.S.C. §2601 et seq., as amended; the Clean Water Act 33 U.S.C. §1251 et seq., as amended; the Clean Air Act, 42 U.S.C. §7401 et seq., as amended; federal, state and local environmental cleanup programs

and/or environmental lien programs; the occupational Safety and Health Act of 1970, 29 U.S.C. §651 et seq., as amended; and U.S. Department of Transportation regulations applicable to the transportation of hazardous materials; and all rules, regulations and guidelines promulgated thereunder;

(F) There are no service or maintenance contracts, management agreements, leases or other agreements regarding the Premises currently in effect which will not terminate as of the closing.

(G) Seller has not caused any change in the improvements located on the Premises to occur since February 1, 1998, the date of the existing surveys.

8. Prorations. All rents, security deposits and interest thereon, if any, pass-through payments collected from tenants, utilities charges, prepaid service contracts and other similar items shall be prorated between the parties as of the Closing Date. Seller shall pay the amount of any transfer tax imposed by State law on the transfer of the title, if any, including all county transfer taxes, and Purchaser shall pay any transfer tax imposed by the City of Chicago, if any. At Closing, the parties shall initially prorate the 2005 real estate taxes as of the Closing Date based on 105% of the 2004 real estate taxes (if any). Upon the issuance of the final tax bills for 2005, the parties shall reprorate the 2005 real estate taxes as of the Closing Date and shall make any adjusting payments necessary within fifteen (15) days after written demand for same accompanied by a copy of the final 2005 tax bill.

9. Default. In the event of a default by Purchaser, Seller may terminate this Contract and retain the Earnest Money, which amount shall be owed to Seller as liquidated damages, as Seller's sole remedies. In the event of a default by Seller, Purchaser shall be entitled to either (i) terminate this Contract and be paid the Earnest Money, or (ii) seek specific performance to enforce this Contract.

10. Right of First Offer. Provided the Deferred Portion is paid in accordance with the terms hereof on or before the date on which Purchaser acquires title to any Option Property pursuant to this paragraph, Seller hereby grants to Purchaser the right of first offer with respect to any contemplated sale, transfer or other conveyance of all or any portion of the remaining real properties owned by Seller and located within or across the street from the block bordered by South Honore on the west, 80th Street on the north, South Wood Street on the east and 81st Street on the south, including without limitation the Marva Collins Elementary School, gymnasium, vacant land and any and all other properties owned and operated as part of the Marva Collins educational complex (the "Option Property"), which properties are listed on Exhibit "C" attached hereto. Prior to entering into any bona fide contract, agreement, offer or other instrument (a "Subject Contract") regarding the sale, transfer or other conveyance of all or any portion of the Option Property, Seller shall provide Purchaser with written notice of Seller's intention to sell the designated Option Property, which notice shall include the terms of the proposed sale or transfer. Purchaser shall have thirty (30) days from the date of Seller's notice within which to notify Seller of Purchaser's election to purchase the designated Option Property in accordance with the terms set forth in Seller's notice. Notwithstanding anything to the contrary contained in the terms set forth in Seller's Notice, in the event that Purchaser elects to purchase the designated

Option Property, the closing date for Purchaser's acquisition shall not be earlier than sixty (60) days after the date of Purchaser's election, unless otherwise mutually agreed, and Seller shall provide an ALTA owner's title insurance policy with full extended coverage insuring Purchaser as fee simple owner in the amount of the purchase price, subject to no liens other than covenants, conditions and restrictions of record and real estate taxes (if any) not yet due and payable. If Seller has not received Purchaser's notice exercising its right to purchase the designated Option Property within said 30-day period, Seller shall have the right to proceed to sell the designated Option Property for a purchase price greater than or equal to the price contained in Seller's notice, and all other terms in material accordance with the terms of the Seller's notice for a period of one year from Seller's notice. If Seller has not sold the designated Option Property for a purchase price greater than or equal to the price contained in Seller's notice, and all other terms in material accordance with the terms set forth in Seller's notice within said one-year period, Seller must again offer the designated Option Property to Purchaser as provided in this paragraph. In the event that Seller intends to enter into an agreement for the sale of less than all of the Option Property, the remaining Option Property shall remain subject to the terms of Purchaser's right of first offer. The parties further agree to execute and deliver a Memorandum of Purchaser's right of first offer in form and substance acceptable to both parties, which Memorandum shall be recorded against the Option Property at the Closing; provided, however, that said Memorandum shall further provide that Seller shall have the right to record an affidavit stating that: (i) Seller has furnished Purchaser with written notice as required hereunder, and that (ii) Purchaser has not exercised its right to purchase all or any portion of the Option Property, as applicable, in accordance with the terms hereof, in which event Seller, any and all purchasers, lenders, title insurance companies and other interested parties shall be entitled to rely upon said affidavit as conclusive as to said matters for all purposes.

11. Notices. Any notice to be given or served hereunder shall be in writing and shall be delivered personally or sent by United States registered or certified mail, return receipt requested, postage prepaid and addressed to the parties at the following addresses, or to their respective attorneys, and the same shall be effective (i) upon receipt, if delivered personally or by overnight messenger service; (ii) forty-eight (48) hours after deposit in the mails, if mailed, or (iii) upon receipt, if sent by facsimile transmission prior to 6:00 p.m. Central Standard Time on a business day, with a hard copy sent by U.S. mail:

If to Seller: The Friends of Marva Collins Foundation, c/o Michael D. Miselman, Seyfarth Shaw LLP, 55 E. Monroe, Suite 4200, Chicago, IL 60603 (fax 312/269-8869)

If to Purchaser: Chicago Charter School Foundation, 228 South Wabash, Suite 600, Chicago, IL 60611, Attn: Dr. Thresa Nelson (fax 312/455-7891)

12. Real Estate Brokers. Each party represents and warrants to the other that the representing party has not dealt with any brokers or finders in connection with this transaction. Each party agrees to indemnify, defend and hold the other harmless from and against any and all claims, demands, actions, causes of action, loss or liability, including without limitation reasonable attorneys' fees, incurred by the other as a result of any claim for a broker's commission, finder's fee or other similar fee being due as a result of the acts or dealings of any such party in violation of the foregoing warranty.

13. Successors and Assigns. The representations, warranties, covenants, conditions and provisions set forth in this Contract shall survive the closing of the transaction referred to herein and shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.

14. Non-Foreign Certificate. Seller agrees either to furnish Purchaser at closing with a certificate sufficient to relieve Purchaser of its withholding obligations under Section 1445 of the Internal Revenue Code, or to permit Purchaser to withhold any amounts as required under Section 1445 at closing and otherwise comply with the requirements of Section 1445.

15. Casualty and Condemnation. In the event that, prior to closing, any portion of the Premises are destroyed by fire or other casualty or are taken or proposed to be taken through condemnation and the cost of repairs necessitated by said casualty or condemnation equals or exceeds $50,000, Purchaser may, at Purchaser's election, either: (i) terminate this Contract, in which event all Earnest Money shall be promptly returned to Purchaser, or (ii) proceed with the closing of the transaction contemplated by this Contract. In the event that the cost of said repairs is less than $50,000, or if Purchaser does not exercise its right to terminate this Contract as provided in the preceding sentence, Seller shall turn over to Purchaser at the time of closing, by cash or certified funds, all insurance proceeds and/or condemnation awards for the Premises theretofore paid in connection with such casualty and/or taking, as well as credit Purchaser at Closing an amount equal to Seller's deductible amount under Seller's casualty insurance policy, and shall assign to Purchaser, in writing and in a form and substance reasonably acceptable to Purchaser, all of Seller's right, title and interest in and to all insurance proceeds and/or condemnation awards.

16. Miscellaneous. This Contract, and all of the obligations of the parties arising hereunder, shall be governed, construed and interpreted in accordance with the laws of the State of Illinois. Time is of the essence with respect to the giving of all notices and the performance of all obligations arising hereunder. If the last day for the giving of any notice or the performance of any obligation shall be a Saturday, Sunday or federal banking holiday, the time for the giving of such notice or the performance of such obligation shall be extended until midnight of the next day which is neither a banking holiday nor a Saturday or Sunday. This Contract contains the entire agreement of the parties hereto with respect to the subject matter hereof, supersedes any and all prior agreements and negotiations which may have heretofore been entered into or conducted relating to the subject matter hereof and shall not be modified or amended except in writing signed by the party sought to be charged with such modification or amendment.

IN WITNESS WHEREOF, this Contract is executed by the parties as of the day and year first above written.

SELLER:

THE FRIENDS OF MARVA COLLINS FOUNDATION

By: _____

PURCHASER:

CHICAGO CHARTER SCHOOL FOUNDATION

By: _____ 11/4/05

Exhibit A

LEGAL DESCRIPTION

PARCEL 1:

LOT 1 TO 3 IN BLOCK 7 IN BAIRD AND ROWLAND'S SUBDIVISION OF THE WEST HALF OF THE NORTHEAST QUARTER OF SECTION 31, TOWNSHIP 38 NORTH, RANGE 14, EAST OF THE THIRD PRINCIPAL MERIDIAN, IN COOK COUNTY, ILLINOIS.

Property Address: 8000-04 South Honore, Chicago, Illinois

Permanent Index Nos. 20-31-210-019, -020 and -021

PARCEL 2:

LOTS 29 TO 32 IN BLOCK 2 IN BAIRD AND ROWLAND'S SUBDIVISION OF THE WEST HALF OF THE NORTHEAST QUARTER OF SECTION 31, TOWNSHIP 38 NORTH, RANGE 14, EAST OF THE THIRD PRINCIPAL MERIDIAN, IN COOK COUNTY, ILLINOIS.

Property Address: 7958 South Honore, Chicago, Illinois

Permanent Index Nos. 20-31-202-043 and –032

PARCEL 3:

THE NORTH 19.34 FEET OF LOT 41 AND LOTS 42 THROUGH 48, AND THE WEST HALF OF THE VACATED ALLEY LYING EAST OF AND ADJOINING SAID LOTS AND PARTS OF LOTS IN BLOCK 8 IN BAIRD AND ROWLAND'S SUBDIVISION OF THE WEST HALF OF THE NORTHEAST QUARTER OF SECTION 31, TOWNSHIP 38 NORTH, RANGE 14, EAST OF THE THIRD PRINCIPAL MERIDIAN, IN COOK COUNTY, ILLINOIS.
ALSO

THAT PART OF LOT 40 AND THE SOUTH 5.68 FEET OF LOT 41 AND THE WEST ½ OF THE VACATED ALLEY LYING EAST OF AND ADJOINING SAID LOT AND PART OF LOT (TAKEN AS A TRACT) IN BLOCK 8 IN BAIRD AND ROWLAND'S SUBDIVISION

OF THE WEST HALF OF THE NORTHEAST QUARTER OF SECTION 31, TOWNSHIP 38 NORTH, RANGE 14, EAST OF THE THIRD PRINCIPAL MERIDIAN, MORE PARTICULARLY DESCRIBED AS FOLLOWS: THE NORTH 6.55 FEET OF THE WEST 8.00 FEET OF THE EAST 80.16 FEET, IN COOK COUNTY, ILLINOIS

PARCEL 5:

THAT PART OF LOT 40 AND THE SOUTH 5.66 FEET OF LOT 41 AND THE WEST ½ OF THE VACATED ALLEY LYING EAST OF AND ADJOINING SAID LOT AND PART OF LOT (TAKEN AS A TRACT) IN BLOCK 8 IN BAIRD AND ROWLAND'S SUBDIVISION OF THE WEST ½ OF THE NORTHEAST ¼ OF SECTION 31, TOWNSHIP 38 NORTH, RANGE 14 EAST OF THE THIRD PRINCIPAL MERIDIAN, MORE PARTICULARLY DESCRIBED AS FOLLOWS: THAT PART LYING BELOW AN ELEVATION OF 34.70 FEET, CITY OF CHICAGO DATUM; BEGINNING AT A POINT ON THE NORTH LINE OF SAID TRACT, 26.54 FEET EAST OF THE NORTHWEST CORNER THEREOF, SAID POINT BEING ON THE WEST FACE OF LIMESTONE BUILDING; THENCE SOUTH, ALONG THE FACE OF SAID BUILDING 29.10 FEET; THENCE EAST, PARALLEL TO THE NORTH LINE OF SAID TRACT, 43.87 FEET, MORE OR LESS, TO THE EAST FACE OF SAID LIMESTONE BUILDING; THENCE NORTH ALONG SAID EAST FACE OF SAID BUILDING, 22.55 FEET TO THE SOUTH LINE OF THE NORTH 6.55 FEET OF SAID TRACT, BEING ALSO THE SOUTH FACE OF A BRICK CHIMNEY; THENCE NORTH ALONG THE WEST FACE OF SAID CHIMNEY, 6.55 FEET TO THE NORTH LINE OF SAID TRACT OF LAND; THENCE WEST 35.60 FEET TO THE POINT OF BEGINNING, ALL IN COOK COUNTY, ILLINOIS RECORDED OCTOBER 2, 1996 AS DOCUMENT 96750643.

Exhibit B

PERMITTED TITLE EXCEPTIONS

1. General real estate taxes not yet due and payable.

2. Acts of Purchaser and persons or entities claiming by, through or under Purchaser.

3. Deed recorded October 2, 1996 as Document No. 96750643.

4. Party Wall Agreement recorded October 2, 1996 as Document No. 96750645.

5. Permanent Easement Agreement recorded October 2, 1996 as Document No. 96750646.

Exhibit C

OPTION PROPERTY

THE SOUTH 21.50 FEET OF LOT 36 AND LOTS 35 THROUGH 29 AND THE WEST HALF OF THE VACATED ALLEY LYING EAST OF AND ADJOINING SAID LOTS AND PARTS OF LOTS IN BLOCK 8 IN BAIRD AND ROWLAND'S SUBDIVISION OF THE WEST HALF OF THE NORTHEAST QUARTER OF SECTION 31, TOWNSHIP 38 NORTH, RANGE 14, EAST OF THE THIRD PRINCIPAL MERIDIAN, IN COOK COUNTY, ILLINOIS.

Property Address: 8035 South Honore, Chicago, Illinois
Permanent Index No. 20-31-211-010

Grade	Baseline enrollment at time of	Projected enrollment SY25-26	Projected enrollment SY26-27
K	N/A		
1	N/A		
2	N/A		
3	N/A		
4	N/A		
5	N/A		
6	N/A		
7	N/A		
8	N/A		
9	43	43	70
10	64	64	45
11	47	47	65
12	39	39	50
Total	193	193	230

Projected enrollment SY27-28
84
75
50
70
279

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CERTIFICATION OF COMPLIANCE WITH THE CHARTER SCHOOLS LAW

The undersigned do hereby certify that the Board of Education of the City of Chicago and Chicago Charter School Foundation have complied with all of the procedural requirements and application components set forth in the Charter Schools Law (105 ILCS 5/27A-1 et seq.) in relation to Chicago Charter School Foundation's application for a charter.

DS

DocuSigned by:
Miguel del Valle
672BAE79E1F9427...

Miguel del Valle, President
Board of Education of the City of Chicago

Christine Leung, CEO, Chair
Charter School Governing Body

November 12, 2020
Date

10/20/20
Date

DocuSigned by:
Estela G. Beltran
06FC32BB76214FE...

Estela G. Beltran, Secretary
Board of Education of the City of Chicago

DocuSigned by:
Janice K. Jackson
CD1308C15BA8459...

Janice K. Jackson, Ed.D, Chief Executive Officer
Board of Education of the City of Chicago

Charter School Name: Chicago International Charter School
Board Report Number: 16-1207-EX6; 17-0828-EX10;
18-0425-EX7; 19-0724-EX3

DS DS

Approved as to legal Form:

DocuSigned by:
Joseph T. Moriarty
571EC59C33144C5...

Joseph T. Moriarty, General Counsel
Board of Education of the City of Chicago

DocuSign Envelope ID: 52B43EAA-43D6-4DB2-B661-57F1D39437DB

RENEWAL OF CHARTER AND CHARTER SCHOOL AGREEMENT

BETWEEN

THE BOARD OF EDUCATION OF THE CITY OF CHICAGO

AND

CHICAGO CHARTER SCHOOL FOUNDATION

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THIS RENEWAL OF CHARTER AND CHARTER SCHOOL AGREEMENT ("Agreement") dated July 1, 2017 (the "Effective Date") is entered into by and between the Board of Education of the City of Chicago, a body politic and corporate, commonly known as the Chicago Public Schools (the "Board" or "CPS") and Chicago Charter School Foundation, an Illinois not-for-profit corporation (the "Charter School"), an independent public school established under the Charter Schools Law, 105 ILCS 5/27A-1 *et seq.*, as amended (the "Charter Schools Law").

RECITALS

WHEREAS, the State of Illinois enacted the Charter Schools Law as Public Act 89-450, effective April 10, 1996, as amended; and

WHEREAS, the Charter Schools Law was enacted for the following purposes:

To improve pupil learning by creating schools with high, rigorous standards for pupil performance;

To increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for at-risk pupils;

To encourage the use of innovative teaching methods;

To allow for the development of innovative forms of measuring pupil learning and achievement;

To create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;

To provide parents and pupils with expanded choices within the school system;

To encourage parental and community involvement with public schools;

To hold charter schools accountable for meeting rigorous school content standards and to provide those schools with the opportunity to improve accountability; and

WHEREAS, on February 26, 1997, the Charter School entered into a Charter School Agreement with the Board for a term commencing July 1, 1997 and ending June 30, 2002, with the Charter School opening in the fall of 1997, which Charter School Agreement was approved and certified by the Illinois State Board of Education (the "State Board");

WHEREAS, the Charter School Agreement has been continuously renewed for five (5) year terms with the Board and subsequently approved and certified by the State Board through June 30, 2017;

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WHEREAS, on September 14, 2016, the Charter School submitted an application to the Board (the "Application") to renew its Charter School Agreement, portions of which Application are incorporated by reference as described in Exhibit A hereto; and

WHEREAS, the parties desire that the Charter School be authorized to continue to operate and conduct its affairs in accordance with the terms of this Agreement and the Charter Schools Law.

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties and agreements contained herein and for other good and lawful consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereby agree as follows:

1. Recitals Incorporated by Reference.
The recitals to this Agreement are incorporated herein by reference and made a part hereof.

2. Renewal of Charter.
Subject to the final certification by the State Board, the Charter School is hereby authorized, and granted a renewal of a charter in accordance with the Charter Schools Law and the terms and conditions of this Agreement, to operate a charter school as described herein.

3. Term of Agreement.
This Agreement shall commence on the Effective Date and shall expire at 11:59 p.m., June 30, 2024, unless terminated or extended pursuant to the terms hereof.

4. Educational Program.
The Charter School shall operate an educational program and instruction serving the educational needs of the students enrolled therein.

a. Name of School. The name of the school shall be known as the "Chicago International Charter School."

b. Mission Statement. The Charter School shall operate under the mission statement set forth in the Application, and such mission statement is hereby accepted to the extent that it is consistent with the declared purposes of the General Assembly as stated in the Charter Schools Law. Any material changes to the mission statement subsequent to the Effective Date of this Agreement must be submitted to the Board or its designee for approval according to the annual timeline established by the Board. If approved, such modified mission statement shall be effective as of the first day of the next academic year and shall be incorporated herein by reference as if fully set forth herein.

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c. Age, Grade Range. The Charter School shall provide instruction to students in grades Kindergarten through 12.

d. Total Maximum Enrollment, Attendance Boundary, Application Process.

i. Total Maximum Enrollment. The Charter School's enrollment shall be no more than 9,261 students (the "Total Maximum Enrollment Number" or "Overall Network-Level at Capacity Enrollment") during the term of this Agreement. The Charter School shall not permit dual enrollment of any student at both the Charter School and another public school or non-public school.

ii. Attendance Boundary. Enrollment in the Charter School shall be open to any pupil who resides within the City of Chicago, provided that the Board may designate attendance boundaries for no more than one-third of the charter schools permitted in the City of Chicago if the Board determines that attendance boundaries are needed to relieve overcrowding or to better serve low-income and at-risk students. If the Board determines that an attendance boundary needs to be created for the Charter School, the Board shall notify the Charter School at least sixty (60) calendar days prior to Board approval of the attendance boundary to give the Charter School an opportunity to provide comment. Establishment of an attendance boundary for the Charter School is within the sole discretion of the Board. Neither pupils who were enrolled in the Charter School the previous year nor siblings of pupils enrolled in the Charter School shall be displaced by the creation of an attendance boundary for the Charter School.

iii. Application Process. The Charter School shall not request information in the application process about an applicant's social security number, academic aptitude, special education needs or English language proficiency. Moreover, the Charter School shall also not request a school visit, open house attendance, an essay, parent-student behavioral contract, material review, or other such activities as part of the application process. The application must be available to all parents and student applicants without limitations, such as open houses or school visits.

A. Lottery. If the number of eligible applicants for enrollment on the Charter School's application deadline date in any year exceeds the Total Maximum Enrollment Number for that year, then successful applicants shall be selected by lottery in accordance with the Charter Schools Law. The lottery must be administered in a way that ensures each applicant has an equal chance at admission into the Charter School as set forth in paragraph 4.d.iii. of this

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Agreement except that priority shall be given to siblings of pupils enrolled in the Charter School and to pupils who were enrolled in the Charter School the previous academic year, unless expelled for cause. Priority may be given to pupils residing within the Charter School's attendance boundary, if an attendance boundary has been designated by the Board.

1. Conduct/Manner of Lottery. The Charter School shall conduct and complete its lottery no earlier than February 1 of each year during the term of this Agreement. Before December 31 of the year before its lottery, the Charter School shall inform the Board's Office of Innovation and Incubation ("I&I") of that lottery date and provide I&I with a plan on how its lottery process will comply with Article 27A of the Illinois School Code. The Charter School shall video record the lottery and shall allow the Board or its designee to attend or view the lottery in real time. The Charter School shall maintain a video record of the lottery, and the video shall include a time and date stamp. After the lottery by the Charter School, the Charter School shall notify all participating student applicants of the lottery's outcome. Using the lottery process required herein, the Charter School shall establish a waitlist of student applicants who shall be offered the opportunity to enroll at the Charter School if additional space later becomes available.

2. Lottery Verification to the Board. Within one (1) month after each lottery but no later than July 1 of each year, the Charter School shall submit to I&I a copy of the lottery video and all records relating to the lottery including, without limitation, a copy of the lottery results and a written summary of its lottery process. The Charter School shall submit to I&I the names of student applicants who participated in the lottery and a copy of the current waitlist of student applicants on a quarterly basis. The waitlist must be submitted to I&I at the same time as the Charter School's quarterly financial statements and reports are submitted to the Board in accordance with paragraph 6.b. of this Agreement. The Board reserves the right to request additional information regarding the lottery process from the Charter School. If the Chief Executive Officer of the Board ("CEO") or CEO's designee determines that the Charter School's lottery is in violation of

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Section 27A-4(h) of the Charter Schools Law, the Board may administer the Charter School's lottery directly.

B. No Conditions for Enrollment. In accordance with Section 27(A)-4(h) of the Charter Schools Law, the Charter School must not create an admissions process subsequent to its lottery that could operate as a barrier to registration or enrollment at the Charter School. The Charter School may request additional intake activities from the parent or student applicant including, without limitation, student essays, student-parent compacts, or open houses; however, the Charter School may not make participation in such activities a condition of enrollment.

e. Student Transfers. The Charter School must document any student transfer out of the Charter School by obtaining a transfer form signed by the student's parent/guardian or the student (if 18 years of age or older) that affirmatively states that the student's transfer is voluntary. The Charter School must maintain records of its signed student transfer forms in accordance with the Illinois School Student Records Act and any regulations promulgated thereunder and be able to produce those records to I&I upon request.

f. Goals, Objectives, Pupil Performance Standards. The Charter School shall pursue and make reasonable progress toward the achievement of the goals, objectives and pupil performance standards consistent with those in accordance with the accountability plan (the "Accountability Plan") described in paragraph 10 of this Agreement, provided that such goals, objectives and pupil performance standards shall at all times remain in compliance with Section 2-3.64a-5 of the Illinois School Code, 105 ILCS 5/2-3.64a-5.

g. Evaluation of Pupils. The Charter School's plan for evaluating pupil performance, the types of assessments to be used, the timeline for achievement of performance standards, and the procedure for taking corrective action if pupil performance at the Charter School falls below those standards, shall be consistent with the Application and as described in paragraph 10 hereof.

h. Curriculum. The curriculum established by the Charter School shall be consistent with the Application and as otherwise modified or supplemented herein. Any material changes to the curriculum made after the Effective Date of this Agreement shall be submitted to the Board or its designee and may be subject to further review and approval prior to the academic year, and in no event later than July 1 of the subsequent year and shall be effective as of the first day of the next academic year. Such modified curriculum shall be incorporated herein by reference as if fully set forth herein.

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i. Academic Year; School Days: Hours of Operation. Instruction shall commence in the 2017-2018 academic year and subsequent academic years on dates established by the Charter School. The days and hours of operation of the Charter School shall be as otherwise established by the Charter School in accordance with state law.

j. School Calendar. No later than the April 1 before each academic year that this Agreement is in effect, the Charter School shall submit to the Board its school calendar for the forthcoming academic year and the following summer session. This calendar shall list all student attendance days for each grade level.

k. Discipline. The Charter School shall implement a system of uniform student discipline. The Charter School may develop and implement its own system of student discipline in accordance with paragraph 4.k.i. or may elect to adopt the Chicago Public Schools Student Code of Conduct (the "CPS Conduct Code") effective at the beginning of any academic year in accordance with paragraph 4.k.ii.

i. If the Charter School elects to develop its own system of student discipline, the Charter School shall submit a proposed disciplinary code, including procedures for suspension and expulsion as outlined in this subparagraph, to the Board for review no later than April 1 of the academic year prior to implementation. The Charter School shall adopt such disciplinary code, including any reasonable modifications requested by the Board, no later than the first day of the subsequent academic year, and shall carry out all disciplinary actions in accordance with such disciplinary code, as modified. The Charter School shall comply at all times with applicable Illinois School Code and federal due process laws in its disciplinary activities and any regulations promulgated thereunder which shall include, but not be limited to, those laws and regulations with respect to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973 as set forth in paragraph 8.a. of this Agreement.

By July 1, 2020, the Charter School's disciplinary code must explicitly state that students in grades Kindergarten through second ("K-2") may not be assigned out-of-school suspensions. If a K-2 student exhibits behavior that presents imminent endangerment to the physical, emotional, or mental safety of specific students and/or staff, the Charter School's CEO/Executive Director may grant an exception and assign an emergency one-day out-of-school suspension after the student's parent/guardian has been notified. During the suspension, the Charter School's principal/Campus Leader or designee shall develop a plan addressing the safety of students and staff and include strategies for preventing future behavior incidents, restoring relationships, and addressing the student's

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ongoing social, emotional, and academic needs. If the Charter School's CEO/Executive Director elects to issue an emergency out-of-school suspension for a K-2 student, the Charter School's CEO/Executive Director must inform the Executive Director of I&I or designee by electronic mail within five (5) calendar days to review, consult, and ensure best practices are applied moving forward.

If any student is expelled from the Charter School, the Charter School shall promptly notify the Board of such expulsion and shall provide to the Board within five (5) calendar days of the expulsion, a summary statement of the grounds and evidence warranting expulsion, a record of the proceedings in which the expulsion decision was made, as well as the official transcript of the expelled student. The Board shall evaluate the student's expulsion records and determine appropriate placement on a case-by-case basis.

ii. The Charter School may, at its option, elect to adopt the CPS Conduct Code effective at the beginning of any academic year, provided that the Charter School shall notify the Board of its election to do so no later than April 1 of the academic year prior to implementation. If the Charter School fails to submit a proposed disciplinary code in a timely manner or fails to adopt a disciplinary code in a timely manner, the CPS Conduct Code shall be deemed to apply.

l. Student-Based Policies. Upon request, the Charter School shall provide the Board with copies of any and all student-based policies that are currently being used by the Charter School including, but not limited to, its attendance and truancy polices.

m. Bilingual Education. The Charter School shall provide bilingual education services to its students in accordance and compliance with all Federal and State laws and rules applicable to public schools that pertain to the instruction of English Learners ("ELs") including, but not limited to, Article 14C of the Illinois School Code (105 ILCS 5/14C-1 *et seq.*, as amended) and any regulations promulgated thereunder. Furthermore, the Charter School must: (i) identify students who have a language background other than English by administering the Chicago Public Schools' Home Language Survey ("HLS") form or the State Board's HLS forms available in additional languages to all incoming students; (ii) assess the English language proficiency of all students not previously enrolled in CPS and identified as coming from a non-English speaking background by administering the state-prescribed screening instrument applicable to the student's grade level, unless the student has previously been identified as English language proficient using the State Board's criteria; (iii) provide bilingual education services - Transitional Bilingual Education ("TBE") or Transitional Program of Instruction ("TPI") - as required and defined by the State Board to

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students who are eligible for TBE or TPI services based on their English language proficiency; and (iv) annually assess the English language proficiency of all identified ELs by administering the state-mandated English language proficiency assessment.

5. Additional Covenants and Warranties of Charter School.

The Charter School covenants and warrants as follows:

a. Compliance with Laws and Regulations. The Charter School shall operate at all times in accordance with the Charter Schools Law and all other applicable Federal and State laws from which the Charter School is not otherwise exempt and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender identity/expression, national origin, religion, ancestry, sexual orientation, marital status or need for special educational services. The Charter School shall also comply with the following, to the extent applicable to charter schools (as amended from time to time):

i. The Every Student Succeeds Act, (PL 114-95, signed December 10, 2015), as may be amended from time to time;

ii. Section 2-3.64a-5 of the Illinois School Code (105 ILCS 5/2-3.64a-5), regarding performance goals, standards and assessments;

iii. Section 10-17a of the Illinois School Code (105 ILCS 5/10-17a) regarding school report cards;

iv. Sections 10-21.9 and 34-18.5 of the Illinois School Code (105 ILCS 5/10-21.9; 105 ILCS 5/34-18.5) regarding fingerprint-based criminal history records checks and checks of the Statewide Sex Offender Database and the Statewide Murderer and Violent Offender Against Youth Database of applicants for employment;

v. Sections 10-20.14, 10-22.6, 24-24, 34-19 and 34-84a of the Illinois School Code (105 ILCS 5/10-20.14; 105 ILCS 5/10-22.6; 105 ILCS 5/24-24; 105 ILCS 5/34-19; 105 ILCS 5/34-84a) regarding discipline of students;

vi. The Local Governmental and Governmental Employees Tort Immunity Act (745 ILCS 10/1-101 *et seq.*);

vii. Section 108.75 of the General Not For Profit Corporation Act of 1986 (805 ILCS 105/108.75) regarding indemnification of officers, directors, employees and agents;

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viii. The Abused and Neglected Child Reporting Act (325 ILCS 5/1 *et seq.*);

ix. Sections 10-23.12(b) and 34-18.6(b) of the Illinois School Code (105 ILCS 5/10-23.12(b); 105 ILCS 5/34-18.6 (b)) regarding detection, reporting, and prevention of child abuse and neglect (effective 1/1/18);

x. The Illinois School Student Records Act (105 ILCS 10/1 *et seq.*);

xi. The Freedom of Information Act (5 ILCS 140/1 *et seq.*);

xii. The Open Meetings Act (5 ILCS 120/1.01 *et seq.*);

xiii. The Illinois Pension Code (40 ILCS 5/1-101 *et seq.*);

xiv. The P-20 Longitudinal Education Data System Act (105 ILCS 13/1 *et seq.*);

xv. Section 27-23.7 of the Illinois School Code (105 ILCS 5/27-23.7) regarding bullying prevention;

xvi. Section 2-3.162 of the Illinois School Code (105 ILCS 5/2-3.162) regarding student discipline reporting;

xvii. Sections 22-80 and 27-8.1 of the Illinois School Code (105 ILCS 5/22-80; 105 ILCS 5/27-8.1) regarding student athletes, concussions and head injuries;

xviii. Sections 10-20.60 and 34-18.53 of the Illinois School Code (105 ILCS 5/10-20.60; 105 ILCS 5/34-18.53) (effective 1/1/18) regarding breastfeeding accommodations for pupils;

xix. All non-curricular health and safety requirements applicable to public schools under the regulations of the State of Illinois and the City of Chicago including, without limitation, those laws specifically identified by the State Board as being applicable to public charter schools, with the list of such requirements to be posted on the State Board's Internet website by September 1st of every year, and in any event upon any updates from the State Board of such list in accordance with 105 ILCS 5/27A-5(d), provided that nothing in this Agreement waives or shall require the Charter School to waive any right or argument to contest that any such law, regulation or policy is contrary to the Charter Schools Law; and

xx. All Federal and State of Illinois orders and agreements, including desegregation orders, orders regarding special education, orders

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regarding bilingual education, compliance agreements or other agreements with the United States Department of Education or other Federal or State agencies, applicable to the Chicago Public Schools. Upon the request of the Charter School, the Board shall furnish copies of any such orders or agreements. In the event of any Federal or State governmental inquiries involving the Charter School with respect to such law, order or agreement, the Charter School shall fully cooperate with the Board in responding appropriately and coming to a final resolution. To the extent that the Charter School believes that it is exempt from compliance with any such law, order or agreement, the Charter School shall provide the Board's General Counsel with a copy of an exemption ruling or opinion rendered by the applicable Federal or State authority that has jurisdiction over such law or that issued the order or agreement. To the extent the Board is a party to a court action that is likely to result in a new order or agreement that will require compliance by the Charter School, the Board shall use reasonable efforts to notify the Charter School of such court action.

b. Compliance with Agreement. The Charter School shall operate at all times in accordance with the terms of this Agreement as approved by the Board in the Board Report cited on the signature page of this Agreement, as may be amended, including the Accountability Plan attached hereto as Exhibit C, the additional specific terms and conditions set forth in Attachment 1 and all other attachments and exhibits attached hereto.

c. Governance and Operation. The operation of the governing board of the Charter School shall at all times be as set forth below:

i. The governing board of the Charter School shall consist of the number of directors required by applicable law and the bylaws of the Charter School.

ii. Membership and the composition of the governing board shall be subject to and in accordance with the bylaws of the Charter School.

iii. Governing board vacancies shall be filled by the Charter School's governing board.

iv. Directors of the governing board of the Charter School shall have duties and responsibilities consistent with the Illinois General Not-For-Profit Corporation Act of 1986, as amended, and as stated in the Application.

v. The governing board shall hold meetings at least four (4) times a year.

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Every six (6) months the Charter School shall submit to the Board the approved minutes of every governing board meeting held since its last submission of its approved board meeting minutes to the Board and any advertised copies of such meeting notices.

d. Maintenance of Corporate Status and Good Standing. The Charter School shall at all times maintain itself as an Illinois general not-for-profit corporation capable of exercising the functions of the Charter School under the laws of the State of Illinois, shall remain in good standing under the laws of the State of Illinois, and shall timely make all required filings with the office of the Illinois Secretary of State. Upon request, the Charter School shall provide the Board with certified copies of its Articles of Incorporation, a Certificate of Incorporation evidencing its incorporation as a nonprofit corporation, its bylaws, and all amendments or modifications thereto. The Charter School is also recognized as an organization exempt from Federal income taxation under Section 501(c)(3) of the Internal Revenue Code, and upon request, the Charter School shall provide the Board with copies of all filings relating to the Charter School maintaining 501(c)(3) exempt status.

e. Personnel. The relationship between the Charter School and its employees, and the manner in which terms and conditions of employment shall be addressed with affected employees and their recognized representatives, if any, shall be as set forth in the Application and this Agreement, provided that the Charter School shall comply with all Federal and Illinois employment laws and regulations made applicable to charter schools under the Charter Schools Law.

No later than September 1 and February 1 of each year during the term of this Agreement, the Charter School shall provide the Board with a current list of all of its employees, and shall cause each of its subcontractors to provide the Board with a current list of all of such subcontractor's employees, who may come into contact with students at the Charter School. Such lists shall contain the names, job positions, Illinois employee identification numbers and/or last four digits of the social security numbers of all applicable employees. Such lists shall also indicate: (i) for each employee, the results of the fingerprint-based criminal background checks required in Exhibit E (Criminal Background Checks) of this Agreement; and (ii) for each individual employed in an instructional position, evidence of certification, or evidence that such individual is otherwise qualified to teach under Section 27A-10(c) of the Charter Schools Law, including information regarding the additional mentoring, training and staff development, if any, to be provided by the Charter School pursuant to paragraph 5.g. of this Agreement. For any person hired in an instructional position after February 1 of any academic year, the Charter School shall provide the Board with such results of the fingerprint-based criminal background checks and evidence of certification (or other qualification if

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applicable) as noted hereinabove no later than five (5) business days before the individual's initial date of employment.

After November 16, 2017, the Charter School shall no longer be required to submit, as a part of such lists, the results of the fingerprint-based criminal background checks required in Exhibit E for each Charter School employee and subcontractor employee who may come into contact with students at the Charter School.

f. Background Checks and Adjudication Process. For the period from the Effective Date through November 16, 2017, please refer to Exhibit E attached hereto for the Criminal Background Checks provision for the Charter School. Beginning November 17, 2017, the parties acknowledge and agree to the following:

i. Background Checks. The Board shall conduct a criminal history records check on all the Charter School's prospective and existing employees, agents, contractors, subcontractors, and volunteers who may have contact with students (collectively, "Prospective or Current Staff"). The criminal history records check for volunteers shall be in accordance with the Board's Volunteer Policy ("Volunteer Policy") as it exists now and as it may be hereafter amended. The criminal history records check for employees and others shall be in accordance with the Illinois School Code (105 ILCS 5/34-18.5); the Sex Offender and Child Murderer Community Notification Law (730 ILCS 152/101 *et seq.*); and the Murderer and Violent Offender Against Youth Registration Act (730 ILCS 154/1 *et seq.*). The Board also shall check for indicated reports of child abuse or neglect in the State Automated Child Welfare Information System of the Illinois Department of Children and Family Services ("DCFS") (or a substantially comparable determination of child abuse or neglect by a government agency in another jurisdiction). In addition, the Board shall perform a check of eligibility for re-hiring from the Board's Do Not Hire ("DNH") records. Collectively, the screenings described in this paragraph shall be referred to as "Background Checks". The Board shall subject the Background Checks to the adjudication process that the Board uses for its own prospective and current staff, and the Board shall share its results, to the extent permitted by law, with the Charter School.

ii. Adjudication Process. After the Board receives results from the Background Checks, the Board shall conduct its standard adjudication process and share the following information with the Charter School:

A. That the Board would reject a Prospective Staff member or terminate a Current Staff member who had been convicted of any enumerated offense set forth in the Illinois School Code. If the Prospective or Current Staff member has been convicted

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of an enumerated offense, the Charter School may not employ the Prospective or Current Staff member.

B. That the Board would require additional information from a Prospective or Current Staff member who had a conviction of a non-enumerated offense or whose conviction status is unknown. The Board shall communicate with the Prospective or Current Staff member the need for additional information.

C. After the Board considers the Prospective or Current Staff member's Background Checks, the Board shall inform the Charter School whether: (1) the Board would hire the Prospective Staff member or continue to employ the Current Staff member; (2) the Board would conditionally hire the Prospective Staff member or continue to employ the Current Staff member, pending a final adjudication; or (3) the Board would not hire the Prospective Staff member or would terminate the current Staff Member.

D. If the Board's DNH check reveals a DNH, and the DNH is one of the bases for the Board's opinion that it would not hire the Prospective or Current Staff member, the Board shall provide the Charter School information concerning the basis for the DNH.

iii. Charter School's Obligations. The Charter School shall obtain and provide the Board with a signed copy of the Board-approved *Release and Consent to Conduct and Disclose Background Investigation and Personnel Information* ("Release") from each of its Prospective and Current Staff members in the form provided by the Board**.** The Charter School shall not allow any Prospective Staff to have contact with students (*i.e.*, via text messages, live chats, emails, telephone, in person, or through any other means) until the Charter School receives the results of the Prospective Staff member's Background Checks and the Board's adjudication. The Board reserves the right to modify the form of the Release from time to time.

iv. Reimbursements. The Charter School shall reimburse the Board for the actual costs and expenses incurred by the Board conducting Background Checks.

v. Volunteers. The Charter School shall categorize all Prospective and Current volunteers as either Level I or Level II volunteers as defined in the Volunteer Policy referenced above.

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g. Instructional Providers. The Charter School shall employ or otherwise utilize in instructional positions and shall require that its subcontractors employ or otherwise utilize in instructional positions only those individuals who are certificated under Article 21 of the Illinois School Code, 105 ILCS 5/21-1 *et seq.*, or who are otherwise qualified to teach under Section 27A-10(c) of the Charter Schools Law. The Charter School shall satisfy the required percentage of certificated individuals employed in instructional positions for its Charter School in accordance with Section 27A-10(c), (c-5) and (c-10) of the Charter Schools Law, as may be amended from time to time. For purposes of this Agreement, "instructional positions" means all those positions involving duties and responsibilities which, if otherwise undertaken in the Chicago Public Schools, would require teacher certification. In the event that the Charter School employs or otherwise utilizes or any of its subcontractors employs or otherwise utilizes non-certificated personnel in instructional positions, the Charter School and/or its subcontractors shall provide such additional mentoring, training and staff development as the Charter School determines is necessary to ensure that such individuals perform their instructional duties satisfactorily.

Section 27A-10(c) of the Charter Schools Law references Article 21 of the Illinois School Code which had most of its sections repealed and replaced with Article 21B as it relates to the licensure of educators so the words "certificated" and "certification" can be used interchangeably with the words "licensed" and "licensure" in this Agreement.

h. Homeless Children. The Charter School acknowledges and agrees that Chicago Public Schools is committed to serving the needs of children who are homeless by addressing all barriers to the enrollment and participation of students in temporary living situations in the school environment, and by protecting their rights under Federal and State law. The Charter School agrees that one goal of this Agreement is to ensure that all homeless children who attend the Charter School receive the same services provided by Chicago Public Schools to homeless children in its Students in Temporary Living Situations Program and agrees that it will provide services to homeless children at the same level that CPS provides those services. The Charter School must protect the rights of children under the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11431 *et seq.*, as amended) and the Illinois Education for Homeless Children Act (105 ILCS 45/1-1 *et seq.*, as amended) and all other applicable laws that protect the rights of homeless children. The Charter School further acknowledges that the Board has certain obligations under the Settlement Agreement in Salazar v. Edwards, 92 CH 5703 (Circuit Court, Cook County). The Charter School shall ensure that no member of the Salazar class is deprived of his or her rights under the Settlement Agreement and the Charter School shall not interfere with the Board's performance of its obligations under the Settlement Agreement.

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i. Student Transportation. The Charter School shall meet the transportation needs of its students including, the needs of its low-income and at-risk students, and its homeless children and youth, in the manner set forth in its Application which transportation plan may include, but not be limited to, the following: coordinating with Chicago Public Schools to provide transportation for any students with disabilities who have Individualized Education Programs ("IEPs") in which transportation is required; participating in the state's Parent/Guardian State Pupil Transportation Reimbursement Program; providing Chicago Transit Authority reduced fare permits or cards to students based on income qualifications; assisting parents in the development of car pool plans; and/or working with students and their parents to highlight the best routes to and from school via public transportation, expressways and streets. Once the Charter School identifies any students eligible for transportation assistance in accordance with the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11431 *et seq.*, as amended), the Charter School shall coordinate with the Board's Students in Temporary Living Situations Department to obtain and distribute transportation fares to such students.

j. Safety and Security. In the event that there is any allegation of misconduct by a person that affects the safety and/or welfare of any student at the Charter School, the Charter School shall (i) immediately take appropriate action(s) to protect such student, (ii) promptly contact the Board's Student Safety Center via email at Studentsafety@cps.edu, and (iii) fully cooperate with the Board in any investigations or inquiries that may be conducted by the Board until there is a final resolution of the matter to the satisfaction of the Board. In the event of an emergency, the Charter School must report the incident to the City's Emergency Communications Center at 9-1-1 and subsequently to the Board's Student Safety Center at (773) 553-3335 (open 24 hours/7 days a week). An emergency can include, but not be limited to, any of the following incidents: (A) a serious threat to the school, students or staff; (B) a disturbance involving a large number of students; (C) school lockdown; (D) any weapons or dangerous items found on school grounds; or (D) danger in the vicinity of the school that affects school safety (e.g., shots fired).

k. Conflicts of Interest. The Charter School shall certify that neither it, nor any of its board members, directors, officers, employees, or agents, nor family members of any such persons, have a private interest, direct or indirect, or will acquire any such interest directly or indirectly, which does or may conflict in any manner with the Charter School's performance and obligations under this Agreement. The Charter School must establish safeguards to prohibit such a conflict of interest or an appearance of a conflict of interest from occurring during the term of this Agreement. If applicable, the Charter School also shall act in accordance with the conflicts of interest provisions set forth in Section 27A-10.5 of

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the Charter Schools Law. By July 1, 2019, and thereafter no later than July 1 of each subsequent year, the Charter School shall submit to the Board a copy of its Conflict of Interest Policy (to the extent that it is not already a part of the Charter School's Ethics Policy as described in paragraph 5.l. below) with a summary of any revisions from the previous year's version.

l. Ethics Policy. The Charter School shall adopt and maintain an Ethics Policy for its board members, directors, officers and employees to ensure that all such persons act in accordance with the highest standards of ethical conduct. By July 1, 2019, and thereafter no later than July 1 of each subsequent year, the Charter School shall submit to the Board a copy of its Ethics Policy with a summary of any revisions from the previous year's version.

m. Debarment/Suspension; Bid-Rigging/Bid-Rotating. The Charter School certifies that it is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from bidding for or participating in this transaction under 105 ILCS 5/10-20.21(b) or by any Federal or State department or agency. If it is later determined that the Charter School knowingly rendered a false certification under this paragraph, this Agreement may be voided, in whole or in part, in addition to other remedies available to the Board under this Agreement or by law. The Charter School further agrees by executing this Agreement that it will include this clause without modification in all lower tier transactions, solicitations, proposals, contracts and subcontracts. If the Charter School or any lower tier participant is unable to certify to this statement, it must attach an explanation to this Agreement.

The Charter School further certifies that it is not barred from entering into this Agreement by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS §5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the award of a public contract to a person who has been convicted of bid-rigging or bid-rotating.

n. Additional Protections and Title IX of the Education Amendments of 1972 ("Title IX"). The Charter School shall adopt and maintain policies in the following areas:

i. Comprehensive Non-Discrimination, Title IX and Sexual Harassment Policy(ies); and

ii. Policy on Reporting of Child Abuse, Neglect and Inappropriate Relations between Adults and Students which shall include, without limitation, grooming behaviors.

By September 30, 2019, and thereafter no later than July 1 of each subsequent year, the Charter School shall submit to the Board a copy of each of these policies, with

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a summary of any revisions from the previous year's version if necessary.

In addition to the duty of the Charter School to report allegations of misconduct as specified in paragraph 5.j (Safety and Security) herein above, if there is a an allegation of misconduct pertaining to either of the above referenced policies on the part of any key personnel ("Key Personnel") which may cause a change in administration at the Charter School, the Charter School shall immediately notify the Board and provide full disclosure of such allegation which is necessary for the Board's evaluation. Key Personnel of the Charter School shall be defined to include, but not be limited to, the leadership team, board members, Chief Executive Officer, Superintendent, top administrators, executive directors, principals, assistant principals or their equivalent of the Charter School.

o. Inspector General. Each party to this Agreement hereby acknowledges that in accordance with 105 ILCS 5/34-13.1, as amended, the Inspector General of the Board has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel subject to the authority granted pursuant to said statute.

6. Financial Operations of Charter School.

a. Annual Audits. At fiscal year end, the Charter School shall prepare its annual financial statements in accordance with accounting principles generally accepted in the United States of America for not-for-profit organizations ("GAAP"). During the fiscal year, the Charter School shall operate in accordance with GAAP, the accrual basis of accounting, or any other basis of accounting, provided that the Charter School's accounting methods allow it to prepare reports required by the Board, the State Board, and any other grantors.

The Charter School shall undergo a Financial Statement Audit and Financial and Administrative Procedures Controls Review (collectively, the "Financial Audit"), to be performed annually at its expense by an outside independent auditor that must be retained by the Charter School, and such auditor must be reasonably acceptable to the Board. To qualify as independent for purposes of the paragraph, such auditor must not be an employee of the Charter School or otherwise affiliated with the Charter School for non-audit purposes. The Financial Audit shall include, without limitation:

i. An opinion on the financial statements (and Supplementary Schedule of Expenditures of Federal Awards, if applicable);

ii. A report on compliance and on internal control over financial reporting based on an audit of financial statements performed in

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accordance with Government Auditing Standards and the Single Audit Act of 1984, as amended; and

iii. A report on compliance with requirements of applicable laws and regulations, including the audit requirements contained in the Accountability Plan.

The Financial Audit shall be submitted to the Board by the Charter School no later than November 1 of each year during the term of this Agreement, unless an extension is otherwise agreed to by the Board, beginning with November 1, 2017.

The Financial Audit shall be submitted to the State Board by the Charter School no later than December 1 of each year during the term of this Agreement, unless an extension is otherwise agreed to by the State Board, beginning with December 1, 2017.

In addition, a copy of the Form 990 that the Charter School filed that year with the U.S. Internal Revenue Service (the "IRS") shall be submitted to the Board and the State Board no later than December 1 of each year during the term of this Agreement, beginning with December 1, 2017; provided, however, that in any year during the term of this Agreement that the Charter School has requested and been granted an extension by the IRS for filing the Form 990 using IRS Form 8868, then the Charter School shall submit to the Board and the State Board: (1) a copy of the filing receipt of such Form 8868 by December 1 of such year, and (2) a copy of such Form 990 no later than February 15 of such year.

b. Financial Statements and Reports. The Charter School shall prepare or cause to be prepared quarterly financial statements and reports including budgets, in accordance with Board instructions, which shall be submitted to the Board no later than thirty (30) calendar days after the end of each quarter and no later than forty-five (45) calendar days after the end of each fiscal year. Also the Board reserves the right to request accounts payable aging reports and cash forecast reports in a Board-specified format from the Charter School within ten (10) business days of the Board's request. The Charter School shall prepare and provide to the Board an annual budget for each fiscal year in a Board-specified format by no later than July 1 of such fiscal year unless a later date is agreed to in writing by the Board. The fiscal year for the Charter School shall begin on July 1 of each year and end on June 30 of the subsequent year.

c. Distribution of Funds. The Board shall distribute the Charter School funds, as determined in paragraph 6.d., in four (4) quarterly installments distributed on or about July 22, October 15, January 15 and April 15 of each fiscal year, or the first business day following each such day if any such day falls on a Saturday, a Sunday, or a holiday. In the event of an exigent circumstance in which

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there is a delay in the Board receiving education funding, or a reduction in education funding, from third party sources such as Federal or State governmental entities (e.g., the Illinois General Assembly or the State Board), quarterly installments may be disbursed on a monthly basis, as received by the Board. All funds distributed to the Charter School from the Board shall be used for educational purposes only. The use of such funds for any other purpose is strictly prohibited.

d. Funding Procedure. The Board shall calculate the per capita tuition payment for each pupil enrolled at the Charter School for each fiscal year based on per pupil rates as set forth in the budget book ("Budget Book") adopted by the Board each fiscal year and shall provide this amount to the Charter School for each pupil enrolled at the Charter School as set forth below in paragraphs 6.d.i-v. For the first year (2017-2018 FY) of the term of the Agreement, per pupil rates for the first and second installments shall be defined as the Student Based Budgeting ("SBB") rate, non-SBB rate and facility supplement (if applicable) less the employer's proportionate pension contributions (normal cost). Per pupil rates for the third and fourth installments of 2017-2018 FY shall be defined as the tuition rates which the Board established in order for the Charter School's annual tuition rate not to be less than 97% or more than 103% of the Board's per capita tuition charge ("PCTC") in accordance with P.A. 100-0465. Also, for 2017-2018 FY, the Board shall make adjustments to the Charter School's third and fourth installments to true-up the prior installments to ensure that the annual tuition rate for the Charter School shall not be less than 97% or more than 103% of the Board's PCTC for the 2017-2018 fiscal year.

In addition an administrative fee shall be charged annually to the Charter School to cover the cost to the Board of overseeing charter schools ("Administrative Fee"). The Administrative Fee as well as the methodology for the calculation of the Administrative Fee shall be as specified in the Board-approved Budget Book and may be adjusted on an annual basis.

The Charter School acknowledges and agrees that the funding amounts provided to the Charter School by the Board may be adjusted or varied during the year and from year to year depending upon the amount of appropriations authorized by the Illinois General Assembly and subsequent Board approval of the budget on an annual basis. The Board reserves the right to amend the Board-approved Budget Book if necessary.

i. First Installment (July 22). The amount of the Board's first quarterly payment shall be based initially on a pre-enrollment projection for the number of students enrolled in the Charter School which shall be provided to the Board no later than December 15 of the prior academic year, multiplied by one-fourth the per capita tuition amount. If both parties agree

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that there has been a material change or an error(s) in the Charter School's pre-enrollment projection, the Board reserves the right to request a revised projection. The Board shall determine if the revised projection or the original projection will be used for the first quarter payment. On the other hand, if the Board determines that the Charter School has consistently over-projected the number of students enrolled in the Charter School over the past five (5) years, the Board reserves the right to make adjustments to the original student projection number as needed for the first quarter payment. It is understood and agreed that the first installment for each fiscal year will be remitted only upon the Board receiving all required submissions and documentation on such dates as set forth in the compliance chart compiled by I&I.

ii. Second Installment (October 15). The amount of the Board's second quarterly payment shall be calculated such that the aggregate amount of the first and second quarterly installments is equal to the number of students enrolled at the Charter School on an enrollment date for the first semester ("First Semester Enrollment Date") as determined by the Board which shall be provided to the Charter School in writing no later than September 1 of each year, as verified by attendance records, multiplied by one-half the per capita tuition amount.

iii. Third Installment (January 15). The amount of the Board's third quarterly payment shall be based on the number of students enrolled at the Charter School on the same First Semester Enrollment Date as set forth in paragraph 6.d.ii above, as verified by attendance records, multiplied by one-fourth the per capita tuition amount.

The amount of the third quarterly payment shall be further adjusted based on the number of students who were expelled from the Charter School between the First Semester Enrollment Date set forth in paragraph 6.d.ii. above and a second date which shall be near the beginning of the second quarter of the CPS school year ("First Semester Adjustment Date") as determined by the Board, which shall be provided to the Charter School in writing no later than September 1 of each year. One-fourth of the per capita tuition amount shall be deducted from the third quarterly payment for each student who was expelled between the First Semester Enrollment Date and the First Semester Adjustment Date. If there is a decrease in the Charter School's total enrollment solely due to students who transferred out of the Charter School for reasons other than expulsion ("Transfers Out"), no further deduction shall be made from the third quarterly payment. However, if students have transferred in to the Charter School ("Transfers In") but the Charter School's total enrollment has decreased by a smaller number than the number of expelled students during the same period, then

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the deduction amount shall be only one-fourth of the per capita tuition amount multiplied by the net enrollment decrease. On the other hand, if there have been Transfers In and the Charter School's total enrollment has increased between the First Semester Enrollment Date and the First Semester Adjustment Date, the Charter School shall receive additional funds equal to one-fourth of the per capita tuition amount multiplied by the net enrollment increase.

Using the Board's school funding formulas as set forth in its Board-approved Budget Book, for the third quarterly payment adjustments, the Board shall count the Charter School's students with disabilities the same as its general education students.

iv. Fourth Installment (April 15). The amount of the Board's fourth quarterly payment shall be calculated such that the aggregate amount of the third and fourth installments is equal to the number of students enrolled at the Charter School on an enrollment date for the second semester ("Second Semester Enrollment Date") as determined by the Board which shall be provided to the Charter School in writing no later than September 1 of each year, as verified by attendance records, multiplied by one-half the per capita tuition amount.

The amount of the fourth quarterly payment shall be further adjusted based on the number of students who were expelled from the Charter School between the Second Semester Enrollment Date set forth in paragraph 6.d.iv. above and a second date which shall be near the beginning of the fourth quarter of the CPS school year ("Second Semester Adjustment Date") as determined by the Board, which shall be provided to the Charter School in writing no later than September 1 of each year. One-fourth of the per capita tuition amount shall be deducted from the fourth quarterly payment for each student who was expelled between the Second Semester Enrollment Date and the Second Semester Adjustment Date. If there is a decrease in the Charter School's total enrollment solely due to Transfers Out, no further deduction shall be made from the fourth quarterly payment. However, if there have been Transfers In but the Charter School's total enrollment has decreased by a smaller number than the number of expelled students during the same period, then the deduction amount shall be only one-fourth of the per capita tuition amount multiplied by the net enrollment decrease. On the other hand, if there have been Transfers In and the Charter School's total enrollment has increased between the Second Semester Enrollment Date and the Second Semester Adjustment Date, the Charter School shall receive additional funds equal to one-fourth of the per capita tuition amount multiplied by the net enrollment increase.

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Using the Board's school funding formulas as set forth in its Board-approved Budget Book, for the fourth quarterly payment adjustments, the Board shall count the Charter School's students with disabilities the same as its general education students.

v. Negative Value (if applicable). Any quarterly payments provided to the Charter School as calculated above that result in a negative amount shall be treated as a receivable to the Board and all subsequent payments shall be offset by the Board until the obligation to the Board is fulfilled by the Charter School.

vi. Notwithstanding the foregoing, the parties agree the Board shall fund the Charter School from May 7, 2019 through June 30, 2020 in accordance with the Resolution Regarding Adoption of an Equitable, Student-Based Funding Formula for the District's Charter Schools ("Charter Funding Resolution") (19-0424-RS1), consistent with the Charter Schools Law, by adjusting the amount of the in-kind supports calculated when determining whether the Charter School's funding is within the statutory range of the Board's PCTC multiplied by the number of students enrolled in the Charter School. The Charter School agrees that, in consideration for the Board making such adjustments from May 7, 2019 through June 30, 2020, (A) the Charter School shall not challenge the Board's calculation for the in-kind supports for 2018-2019 FY and 2019-2020 FY, either through a complaint to the Board, a complaint to the State Board, or through formal legal action, and (B) the Charter School shall waive any right to and release the Board from any liability, claim, action, cause of action, suit, grievance, and/or complaint regarding the calculation of its charter funding for 2018-2019 FY and 2019-2020 FY, including the calculation of in-kind supports. The parties further agree that nothing herein prevents the parties from entering into any subsequent charter funding agreements that supersede the funding procedure set forth herein.

Enrollment shall not include students who are scheduled or have not attended a single day at the Charter School as of the enrollment count day. Enrollment counts shall be reduced retroactively for students who are later determined to have not been enrolled at the Charter School on the enrollment count day.

IN NO EVENT SHALL THE BOARD BE LIABLE TO THE CHARTER SCHOOL OR ANY THIRD PARTY FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL OR EXEMPLARY DAMAGES, WHETHER FORESEEABLE OR NOT, THAT ARE IN ANY WAY RELATED TO THE DELAY BY THE BOARD IN DISBURSING INSTALLMENT PAYMENTS TO THE CHARTER SCHOOL UNDER THIS AGREEMENT OR ANY SUBSEQUENT CLAIM BY ANY THIRD PARTY.

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e. School-Based Allocations for Federal Title I Funds and Other Eligibility Determinations. The Charter School shall provide the Board with eligibility data regarding Title I of the Elementary and Secondary Education Act of 1965, as reauthorized by the Every Student Succeeds Act ("Title I") eligible students enrolled in the Charter School by a date determined by the Board. Title I funding to the Charter School may be adjusted by the Board to account for prior deviations between the estimated Title I Funds paid and the amount of Title I funds to which the Charter School was entitled to during each fiscal year. Such amounts shall be in addition to the per pupil funding amounts set forth in the Budget Book adopted by the Board each fiscal year. The Charter School shall keep financial records of such funds separate from its other revenues. During the first year of the Charter School's provision of educational services, any Title I or other Federal funding for which these students qualify shall be provided to the Charter School by the Board in accordance with the formulas set forth in the Budget Book adopted by the Board each fiscal year.

Availability of Title I funds to a Charter School is conditional upon the amount of governmental funding available, and the Charter School's maintaining continuous reporting, inspections, and audits, the quality of which shall be satisfactory to the Board and other relevant regulatory organizations. The scope and frequency of program reporting shall be agreed upon by the Charter School and the Board prior to funding the relevant programs unless modifications are required by the governmental funding agencies.

Effective August 31, 2017, the evidence-based funding formula has replaced the calculation and apportionment of supplemental general state aid ("SGSA") starting in the 2017-2018 academic year pursuant to P.A. 100-0465; therefore, SGSA funds shall no longer be distributed to the Charter School as a separate allocation. However, the Charter School shall continue to provide the Board with eligibility data on an annual basis on students who qualify for free and reduced meals for other eligibility determinations.

f. Other Sources of Funds for Charter School. Paragraph 6.d is not intended to increase or decrease the amount of per capita student tuition to which the Charter School is entitled under the Charter Schools Law. If the Charter School satisfies the funding criteria, and subject to funding availability, the Charter School may be eligible to receive additional funding from the Board by means of Federal and State categorical funds which are not a part of the PCTC. Any such applicable federal and state grant funding shall be distributed to the Charter School in accordance with the Charter Funding Resolution, which provides that the Charter School shall receive a proportionate share of funding, as may be applicable. In addition, any Charter School receiving Federal or State grant funding must comply with all Federal or State regulations tied to such grant funds. The availability of Federal and State grant funds is dependent upon the Charter School's maintaining

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continuous reporting, inspections, and audits, the quality of which shall be satisfactory to the Board and other relevant regulatory organizations. The funding criteria and procedures related to the aforementioned categories shall be set forth in the Budget Book adopted by the Board each fiscal year.

g. Refund of Unspent or Spent Funds. During the term of this Agreement, if the Charter School does not expend or obligate all Federal grant funds prior to the end of the respective grant period, the Board may recapture such unspent grant funds from the Charter School. In addition, if the Board determines that Federal or State grant funds provided to the Charter School were not used or expended for the specific purpose for which they were intended, the Charter School shall promptly reimburse such grant funds to the Board within thirty (30) days of receipt of written notice from the Board.

h. Tuition and Fees. The Charter School shall not charge tuition to any student, unless such student would otherwise be liable for tuition costs under the Illinois School Code. The Charter School may charge reasonable fees, to the extent permitted by law, for textbooks, instructional materials, summer school programs, after school programs, and student activities.

i. Outside Funding. The Charter School may accept gifts, donations or grants pursuant to Section 27A-11(d) of the Charter Schools Law, provided that no such gifts, grants or donations may be accepted if contrary to applicable law or to the terms of this Agreement. If the Charter School solicits funding from sources other than those set forth in this paragraph 6, it shall comply with all applicable State and Federal laws regarding the reporting of charitable solicitations.

j. Pension Payments. The Board shall make payments directly to the Public School Teachers' Pension and Retirement Fund of Chicago ("Chicago Teachers Pension Fund") for the employer's pension liability on behalf of any education, administrative or other staff member employed at the Charter School (whether by the Charter School itself or one of its subcontractors) who is certified under the law governing certification of teachers. The Board shall have the right to charge the Charter School for the proportionate share of the annual estimated employer's normal pension cost, and to deduct that amount from the quarterly payments due to the Charter School. After each fiscal year, the Charter School shall provide a calculation (as defined by the Board) of its share of the employer's normal pension cost based on the total actual pensionable salaries for that year ("Final Employer's Pension Cost"). The Board shall review that calculation and shall reserve the right to obtain any and all records and additional documentation that support the Charter School's calculation. If the Charter School's Final Employer's Pension Cost exceeds or is less than the actual amount withheld by the Board, an adjustment (refund/withholding) shall be made by the Board in a future quarterly payment to the Charter School.

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The Board shall not have any duty to make the employee's or other staff member's contributions. Notwithstanding the foregoing, the Charter School acknowledges and agrees that the Board retains the right to collect delinquent employee contributions from the Charter School in accordance with Section 17-132 of the Illinois Pension Code (40 ILCS 5/17-132) and may deduct such delinquent contributions from any quarterly payments due the Charter School. Pursuant to Section 17-132(b) of the Illinois Pension Code, employee contributions are deemed delinquent if the Chicago Teachers Pension Fund does not receive the employee contributions by the 30th calendar day after each predesignated payday.

If the Board elects to deduct delinquent employee contributions from quarterly payments due the Charter School, the Board shall provide the Charter School with fifteen (15) calendar days' prior written notice setting forth in detail the grounds for such action and the amount delinquent. If the Charter School fails to cure such delinquency to the Board's satisfaction within said 15-day cure period, the Board shall be deemed to have a sufficient basis to withhold such funds from any quarterly payments otherwise due the Charter School and to remit such funds to the Chicago Teachers Pension Fund.

At such time that the Charter School submits any members' payroll records to the Chicago Teachers Pension Fund in accordance with Section 17-132 of the Illinois Pension Code (40 ILCS 5/17-132) in the format requested by the Chicago Teachers Pension Fund, the Charter School shall provide the Board with copies of such records as well.

If the Charter School closes for any reason, including a revocation or non-renewal by the Board, or if there is a filing by or against the Charter School of any petition or proceeding under any bankruptcy, insolvency, or similar law, the Board reserves the right to recover from the Charter School all or any portion of the Charter School's remaining pension obligations.

k. Management and Financial Controls. At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls including, but not limited to: (i) accounting methods as specified in paragraph 6.a.; (ii) a checking account; (iii) adequate payroll procedures; (iv) bylaws; (v) an organizational chart; (vi) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (vii) internal control procedures for, including but not limited to, cash receipts, cash disbursements and purchases; and (viii) maintenance of asset registers and financial procedures for grants in accordance with Education Department General Administrative Regulations ("EDGAR") or the State Board.

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l. Enrollment/Attendance. The Charter School shall maintain accurate enrollment data and daily records of student attendance in accordance with Section 27A-9(f) of the Charter Schools Law. On a daily basis (or on any other time-frame basis consistent with district-level reporting), the Charter School shall provide the Board with current enrollment and attendance data, including EL and IEP service minutes provided to the Charter school's students with disabilities in accordance with Paragraph 8.b. herein, via the Board's IMPACT System ("IMPACT System"), or such other system as may be subsequently implemented by the Board. The Board shall provide the Charter School with the necessary IMPACT System access, software and training to allow Charter School personnel to use the Board's IMPACT System and input enrollment/attendance data. The Board shall have the right to perform spot checks or spot audits at the Charter school for verification of enrollment and/or attendance data.

m. Deductions for Facility Expenses. If the Charter School is located in a Board facility, the Board may offer to provide the Charter School with certain facility services including building maintenance, food services, technology services, utilities, and/or safety and security ("Facility Services"). A Charter School located in a Board facility and utilizing the Facility Services will have such charges deducted from the quarterly payments issued by the Board and such services and charges will be outlined in the lease agreement between the Board and the Charter School. Such charges may be adjusted annually or upon such other terms as set forth in the lease agreement.

n. Withholding of Funds. If the Board deems that there has been a material violation of this Agreement by the Charter School, the Board may withhold any and all payments of funds to the Charter School, provided that the Board gives the Charter School prior written notice enumerating each violation and a reasonable period of time during which the Charter School shall have the opportunity to cure any such violation after the Charter School's receipt of such written notice. Upon the Charter School's cure of any such material violation, the Board shall immediately release any and all payments of funds due the Charter School.

o. Right to Offset. If there are (i) costs and expenses from conducting the Charter School's Background Checks by the Board or (ii) overpayments of special education or Federal or State categorical funds to the Charter School under this Agreement that have not been paid to the Board when due, the Board shall have the right, upon the Charter School's failure to cure after written notice to the Charter School, to fully offset against any such costs and expenses or overpayments owed to the Board pursuant to this Agreement. Any such offset shall be made against any future quarterly payments due the Charter School. As a part of its written notification, the Board shall provide details regarding the amount of the offset, the reason for the offset, and the timing of the offset on the

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part of the Board. The Board, in its sole discretion, may consider the Charter School's request, if made, to authorize a payment plan to repay any such deficient amounts before any offsets may be made by the Board although the Board shall be under no obligation to do so.

p. Public Funds Used for Advertising. In accordance with Section 27A-4(l) of the Charter Schools Law, any advertisement created after January 1, 2015, including a radio, television, print, Internet, social media, or billboard advertisement, purchased by the Charter School with public funds must include a disclaimer stating that the advertisement was paid for using public funds. However, this disclaimer requirement shall not apply to materials created by the Charter School including, but not limited to, a school website, informational pamphlets or leaflets, or clothing with affixed school logos.

7. Attendance Centers; Laws, Rules and Regulations for Attendance Centers.

a. Attendance Centers. The Charter School shall be located at the following locations in Chicago, Illinois (each referred to as an "Attendance Center"):

Name	Address	Grades	Estimated Campus Maximum Enrollment*
Northtown Campus	3900 W. Peterson Avenue	9-12	930
Ralph Ellison Campus	1817 W. 80th Street	9-12	619
Wrightwood Campus	8130 S. California Avenue	K-8	800
ChicagoQuest North Campus	1409 & 1443 N. Ogden Avenue	9-12	600
Bucktown Campus	2235 N. Hamilton Avenue	K-8	694
Irving Park Campus	3820 N. Spaulding Avenue	K-8	555
Prairie Campus	11530 S. Prairie Avenue	K-8	420
West Belden Campus	2245 N. McVicker Avenue	K-8	535
Lloyd Bond Campus	13300 South Langley Avenue	K-6	355
Longwood Campus	1309 W. 95th Street	3-12	1,435
Loomis Primary Campus	9535 S. Loomis Street	K-2	578

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Avalon/South Shore Campus	1501 E. 83rd Place	K-8	500
Basil Campus	1816 W. Garfield Blvd	K-8	750
Washington Park Campus	6105 S. Michigan Avenue	K-8	490

*At capacity enrollment at individual Attendance Centers may fluctuate but Overall Network-Level at Capacity Enrollment shall remain unchanged.

Criteria for Network Capacity Enrollment for Replicating Charter Schools
Maximum student enrollment for the Charter School shall change from the individual Attendance Center-level to the network-level. That is, the at capacity enrollment at certain individual Attendance Centers may fluctuate but the Overall Network-Level at Capacity Enrollment of the Charter School shall remain unchanged. The Overall Network-Level at Capacity Enrollment of the Charter School shall remain unchanged at no more than 9,261 students. So long as the Overall Network-Level at Capacity Enrollment of the Charter School does not change, the Charter School may change student enrollment among Attendance Centers based on the parameters specified in Attachment 2 attached hereto and incorporated herein.

i. Non-Board Facilities. With respect to Attendance Centers located in non-Board facilities, the Charter School shall comply with all project deadlines and reporting requirements set by the Board as well as obtain and submit to the Board for review no later than thirty (30) calendar days prior to the start date of the Charter School's academic year: all applicable zoning and occupancy permits and health and safety approvals for such Attendance Centers; and (i) executed copies of the lease agreements for such Attendance Centers, if occupied under lease agreements; or (ii) evidence of titles to such Attendance Centers, if owned by the Charter School. The Charter School shall provide prompt notice to the Board if there is any delay by the Charter School in submitting such documents within the thirty-day time period. The Charter School shall take such actions as are necessary to ensure that all leases (for all Attendance Centers not owned by the Charter School), zoning and occupancy permits and health and safety approvals for all established Attendance Centers remain valid and in force, and shall certify to the Board by September 1, 2017 or the first day of the Charter School's academic year, whichever is earlier, that such leases, permits, certificates and approvals have been obtained and shall remain in force during the term of this Agreement.

ii. Board Facilities. With respect to Attendance Centers located in Board facilities, the Charter School shall take such actions as are

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necessary to otherwise enable the Board to ensure that the occupancy and zoning permits and health and safety approvals for such Attendance Centers remain valid and in force during the term of this Agreement but the obligation on the part of the Charter School to ensure health and safety approvals shall be determined by the terms and conditions of the lease agreements between the Board and the Charter School.

b. Change in Location; Additional Attendance Centers (All Facilities). The Charter School may request to change the physical location of an existing Attendance Center, provided that the Charter School fulfills certain conditions of the Board and provides such information as requested by the Board with respect to such proposed physical location. The Charter School must notify the Board of the proposed change in location not less than one hundred and twenty (120) days prior to the proposed effective date of relocation. I&I shall notify the Charter School whether it will recommend the change in location to the Board. Also the Charter School may submit a proposal to establish additional Attendance Centers by responding to a CPS Request for Proposals for charter schools and provided that the Charter School fulfills certain conditions of the Board and provides such information as requested by the Board with respect to such additional Attendance Centers.

Such a change in the physical location of an existing Attendance Center or the establishment of a new Attendance Center by the Charter School shall be deemed a material change to this Agreement which requires the prior approval of the Board to be in full force and effect.

c. Temporary Change in Location for Emergency (All Facilities). If the change in location of an Attendance Center is due to an emergency where the Attendance Center has been made untenantable by fire, flooding, tornado, earthquake or other casualty or where its occupancy permit has been revoked due to a reason outside of the Charter School's reasonable control, the one hundred and twenty (120) days' prior notice to the Board from the Charter School is not required. In such an emergency situation, the Charter School shall provide immediate written notice to the Board after the Charter School becomes aware of the need to change the location of its Attendance Center and the Charter School shall proceed as follows:

i. The Charter School shall promptly repair any damage to the Attendance Center caused by the emergency and to remedy any accessibility and building code compliance issues at its current temporary location until such time as the damaged Attendance Center is returned to the condition in which it was found prior to the emergency; provided, however, if such Attendance Center is located in a Board facility, the obligation on the part of the Charter School to make repairs shall be

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determined by the terms and conditions of the lease agreement between the Board and the Charter School. While in its temporary location, the Charter School must submit written status reports as often as requested by I&I regarding the renovation work performed on the damaged Attendance Center; or

ii. If the Attendance Center has been condemned or has such extensive damage that the Charter School does not want to expend any funds to make the necessary repairs to the Attendance Center, the Charter School shall provide to I&I written notice of the change in its permanent location and the reasons for abandoning its original Attendance Center. The Charter School shall fulfill certain conditions of the Board and provide the information set forth in this paragraph 7 with respect to such new physical location. I&I shall notify the Charter School whether it will recommend such change in location to the Board.

d. Compliance with Disability Access Laws and Regulations.

i. Non-Board Facilities. With respect to Attendance Centers located in non-Board facilities, the Charter School shall ensure at all times that its facilities (including any improvements) and operations comply with: (i) all applicable provisions of Federal, State and local disability access laws which shall include, but not be limited to, the Americans with Disabilities Act ("ADA"), 42 U.S.C. §12101 *et seq.*, as amended, including, without limitation, Title III; the Rehabilitation Act of 1973, 29 U.S.C.A. §701 *et seq.*, as amended; their implementing regulations; the Illinois Environmental Barriers Act, 410 ILCS 25/1 *et seq.*; and the accessibility portions of the Chicago Building Code; and (ii) the ADA and Rehabilitation Act aspects of the Accountability Plan or the ADA Plans defined below, as addressed in Paragraph 7.e. and Attachment 1 hereto.

ii. Board Facilities. With respect to Attendance Centers located in Board facilities, the Board shall modify such Attendance Centers to have basic accessibility features for persons with disabilities. The Charter School shall otherwise ensure that it complies with: (i) all applicable provisions of Federal, State and local disability access laws which shall include, but not be limited to, the Americans with Disabilities Act ("ADA"), 42 U.S.C. §12101 et seq., as amended, including, without limitation, Title III; the Rehabilitation Act of 1973, 29 U.S.C.A. §701 et seq., as amended; their implementing regulations; the Illinois Environmental Barriers Act, 410 ILCS 25/1 et seq.; and the accessibility portions of the Chicago Building Code; and (ii) the ADA and Rehabilitation Act aspects of the Accountability Plan; but the obligation on the part of the Charter School to cause compliance with the aforementioned laws and regulations shall be

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determined by the terms and conditions of the lease agreements between the Board and the Charter School.

e. ADA Plans (All Facilities). In accordance with Attachment 1 hereto, the Charter School shall submit a facility plan for each Attendance Center addressing compliance with the ADA and Section 504 of the Rehabilitation Act of 1973, as amended, their implementing regulations, the Illinois Environmental Barriers Act, and the accessibility portions of the Chicago Building Code ("ADA Plans"); provided, however, if there are Attendance Centers located in Board facilities, the Charter School shall submit ADA Plans addressing its methods for complying with, other than the Board's modifications, the aforementioned laws and regulations. Any such ADA Plans shall be submitted to I&I for the Board's approval which shall not be unreasonably withheld. ADA Plans approved by the Board shall be incorporated herein by reference and made a part of this Agreement. If a Charter School fails to submit an ADA Plan to I&I by the Board-specified date, such failure shall be deemed a material violation of this Agreement, subject to paragraph 13 herein, and the Board shall consider such non-compliance a factor in determining whether to close an Attendance Center or revoke or not renew the Charter School's charter.

8. Special Education and Supports.

a. Compliance with Laws, Rules and Regulations. The Charter School shall comply with all Federal and State laws and rules applicable to public schools that pertain to special education including, but not limited to, (i) 105 ILCS 5/27A-5(g), as amended, (ii) the Individuals with Disabilities Education Act (20 U.S.C. §1401 *et seq.*, as amended) ("IDEA") and any regulations promulgated thereunder; (iii) Article 14 of the Illinois School Code (105 ILCS 5/14-1.01 *et seq.*, as amended) and any regulations promulgated thereunder; and (iv) Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794 *et seq.*, as amended) and any regulations promulgated thereunder. The Charter School shall provide special education and related services to students with disabilities in accordance and compliance with (v) the student's IEP; (vi) the Board's procedural manual regarding educating students with disabilities in the Chicago Public Schools, as may be amended from time to time, which is incorporated herein by reference; (vii) any and all Federal court orders applicable to students with disabilities in the Chicago Public Schools; (viii) any and all guidance issued by the Board's department that oversees the provisioning for students with disabilities currently known as the Office of Diverse Learner Supports and Services ("ODLSS") and the Office of Student Health and Wellness (whether posted on the CPS web site or distributed at case manager meetings); and (ix) all non-curricular health and safety requirements applicable to public schools under the regulations of the State of Illinois and the City of Chicago including, without limitation, those

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laws specifically identified by the State Board as being applicable to public charter schools as referenced in paragraph 5.a.xix set forth herein. In addition, the Charter School shall provide reasonable accommodations and related services to students with mental or physical impairments who qualify under Section 504 of the Rehabilitation Act of 1973 in accordance and compliance with (x) the student's Section 504 Plan ("504 Plan"), and (xi) the Board policies and procedures regarding students' 504 Plans.

b. Special Education Teachers & Paraprofessionals. The Charter School shall hire, or subcontract for, special education teachers and paraprofessionals to provide special education services to the Charter School's students with disabilities. All special education teachers and paraprofessionals employed by, or subcontracting with, the Charter School shall have the requisite qualifications, Illinois certificates and/or licenses. A representative of the Charter School must attend all CPS special education teacher and paraprofessional meetings, respectively, in particular for IEP training, no more than four (4) times per year. The Board shall notify the Charter School of the available dates, locations, times and topics for the CPS special education teacher and paraprofessional meetings through several communication channels.

c. Related Service Providers. The parties acknowledge and agree that it is the expectation of both parties that the Charter School will hire, or subcontract for, related service providers to provide special education and 504 Plan services to the Charter School's students with disabilities. All related service providers employed by, or subcontracting with, the Charter School shall have the requisite qualifications, Illinois certificates and/or licenses. The related service providers of the Charter School must attend all CPS related service provider meetings, in particular for IEP training, no more than four (4) times per year. The Board shall notify the Charter School of the available dates, locations, times and topics for the CPS related service provider meetings through several communication channels.

If the Charter School is having great difficulty in hiring, or subcontracting for, related service providers to provide special education or 504 Plan services for a given academic year, the Charter School may apply for a waiver of that requirement at such time. The information submitted by the Charter School on the waiver application must be consistent with ODLSS-provided guidelines and must include evidence of the Charter School's previous efforts to hire, or subcontract for, its own related service providers. The CEO or designee shall review the Charter School's waiver application and, subject to the Board's capacity to assign the necessary staff of related service providers to the Charter School, make a determination whether to approve or reject the waiver request. Beginning March 1, 2018, if the CEO or designee approves a waiver for the Charter School as a last resort, the Charter School must reimburse the Board for the salary and benefits of

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such related service providers based on the Board's per CPS allocation which shall be based on the related service providers' workload including student enrollment and the students' IEPs and 504 Plans.

Failure to inform the Board of its inability to hire, or subcontract for, its related service providers shall be deemed a material violation of the Agreement by the Charter School, subject to paragraph 13 herein, and the Board shall consider such non-compliance a factor in determining whether to close an Attendance Center or revoke or not renew the Charter School's charter.

d. Case Manager. The principal of each Attendance Center must ensure a case manager has been identified to serve as the Attendance Center's 504 Plan coordinator, as well as the local school district representative ("Local School District Representative") at IEP meetings whenever an ODLSS district representative ("District Representative") has not been designated as the District Representative for that particular meeting. In order to serve as the Local School District Representative at such IEP meeting, the case manager must have a valid Professional Educator License ("PEL") in one of the following areas: Special Education (PK-Age 21) endorsement or School Support Personnel endorsement with a supervisory endorsement and two (2) years' experience. The case manager of each Attendance Center must attend all CPS case manager meetings, in particular for IEP training, on a monthly basis. The Board shall notify the Charter School of the available dates, locations, times and topics for the CPS case manager meetings through several communication channels.

e. Funding for Special Education and Supports. In contrast to previous years, the Board shall no longer reimburse the Charter School for the salaries and benefits for its full-time equivalent certified special education teachers, paraprofessionals and related service providers. Based on the Board's PCTC formula, funding for special education and 504 Plan services shall now be included in the Charter School's annual tuition rate provided by the Board in addition to any supplemental special education funding. With such special education funding, the Charter School shall be responsible for any and all necessary additional resources including assistive technologies (as required by a student's IEP and/or 504 Plan) for the education of students with disabilities enrolled in the Charter School in accordance with the IDEA, Section 504 of the Rehabilitation Act of 1973, and the IEPs and 504 Plans of such students. Such additional resources shall be sufficient to comply with all provisions of the Charter Schools Law, including Section 27A-11 thereof. The Charter School shall be expected to meet the needs of all students' IEPs and 504 Plans in accordance and compliance with this Agreement and all applicable Federal and State laws and any regulations promulgated thereunder.

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9. Insurance.

The Charter School shall, at its own expense, purchase and maintain insurance covering all of its operations, whether performed by the Charter School or by subcontractors. Such insurance shall include the types of insurance set forth in Exhibit B hereto, subject to the conditions and in no less than the respective limits set forth therein. All insurers shall be licensed by the State of Illinois and rated A-VII or better by A. M. Best or a comparable rating service. No later than fifteen (15) days following the execution of this Agreement, and each July 1 thereafter, the Charter School shall provide the Board with certificates of insurance or other satisfactory proof evidencing coverage in the types and amounts as set forth in Exhibit B.

10. Academic Accountability and Evaluations.

a. Accountability Plan. The Charter School shall be held accountable by the Board in accordance with the Accountability Plan contained in Exhibit C of this Agreement, which includes, but is not limited to, (i) the Board's School Quality Rating Policy ("SQRP") adopted November 19, 2014 (14-1119-PO1), (ii) Board Resolution Regarding School Quality Rating Policy adopted September 29, 2015 (15-0929-RS3), (iii) the Board's Charter School Quality Policy ("CSQP") adopted October 28, 2015 (15-1028-PO1), and (iv) any other resolutions adopted by the Board related to the SQRP. Said policies and resolutions, as may be amended from time to time, are hereby incorporated by reference into and made a part of this Agreement as if fully set forth herein.

The parties agree that the Accountability Plan attached hereto as Exhibit C shall be subject to revision and modification by the Board effective on August 1 of each year of the Agreement. However, any changes to the SQRP in particular shall be effective as of the date of adoption by the Board. The Board shall make reasonable efforts to solicit input from the Charter School regarding proposed changes to the Accountability Plan and to provide written notice to the Charter School no later than June 30 of each year if changes to the Accountability Plan are based solely on the Board's directives and not requirements arising from State or Federal regulations or other circumstances outside of the Board's control. Any subsequently revised Accountability Plans approved by the Board shall be incorporated herein by reference and made a part of this Agreement as if fully set forth herein.

b. Standardized Tests. The Charter School shall administer such standardized tests of academic proficiency as provided in the Accountability Plan, and shall participate in State assessments required by Section 2-3.64a-5 of the Illinois School Code. In accordance with Section 27A-6(b) of the Charter Schools Law, the Charter School shall administer any other nationally recognized standardized tests to its students that the Board administers to the district's

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students and the results on such tests shall be included in the Board's assessment reports. The Charter School is responsible for ensuring that the data elements (i.e., student names, demographic information, etc.) required to administer the State and CPS assessments are correctly entered into the district's IMPACT System, or such other system as may be subsequently implemented by the Board.

c. Site Visits. In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Board, its officers, employees and other agents, including allowing site visits by the Board, its officers, employees and other agents, for the purpose of allowing the Board to fully evaluate the operations and performance of the Charter School pursuant to the Accountability Plan and the Charter Schools Law. Whenever possible, the Board shall provide the Charter School with at least twenty-four (24) hours prior notice of such site visits.

11. Comprehensive School Management Contracts; Purchase Agreement.

a. Comprehensive School Management Contract. No entity or party other than the Charter School may provide comprehensive school management or operations except upon the prior approval of the Board. Furthermore, if the Charter School desires to enter into any contract for comprehensive school management or operations services to be performed in substantial part by an entity not a party to this Agreement, the provisions of Exhibit D attached hereto must be incorporated into any such contract.

b. Purchase Contract. The Board and the Charter School may enter into a purchase agreement(s) providing for the purchase by the Charter School from the Board of certain goods, services and/or materials in connection with the operation of the Charter School.

12. Renewal of Charter; Failure to Renew.

No later than January 1, 2024, and no earlier than July 1, 2023, but in no event later than the date set by I&I, the Charter School shall provide a written proposal to the Board in accordance with Section 27A-9 of the Charter Schools Law, setting forth proposed terms of renewal of this Agreement. Pursuant to Section 27A-9(b) of the Charter Schools Law, the renewal proposal of the Charter School shall contain the most recent audit report and financial statement of the Charter School, including financial information specific to each Attendance Center or campus, if applicable. The written proposal may contain proposed changes to this Agreement that the Charter School desires to incorporate into the renewed agreement.

No later than thirty (30) days prior to the expiration of this Agreement, I&I shall notify the Charter School of its recommendation regarding such renewal indicating whether, and upon what conditions, it is willing to recommend to the Board the renewal of the

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charter and the Agreement, including any modified terms proposed by I&I. If there is no agreement on the terms of renewal, then the parties shall fulfill their mutual obligations hereunder to the end of the term of this Agreement. The Board may refuse to renew the charter and the Agreement upon a finding that any cause for revocation exists under paragraph 13 hereof.

13. Revocation of Charter; Closure of Attendance Center or Campus.

a. Revocation of Charter. The Board may revoke the charter of the Charter School and terminate this Agreement in accordance with Section 27A-9 of the Charter Schools Law if the Board clearly demonstrates that the Charter School did any of the following, or otherwise failed to comply with the requirements of the Charter Schools Law:

i. Committed a material violation of any of the conditions, standards, or procedures set forth in this Agreement including the Accountability Plan; or

ii. Failed to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in this Agreement or in the Accountability Plan; or

iii. Failed to meet generally accepted standards of fiscal management; or

iv. Materially violated any provision of law from which the Charter School was not exempted.

In case of revocation, the Board shall notify the Charter School in writing of the reason why the charter of the Charter School is subject to revocation and the Agreement is subject to termination. The Charter School shall submit a written plan to the Board to rectify the problem. The plan shall include a timeline for implementation, which shall not exceed two (2) years or the date of the charter's expiration, whichever is earlier. If the Board finds that the Charter School has failed to implement the plan of remediation and adhere to the timeline, then the Board shall revoke the charter of the Charter School and terminate the Agreement. Except in situations of an emergency where the health, safety or education of the Charter School's students is at risk, the revocation and termination shall take place at the end of the academic year. Nothing in this subparagraph shall be construed to prohibit an implementation timetable that is less than two (2) years in duration.

In the event that the Board proposes to revoke the charter of the Charter School and terminate this Agreement, the Board shall provide the Charter School with written notice setting forth in detail the grounds for such revocation and

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termination at least 14 days prior to the date the Board takes final action on such revocation and termination.

In addition, the parties may agree to revoke the charter of the Charter School and terminate this Agreement by mutual consent prior to expiration pursuant to paragraph 24 of this Agreement.

b. Closure of Attendance Center or Campus. The Board may close any Attendance Center or campus if the Board clearly demonstrates that the Charter School as to any Attendance Center or campus did any of the following, or otherwise failed to comply with the requirements of the Charter Schools Law:

i. Committed a material violation of any of the conditions, standards, or procedures set forth in this Agreement including the Accountability Plan; or

ii. Failed to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in this Agreement or in the Accountability Plan; or

iii. Failed to meet generally accepted standards of fiscal management; or

iv. Materially violated any provision of law from which the Charter School was not exempted.

The Board shall notify the Charter School in writing of the reason why the Attendance Center or campus is subject to closure. The Charter School shall submit a written plan to the Board to rectify the problem. The plan shall include a timeline for implementation, which shall not exceed two (2) years or the date of the charter's expiration, whichever is earlier. If the Board finds that the Charter School has failed to implement the plan of remediation and adhere to the timeline as to that Attendance Center or campus, then the Board shall close the Attendance Center or campus. Except in situations of an emergency where the health, safety or education of the Charter School's students is at risk, the closure shall take place at the end of the academic year. Nothing in this subparagraph shall be construed to prohibit an implementation timetable that is less than two (2) years in duration.

In the event that the Board proposes to close any Attendance Center or campus, the Board shall provide the Charter School with written notice setting forth in detail the grounds for such closure at least 14 days prior to the date the Board takes final action on such closure. The charter of the Charter School and the Agreement may be modified to reflect the closure of the Attendance Center or campus by the Board and documented by a written amendment to this Agreement signed by both parties. In the event an amendment is not executed by the parties, the Board's

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notice of closure shall be deemed sufficient, and this Agreement shall be interpreted and reasonably construed in such a manner that takes into account and recognizes the closure of the Attendance Center or campus.

In addition, the charter of the Charter School and the Agreement may be modified in the event that the parties agree to close any Attendance Center or Campus by mutual consent and shall be documented by a written amendment to this Agreement signed by both parties.

The closure of any Attendance Center or campus alone shall not constitute the revocation of the charter of the Charter School or the termination of this Agreement.

14. Indemnification.

a. To the fullest extent permitted by law, the Charter School shall indemnify, defend and hold harmless the Board, its members, officers, employees, agents, affiliates and representatives, past and present (collectively, the "Board Indemnitees"), from and against any and all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, arising out of all claims, liens, demands, suits, liabilities, injuries (personal or bodily), of every kind, nature and character arising or resulting from or occasioned by or in connection with (i) the possession, occupancy or use of the property of the Charter School by its faculty, students, patrons, employees, guests or agents, (ii) any negligent, willful or wrongful act or omission to act by the Charter School, its faculty, students, patrons, employees, guests or agents, (iii) a violation of any law, statute, code, ordinance or regulation by the Charter School, its faculty, students, patrons, employees, subcontractors, guests or agents, and/or (iv) any breach, default, violation or nonperformance by the Charter School of any term, covenant, condition, duty or obligation provided in this Agreement including, but not limited to, the Accountability Plan. In addition, to the extent that the Charter School is subject to taxes under Section 4980H of the Internal Revenue Code (pertaining to the Patient Protection and Affordable Care Act), the Charter School shall be solely responsible for paying such taxes and in the event that the Board is determined to be liable for taxes under Section 4980H of the Internal Revenue Code as a result of the performance of the Charter School's faculty, employees or agents under this Agreement, the Charter School shall indemnify, defend and hold harmless the Board for any such liability. All of the foregoing shall be referred to collectively herein as the "Covered Losses." This indemnification shall not apply to the extent that any Covered Loss results from the negligence or wrongful act or omission of any Board Indemnitee or from any act or omission of the Charter School required by law or this Agreement.

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b. To the fullest extent permitted by law, the Board shall indemnify, defend and hold harmless the Charter School, any successor entity thereto, and their respective members, officers, employees, agents, affiliates and representatives, past and present (collectively, the "Charter Indemnitees"), from and against any and all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, arising out of all claims, liens, demands, suits, liabilities, injuries (personal or bodily), of every kind, nature and character arising or resulting from or occasioned by or in connection with (i) a violation of any law, statute, code, ordinance or regulation by the Board, its members, officers, employees or agents and/or (ii) any breach, default, violation or nonperformance by the Board of any term, covenant, condition, duty or obligation provided in this Agreement or the Accountability Plan (collectively, the "Covered Losses"). This indemnification shall not apply to the extent that any Covered Loss results from the negligence or wrongful act or omission of any Charter Indemnitee or from any act or omission of the Board required by law or this Agreement.

c. This indemnification, defense and hold harmless obligation shall survive the termination of this Agreement. Any indemnified party shall have the right, at its own expense, to participate in the defense of any suit, without relieving the indemnifying party of any of its obligations hereunder.

15. Disclaimer of Liability.

The parties expressly acknowledge that the Charter School is not operating as the agent, or under the direction and control, of the Board except as required by law or this Agreement, and that the Board assumes no liability for any loss or injury resulting from: (i) the acts and omissions of the Charter School, its directors, trustees, agents, subcontractors or employees; (ii) the use and occupancy of the building or buildings occupied by the Charter School, or any matter in connection with the condition of such building or buildings; or (iii) any debt or contractual obligation incurred by the Charter School. The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the Board or the Chicago Public Schools to any third party.

16. Winding Down Procedures upon Closure of an Attendance Center, Revocation, Non-Renewal or Termination by Mutual Consent.

If the Board closes an Attendance Center or campus, revokes the charter of the Charter School, does not renew the charter of the Charter School, or the charter of the Charter School is otherwise terminated by the mutual consent of the parties, the Charter School shall follow the procedures set forth below:

a. The Charter School shall be responsible for winding down the operations of the Charter School in whole or the Attendance Center or campus by a date identified by the Board, including payment of any and all debts, loans, liabilities (contingent or otherwise) and obligations incurred at any time by the Charter School in connection with the operation of the Charter School or the

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Attendance Center or campus. Under no circumstances, shall the Board or the Board's members, officers, employees or agents, or those acting on behalf of the Board's members, officers, employees and agents, be responsible for such obligations.

b. The Charter School shall cooperate with the Board and shall abide by the school wind down procedures as required by the Board to effectuate the orderly wind down of the Charter School in whole or the Attendance Center or campus including, but not limited to the following:

i. Unspent Public Funds. Upon the wind down of the Charter School or the Attendance Center or campus, the governing body of the Charter School or its designee shall refund to the Board all unspent public funds for the operation of the Charter School or the Attendance Center that is being closed, if applicable. In addition, any unspent public funds or other property or assets received by the Charter School directly from any Federal or State agency shall be refunded to or revert back to that Federal or State agency, respectively.

ii. Disposition of Property and Assets. Unless otherwise permitted by the Board, any property or assets of the Charter School purchased with public funds for the operations of the Charter School or the Attendance Center or campus shall be returned to the Board, at no cost to the Board, subject to the Board's acceptance of the property or asset of the Charter School.

17. Governing Law.

This Agreement shall be governed by, subject to and construed under the laws of the State of Illinois without regard to its conflicts of laws provisions. The Charter School agrees that service of process on the Charter School may be made, at the option of the Board, by either registered or certified mail addressed to the office identified in the notice provision herein, by registered or certified mail addressed to the office actually maintained by the Charter School, or by personal delivery on any officer, director, or managing or general agent of the Charter School.

18. Waiver.

No waiver of any breach or violation of this Agreement shall be held as a waiver of any other or subsequent breach or violation.

19. Dispute Resolution.

If a minor violation or dispute arises between the parties relating to the interpretation or performance of this Agreement, designated representatives of each party who have the authority to resolve the dispute shall attempt in good faith to negotiate or mediate a resolution of the dispute. Notwithstanding anything to the contrary in this paragraph,

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both parties shall continue to perform their obligations under this Agreement in good faith during the resolution of such minor dispute, unless and until this Agreement is terminated in accordance with the provisions hereof.

20. Counterparts; Facsimile/Electronic Signatures.

This Agreement may be signed in counterparts, which shall together constitute the original Agreement. Signatures received by facsimile or electronically scanned by either of the parties to the other shall have the same effect as original signatures.

21. Terms and Conditions of Application.

The parties hereto expressly agree that the Application sets forth the overall goals, standards and general operational policies of the Charter School. The Charter School acknowledges and agrees that its Application is an integral part of this Agreement, and the Board shall have the right to hold the Charter School responsible for all information, representations and statements contained in the Application. The parties understand, however, that the Application is not a complete statement of each detail of the Charter School's operation. To the extent that the Charter School desires to implement specific policies, procedures or other specific terms of operation that supplement or otherwise differ from those set forth in the Application, the Charter School shall be permitted to implement such policies, procedures, and specific terms of operation, provided that such policies, procedures and terms of operation are consistent with the goals, standards and general operational policies set forth in this Agreement and the Charter Schools Law.

22. Amendments.

Except as specifically provided in paragraph 13.b, any modification of or amendment to this Agreement shall not be effective unless such modification or amendment is in writing and signed by both parties hereto.

23. Assignment.

This Agreement may not be assigned or delegated by the Charter School under any circumstances, it being expressly understood that the charter granted hereby runs solely and exclusively to the Charter School.

24. Termination.

This Agreement may be terminated prior to its expiration by the mutual consent of the parties or revocation of the charter of the Charter School pursuant to paragraph 13.a. hereof. Termination of this Agreement for any reason shall serve to immediately revoke the charter granted hereby.

25. Notices.

All notices required under this Agreement shall be in writing and sent to the addresses and persons set forth below, or to such other addresses as may be designated by a party in writing. Any notice shall be deemed to have been sufficiently given or served for all purposes, when received, if hand delivered; when transmitted, if transmitted by facsimile

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or email; upon confirmation of delivery, if sent by recognized overnight courier; and upon receipt if mailed. Refusal to accept delivery has the same effect as receipt.

If to the Charter School: Chicago Charter School Foundation
11 East Adams Street, Suite 600
Chicago, Illinois 60603
Attn: Laura Thonn, Board Chair
Facsimile: (312) 651-5001
Email: laura.thonn@us.pwc.com

If to the Board: Chicago Board of Education
Office of Portfolio Management
42 West Madison Street, 3rd Floor
Chicago, Illinois 60602
Attn: Bing Howell, Chief Portfolio Officer
Facsimile: (773) 553-3225
Email: bhowell3@cps.edu

With a copy to: Chicago Board of Education
Law Department
One North Dearborn Street, Suite 900
Chicago, Illinois 60602
Attn: Joseph T. Moriarty, General Counsel
Facsimile: (773) 553-1701

26. Audit and Records Retention.

The Charter School shall permit and cooperate in good faith in any audits by the Board or its agents for compliance by the Charter School with this Agreement. Failure of the Charter School to comply in full and cooperate with the requests of the Board or its agents shall give the Board the right to charge the Charter School for the cost of such audit.

The Charter School shall maintain all records showing the time expended and costs incurred in operating the Charter School. All records referenced above and all records required to be retained as part of operating the Charter School shall be retained for five (5) years after the revocation, termination or expiration of this Agreement and such records shall be subject to inspection and audit by the Board. If any audit, litigation or other action involving the records is being conducted or has not been resolved, all applicable records must be retained until the proceeding is closed. As used in this clause "records" includes correspondence (including emails), receipts, vouchers, memoranda and other data, regardless of type and regardless of whether such items are in written form, electronic, digital, or in any other form. The Charter School shall include in all subcontractor agreements provisions requiring subcontractors to retain the above-described records and allow the Board, the Inspector General of the Board, and their duly

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authorized agents the same right to inspect and audit said records as set forth herein.

27. Survival/Severability.

All express representations or indemnifications made or given in this Agreement shall survive the revocation, termination or expiration of this Agreement for any reason. In the event that any provision of this Agreement or the application thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement, and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.

28. Superseder.

This Agreement supersedes and replaces any and all prior agreements and understandings between the Board and the Charter School with respect to the subject matter hereof. To the extent that any conflict or incompatibility exists between the Application as incorporated herein and the other terms of this Agreement, such other terms of this Agreement shall control.

29. Delegation.

The parties agree and acknowledge that the functions and powers of the Board may be exercised by the Chief Executive Officer of the Board, provided that any ultimate decision regarding renewal, non-renewal or revocation of this Agreement may be made only by the Board.

30. Prior Actions.

It is expressly agreed and understood that as a condition precedent to this Agreement becoming effective on the Effective Date hereof, the Charter School shall have taken, completed and satisfied on or before the date specified herein any action or obligation which is required to be completed before such Effective Date, and that failure to do so shall constitute grounds for the Board to declare this Agreement null and void.

31. Construction.

This Agreement shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Agreement.

32. Incorporation of Exhibits.

All exhibits referenced herein are hereby incorporated into and made a part of this Agreement.

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IN WITNESS WHEREOF, the parties have made and entered into this Agreement as of the Effective Date hereof.

BOARD OF EDUCATION OF THE CITY OF CHICAGO

DS

By: DocuSigned by: Miguel del Valle 672BAF79E1F9427...

Miguel del Valle, President

ATTEST:

By: DocuSigned by: Estela G. Beltran 06FC32BB76214FE...

Estela G. Beltran, Secretary

Dated: November 12, 2020

By: DocuSigned by: Janice K. Jackson CD1308C15BA8459...

Janice K. Jackson, Ed.D., Chief Executive Officer

CHICAGO CHARTER SCHOOL FOUNDATION

By: _____

Name: Christine Leung

Title: (Interim) CEO

ATTEST:

By: _____

Name: _____

Title:

Dated: _____

Board Report: 16-1207-EX6; 17-0426-AR2-23; 17-0628-AR1-14; 17-0828-AR4-11; 17-0828-EX10; 17-1206-AR1-31; 18-0228-AR1-22; 18-0425-AR1-21; 18-0425-EX7; 18-0425-AR1-21; 18-0425-EX7; 18-0822-AR1-50; 18-1024-AR1-37; 18-0822-AR1-50; 18-1024-AR1-37; 18-1205-AR3-II-33; 19-0227-AR1-26; 19-0424-AR1-16; 19-0626-AR3-12; 19-0724-EX3; 19-1211-AR4-15; 20-0422-AR1-13; 20-0624-AR1-10; 20-0826-AR1-10; 20-1028-AR1-9

Approved as to legal form: DS DS

DocuSigned by: Joseph T. Moriarty 571EC59C33144C5...

Joseph T. Moriarty, General Counsel

Attachments:

Attachment 1 - Additional Specific Terms and Conditions

Attachment 2 - Annual Process for Network Capacity Flexibility for Replicating Charter Schools

Exhibit A - Application

Exhibit B - Insurance Requirements

Exhibit C - Accountability Plan

Exhibit D - Comprehensive Management Services Contract Requirements

Exhibit E - Criminal Background Checks

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ATTACHMENT 1

ADDITIONAL SPECIFIC TERMS AND CONDITIONS

The Charter School must fulfill the following additional specific terms and conditions below and submit the necessary documentation to I&I although fulfillment of these additional specific terms and conditions alone in no way ensures a future renewal of the charter and the Agreement:

1. On or before September 30, 2019, the Charter School must submit to I&I for review (in Epicenter) an ADA Plan for each of its Attendance Centers, each completed in good faith and proposing reasonable resolutions for all life safety, ADA, Code-required, and Recommended items identified in the Facility Evaluation Reports provided by the CPS Architects on Record, named and dated as follows:

    - Lloyd Bond Campus, September 1, 2016;
    - Longwood Campus, August 25, 2016;
    - Loomis Primary Campus, October 25, 2016;
    - Northtown Campus, October 10, 2016;
    - Wrightwood Campus, August 30, 2016;
    - Bucktown Campus, October 10, 2016;
    - Irving Park Campus, October 18, 2016;
    - Prairie Campus, August 29, 2016;
    - West Belden Campus, October 18, 2016;
    - Avalon/South Shore Campus, August 31, 2016;
    - Basil Campus, August 31, 2016; and
    - Washington Park Campus, September 8, 2016;

    The Charter School shall carry out and fulfill the final ADA Plans, which shall include any modifications requested by the Board if necessary, in accordance with the timeframes set forth therein.

2. On or before October 1, 2017, the Charter School must meet State and Federal rules governing ELs as demonstrated on formal compliance reports from the Board's Office of Language and Cultural Education ("OLCE"). The Board has designated OLCE to conduct school visits and make determination of compliance with State and Federal rules regarding English Learner Programs for the following Attendance Centers:

    - Northtown Campus;

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- Bucktown Campus;
- Irving Park Campus;
- Prairie Campus;
- West Belden Campus; and
- Basil Campus;

3. On or before June 1, 2018, the Charter School must demonstrate compliance with CPS Diverse Learner expectations of timely completion of evaluations/IEPs and Related Service Provider ("RSP") service documentation at each Attendance Center as measured by ODLSS; and

4. On or before June 30, 2024 (the end of the term of the Agreement), the Charter School must demonstrate that the number, length, and rate of in-school suspensions and out-of-school suspensions has generally decreased at the Charter School.

Conclusion

Upon approval by the Board to renew the charter and the Agreement, the aforementioned specific terms and conditions shall be incorporated into and made a part of the Agreement. If the Charter School fails to meet these conditions within the designated timeframes, the Board may elect to i) revoke the charter and the Agreement, ii) pursue all other remedies available under the Agreement, or iii) not renew the charter and the Agreement in the future.

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ATTACHMENT 2

Annual Process for Network Capacity Flexibility for Replicating Charter Schools

Overview

Any enrollment increases during an academic year that are proposed by the Charter School shall be evaluated by I&I based on the following factors:

1. Specific Attendance Center performance
2. Student demand and demographics
3. Facility capacity

Notwithstanding the foregoing, the Board reserves the right to consider other factors as a part of this annual approval process.

The Charter School's performance overall shall continue to be evaluated annually based on the ratings in accordance with the (i) Board's SQRP and CSQP, (ii) Board Resolution Regarding School Quality Rating Policy adopted September 29, 2015 (15-0929-RS3), and (iii) any other resolutions adopted by the Board related to the SQRP and CSQP. Said policy and resolutions, as may be amended from time to time, are hereby incorporated by reference into and made a part of this Agreement as if fully set forth herein. The Board's CEO shall have the ability to suspend or rescind the network flexibility enrollment for the Charter School that falls under the 2-year SQRP point value average of 3.2. If a Charter School's 2-year SQRP point value average falls below the required Charter School point value average of 3.2 and the Board decides to suspend or rescind the Charter School's network flexibility enrollment, the Attendance Center at capacity enrollments will be locked at the Attendance Center enrollment capacities that were last submitted by the Charter School and approved by the Board.

Evaluation Process

1. Existing Overall Network-Level at Capacity Enrollment for the Charter School shall not be exceeded nor decreased through this process.
2. Proposed maximum capacities for all Attendance Centers must be submitted by the Charter School to I&I on a CPS-approved network capacity flexibility form by 5:00 pm on a date determined by I&I and communicated to the Charter School on an annual basis.
3. The Board CEO or her designee shall review and approve this network capacity flexibility form by a date determined by I&I and communicated to the Charter School on an annual basis.

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4. Enrollment increases of less than ten percent (<10%) compared to the previous year's at capacity enrollment at a specific Attendance Center shall be granted upon review of the network capacity flexibility form so long as the existing at capacity enrollment of the Charter School as a whole is maintained and does not increase.
5. Enrollment increases of greater than ten percent (>10%) compared to the previous year's at capacity enrollment at a specific Attendance Center shall be granted if the specific Attendance Center meets the criteria for expansion (for a single site) pursuant to the Board's CSQP, as amended.
6. Enrollment increases of greater than twenty percent (>20%) compared to the previous year's at capacity enrollment at a specific Attendance Center shall be **not** be granted under this process for network capacity flexibility.

This process does not permit a Charter School to increase enrollment at any Attendance Center that does not meet the expansion criteria as outlined in the CSQP. In addition, a Charter School shall not decrease enrollment that would prohibit current students from continuing to attend an Attendance Center.

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EXHIBIT A

APPLICATION

The following documents are hereby incorporated by reference as if set forth fully herein and collectively constitute the Application:

1. Excerpts of the renewal Application of the Charter School dated September 14, 2016, as approved by the Board on December 7, 2016.

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EXHIBIT B

INSURANCE REQUIREMENTS

See attached.

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INSURANCE REQUIREMENTS

1. **Insurance:** The Charter School, at its own expense, shall procure and maintain insurance covering all operations under the Agreement, whether performed by the Charter School or by subcontractors. All insurers shall be licensed by the State of Illinois and rated A-VII or better by A.M. Best or a comparable rating service. The Charter School shall submit to the Board satisfactory evidence of insurance coverage prior to commencement of operations under the Agreement and upon request, shall promptly provide a certified copy of any applicable policy of insurance. Minimum insurance requirements include the coverage set forth below:

a. Workers' Compensation and Employers' Liability Insurance: Workers' Compensation Insurance affording workers' compensation benefits for all employees as required by law and Employers' Liability Insurance covering all employees who are to provide services under the Agreement with limits of not less than Five Hundred Thousand and 00/100 Dollars ($500,000.00) per occurrence.

b. Commercial General Liability Insurance: Commercial General Liability Insurance or equivalent with limits of not less than One Million and 00/100 Dollars ($1,000,000.00) per occurrence, and Two Million and 00/100 Dollars ($2,000,000.00) in the aggregate, combined single limit for bodily injury, personal injury and property damage liability coverage shall include the following: all premises and operations, products/completed operations (for a minimum of two (2) years following completion), independent contractors, separation of insureds, defense and contractual liability. Any aggregate limit must apply per Attendance Center and must be unimpaired. Policy shall not exclude corporal punishment coverage. The Board shall be named as an additional insured on a primary, non-contributory basis for any liability arising directly or indirectly from services.

c. Automobile Liability Insurance: Automobile Liability Insurance is required when any motor vehicle (whether owned, non-owned or hired) is used in connection with services to be performed, with limits of not less than One Million and 00/100 Dollars ($1,000,000.00) per occurrence for bodily injury and property damage. If a vehicle (whether owned, non-owned or hired) is used to transport students, then limits of not less than Ten Million and 00/100 Dollars ($10,000,000) per occurrence for bodily injury and property damage must be provided unless a Board-approved bus vendor is used. The bus vendor's insurance certificate shall be endorsed to provide that the

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Board of Education of the City of Chicago, a body politic and corporate, and its members, employees, officers, officials and agents, and the Charter School are named as additional insured on a primary, non-contributory basis without recourse or right of contribution from the Board.

d. Sexual Abuse & Molestation: Sexual Abuse & Molestation Insurance with limits of not less than One Million and 00/100 Dollars ($1,000,000.00) per claim and Two Million and 00/100 Dollars ($2,000,000.00) in the aggregate. If coverage is claims-made, the policy shall have a retroactive date effective upon the Effective Date of the Agreement and have extended reporting period of not less than two (2) years following completion of the Agreement. Any retroactive date or prior acts exclusion must predate both the Effective Date of this Agreement and any earlier commencement of services.

e. School Board Legal/Professional: School Board Legal/Professional Liability Insurance covering the Charter School and its directors and officers from liability claims arising from wrongful acts, errors or omissions in regards to the conduct of their duties related to the operation and management of the school with limits of not less than One Million and 00/100 Dollars ($1,000,000.00) per claim and Two Million and 00/100 Dollars ($2,000,000.00) in the aggregate. Coverage shall include 3rd Party Employment Practices Liability and Sexual Harassment.

f. Umbrella/Excess Liability Insurance: Umbrella or Excess Liability Insurance with limits of not less than Two Million and 00/100 Dollars ($2,000,000.00) to provide additional limits for underlying general and automobile liability coverages.

g. Catastrophic Accident Insurance: Catastrophic Accident Insurance covering the Charter School that enrolls grades 9 through 12 with aggregate benefit limits of $3 million or 5 years, whichever occurs first, for eligible students in grades 9 through 12 who sustain an accidental injury while participating in school-sponsored or school–supervised interscholastic athletic events sanctioned by the Illinois High School Association (including direct and uninterrupted travel to and from the athletic event as well as during a temporary stay at the location of an athletic event held away from the student's school) that results in medical expenses in excess of $50,000. These benefit limits are to be in excess of any and all other insurance, coverage or benefit, in whatever form or designation.

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(Source: P.A. 98-0166)

h. Property Insurance/Fire Legal Liability:

i. If the Charter School occupies a non-Board facility to operate its Attendance Center, the Charter School shall maintain Property Insurance (on a special form cause of loss or all-risk basis) and Fire Legal Liability for full Replacement Cost of property, including property for which the Charter School is contractually responsible, by lease or other agreement, from physical loss or damage. Such insurance shall cover boiler and machinery exposures and business interruption/extra expense losses.

ii. If the Charter School occupies a Board facility to operate its Attendance Center, the Charter School shall maintain Property Insurance/Fire Legal Liability in accordance with the terms and conditions of the lease agreement between the Charter School and the Board.

i. Fidelity Bond. Fidelity bond coverage in the amount of at least Two Hundred Thousand and 00/100 Dollars ($200,000.00) with a responsible surety company with respect to all of Charter School's employees as may be necessary to protect against losses including, without limitation, those arising from theft, embezzlement, fraud, or misplacement of funds, money or documents. The bond shall name the Board of Education of the City of Chicago as a third party.

j. Cyber, Privacy & Network Security: Cyber Liability, Privacy and Network Security coverage for damages arising from a failure of computer security, or wrongful release of private information including expenses for notification as required by local, Federal or State guidelines. Limit of liability must be at least One Million and 00/100 Dollars ($1,000,000.00) per claim and Two Million and 00/100 Dollars ($2,000,000.00) in the aggregate. Coverage shall include failure to prevent transmission of malicious code. Any retroactive or prior acts exclusion must predate both the Effective Date of this Agreement and any earlier commencement of any services. If coverage is on a "claims made basis", a 2 to 5 year extended reporting provision must be included.

k. Construction: The Charter School shall indemnify, defend and agree to save and hold Board harmless from and against all liability, injury, loss, claims, cost, damage and expense with respect to any injury to, or

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death of, any person, or damage to or loss or destruction of, any property occasioned by or growing out of any construction work on Board property. The Charter School shall not commence any such work until the Board has been provided with insurance certificates evidencing that the contractors and subcontractors performing such work have in full force and effect adequate insurance as required by the Board's construction program at the time of the work. Required coverage may include, but is not limited to: workers' compensation, general liability, professional liability, automobile liability, environmental liability, excess liability, property and builders' risk insurance. The Charter School's contractors are subject to the same requirements as the Charter School in regards to additional insured, rating, notice, etc.

2. **Additional Insured**. The Charter School shall have its general liability insurance and automobile liability insurance policies endorsed to provide that the Board of Education of the City of Chicago, a body politic and corporate, and its members, employees, officers, officials and agents, and any other entity as may be designated by the Board are named as additional insured on a primary basis without recourse or right of contribution from the Board.

3. **Insurance Certificate**. The Charter School, its insurance company, or its insurance company representative shall submit an insurance certificate to the Board evidencing all coverage as required hereunder and indicating the Additional Insured status as required above. The Board will not pay the Charter School for any work if satisfactory proof of insurance is not provided prior to the commencement of services. The certificate must provide thirty (30) days prior written notice of material change, cancellation, or non-renewal be given to:

Board of Education of the City of Chicago
Risk Management
42 West Madison Street, 2nd Floor
Chicago, Illinois 60602
riskmanagement@cps.edu

4. **General.** Any failure of the Board to demand or receive proof of insurance coverage shall not constitute a waiver of the Charter School's obligation to obtain the required insurance. The receipt of any certificate does not constitute an agreement by the Board that the insurance requirements in the Agreement have been fully met or that the insurance policies indicated on the certificate are in compliance with all requirements in the Agreement.

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The Charter School's failure to carry or document required insurance shall constitute a breach of the Charter School's Agreement with the Board. Non-fulfillment of the insurance conditions may constitute a violation of the Agreement, and the Board retains the right to stop work until proper evidence of insurance is provided, or the Agreement may be terminated.

Any deductibles or self-insured retentions on referenced insurance coverage must be borne by the Charter School. Any insurance or self-insurance programs maintained by the Board do not contribute with insurance provided by the Charter School under the Agreement.

All subcontractors are subject to the same insurance requirements of the Charter School unless otherwise specified in this Agreement. The Charter School shall require any and all subcontractors under this Agreement to carry the insurance as required herein and to comply with the foregoing requirements; otherwise, the Charter School shall provide coverage for subcontractors. The Charter School will maintain a file of subcontractor's insurance certificates evidencing compliance with these requirements.

The coverages and limits furnished by the Charter School in no way limit the Charter School's liabilities and responsibilities specified within the Agreement or by law. The required insurance is not limited by any limitations expressed in the indemnification language in this Agreement, if any, or any limitation that might be placed on any indemnity in this Agreement given as a matter of law.

The Charter School agrees that insurers waive their rights of subrogation against the Board.

The Charter School must register with the insurance certificate monitoring company designated by the Board stated below, and must maintain a current insurance certificate on file during the entire term of this Agreement. The Charter School must register and pay the initial annual monitoring fee to the insurance certificate monitoring company prior to performance under this Agreement. The initial annual monitoring fee is currently Twelve and 00/100 Dollars ($12.00) per year, but is subject to change.

Each year, the Charter School will be notified 30 to 45 days prior to the expiration date of its required insurance coverage (highlighted on its latest submitted insurance certificate on file) that it must submit an updated insurance certificate with the insurance certificate monitoring company. Insurance certificate submissions and related annual fees are required to be made online at the dedicated website established by the insurance certificate monitoring

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company identified below. Any questions on submissions and payment options should be directed to the insurance certificate monitoring company.

Certificate Monitoring Company:
Topiary Communications Inc.
676 N. LaSalle - Suite 230
Chicago, IL 60654
Phone - (312) 494-5709
Email - dans@topiarycomm.net

Website for online registration, insurance certificate submissions and annual fee payments: URL - http://www.cpsvendorcert.com

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EXHIBIT C

ACCOUNTABILITY PLAN

See attached.

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CHARTER ACCOUNTABILITY PLAN – STARTING IN 2017-2018 SCHOOL YEAR

The Board and the Charter School have determined that it is in the best interests of the Board, the Charter School, students, parents and the public to articulate clear standards for the Charter School. The governing board of the Charter School shall be responsible for overseeing the academic performance of the Charter School and ensuring the academic success of the Charter School's students. Additionally, the governing board of the Charter School is responsible for ensuring that the Charter School's financial management and compliance meets the minimum acceptable standards, defined as Average performance in the below plan. The governing board of the Charter School shall be held accountable through an annual performance evaluation and the publishing of a public Performance Scorecard outlining the level of achievement of the Charter School with respect to those standards, based on data collected during the prior school year.

1. Accountability Components

The Board and the Charter School hereby agree that the Charter School and each of its Attendance Center or campus, if applicable, shall be evaluated annually in accordance with the Agreement and this Accountability Plan including (i) the Board's School Quality Rating Policy ("SQRP") adopted November 19, 2014 (14-1119-PO1), (ii) Board Resolution Regarding School Quality Rating Policy adopted September 29, 2015 (15-0929-RS3), (iii) the Board's Charter School Quality Policy ("CSQP") adopted October 28, 2015 (15-1028-PO1), and (iv) any other resolutions adopted by the Board related to the SQRP. Said policies and resolutions, as may be amended from time to time, are hereby incorporated by reference into and made a part of this Agreement as if fully set forth herein.

2. Annual Performance Scorecard

Annually the Board shall publish a Performance Scorecard indicating the Charter School's performance overall and by each Attendance Center or campus, if applicable, on each of the indicators ("Indicators") in the following two categories: (i) Pupil Performance and (ii) Financial Management and Compliance. The Board reserves the right to also publish any underlying documentation with respect to such Performance Scorecard including, but not limited to, the Financial Audit of the Charter School as referenced in paragraph 6.a. of the Agreement. A Performance Scorecard for the preceding school year will be issued each year as soon as the data and corresponding analysis is available.

For the Pupil Performance Indicators, the Board will assign Charter Schools an

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accountability designation for purposes of comparison to other CPS schools and public reporting. The level of the Charter School's achievement and progress will be determined by a set of Indicators measuring, among other things, student academic performance and growth, attendance, progress toward graduation, post-graduation success, school culture and climate, and data quality.

The SQRP and CSQP shall be used to determine if a school is meeting or making reasonable academic progress, as defined in the Illinois Charter Schools Law. When conducting the annual performance evaluation, the Charter School's academic performance shall be categorized as Meeting Standards, Making Reasonable Progress, or Failing to Meet Standards or Make Reasonable Progress. This determination shall also be used in decisions concerning the renewal, non-renewal or revocation of a school's charter and agreement.

For the Financial Management and Compliance Indicators, the Charter School's performance on each Indicator will be rated as follows:

- Exceeds Standards – Above average performance
- Meets Standards – Average performance
- Does Not Meet Standards – Below average performance

This Accountability Plan establishes the performance levels, listed below, which generate the ratings for each Indicator. However, additional information or extenuating circumstances may lead the Board to rate an Indicator higher or lower than when performance level criteria are strictly applied.

A. Pupil Performance

Standardized Tests

In the spring of each year, the Charter School shall participate fully in assessments required by the State of Illinois as well as any other assessments required by the district's performance policy during the administration period agreed upon by the Chicago Public Schools and the Charter School. Data from these assessments will be compiled and evaluated as described in the SQRP. If for any reason the Chicago Public Schools ceases to use any of the assessment systems described herein, the Board shall implement, for Charter School accountability purposes, the same alternate student assessment system and test measure criteria used for district's students.

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Additional Student Performance Indicators and Data Required

Additional metrics may also be assessed per the SQRP, including the Charter School's attendance rate, freshman on track rate (for high schools), one-year dropout rate (for high schools), Advanced Placement ("AP") exam metrics (for high schools), International Baccalaureate ("IB") exam metrics (for high schools), early college credit (for high schools), career certifications (for high schools), graduation rate (for high schools), college enrollment and persistence (for high schools), and data quality. Additionally, all schools will be required to administer the My Voice, My School survey annually.

In general, schools will be required to submit all relevant data necessary to calculate the metrics outlined in the SQRP.

Annual Measurable Objectives

As required by the Federal Every Student Succeeds Act ("ESSA"), as may be amended from time to time, Illinois has set annual measurable objectives. Charter Schools failing to meet annual measurable objectives may face sanctions under applicable State and Federal laws.

Comparison Metrics

The Charter School's academic performance shall be reviewed annually relative to the performance of other schools within CPS on metrics included in the SQRP and/or on assessments mandated and other metrics measured by the State of Illinois.

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B. Financial Management and Compliance

The following Financial Management and Compliance Categories will be included on and evaluated for each Performance Scorecard: Financial Condition, Financial Controls, Reporting, and Legal Compliance. The school will receive a rating for each Indicator based on the rubric described below. Performance against each Indicator will be reported on the Annual Performance Scorecard.

Financial Condition

This category measures the overall financial health of the school based on the change in net assets, current ratio (liquidity), net asset ratio, cash on hand ratio, and loan delinquency. Ratings will be assigned for each Indicator as follows:

Indicator	Exceeds Standards	Meets Standards	Does Not Meet Standards
Change in Net Assets (Key Indicator)	Sum of last three years Change in Net Assets is greater than or equal to 2% of the sum of last three years total revenue *and* current year Change in Net Assets is greater than or equal to 2% of current year revenue	Either the sum of last three years Change in Net Assets is greater than or equal to 2% of the sum of last three years total revenue *or* current year Change in Net Assets is greater than or equal to 2% of current year revenue	Neither the sum of last three years Change in Net Assets is greater than or equal to 2% of the sum of last three years total revenue *or* current year Change in Net Assets is greater than or equal to 2% of current year revenue
Current Ratio (Key Indicator)	Current Ratio is greater than or equal to 3.0	Current Ratio is less than 3.0 but greater than or equal to 1.1	Current Ratio is less than 1.1
Net Asset Ratio (Key Indicator)	Net Asset Ratio is greater than or equal to 50%	Net Asset Ratio is less than 50% but greater than or equal to 20%	Net Asset Ratio is less than 20%
Cash on Hand Ratio (Key Indicator)	Cash/avg. monthly expenses greater than or equal to 3.0	Cash/avg. monthly expenses less than 3.0 but greater than or equal to 1.0	Cash/avg. monthly expenses is less than 1.0

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Loan Delinquency	No late payments in the last twelve months or no outstanding debt	One or two late payments in the last twelve months	Three or more late payments in the last twelve months

The Board shall use the annual Financial Audit, required under paragraph 6.a, along with any other relevant information as part of the Financial Condition Category.

Financial Controls

This category assesses the fiscal soundness of the financial system in place at each school, taking into consideration the auditor's independent review.

Indicator	Exceeds Standards	Meets Standards	Does Not Meet Standards
Annual Audit	Unqualified opinion, no significant deficiencies or material weaknesses	Unqualified opinion, one or two significant deficiencies and no material weaknesses	Unqualified opinions, one material weakness or more than two significant deficiencies; or an audit with a qualified opinion

The following items, required by paragraph 6.a of the Agreement, shall be evaluated and presented as part of the Financial Controls Category:

i) the Charter School's audit report opinion on its financial statements; and
ii) the Charter School's audit report on compliance and internal control over financial reporting based on an audit of the financial statements performed in accordance with Government Auditing Standards and the Single Audit Act of 1984, as amended.

Reporting

This category measures a school's timely submission of documents. Documents include annual budgets, quarterly financial statements, audit reports, and other compliance documents required at the federal, state, and local levels as outlined in the Office of Innovation and Incubation's compliance chart.

Indicator	Exceeds Standards	Meets Standards	Does Not Meet

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			Standards
Fed/State/CPS Compliance Document Timeliness	On-time submission percentage is greater than or equal to 95%	On-time submission percentage is less than 95% but greater than or equal to 80%	On-time submission percentage is less than 80%

Legal Compliance

This category measures legal compliance reflected and reported in the annual audit and detailed in any findings

Indicator	Exceeds Standards	Meets Standards	Does Not Meet Standards
Legal Compliance	Auditor report on compliance reflects no findings	Auditor report on compliance reflects one or two findings	Auditor report on compliance reflects three or more findings; or repeat finding

The following items, required by paragraph 6.a.iii. of the Agreement shall be tested and reported upon annually by the Charter School's independent auditor and evaluated and presented as part of the Legal Compliance Indicator:

i. Compliance with all Federal and State laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or need for special educational services pursuant to 105 ILCS 5/27A-4(a);
ii. Compliance with the Freedom of Information Act and Open Meetings Act pursuant to 105 ILCS 5/27A-5(c);
iii. Compliance with all applicable health and safety requirements applicable to public schools under the laws of the State of Illinois pursuant to 105 ILCS 5/27A-5(d);
iv. Compliance with all Federal and State laws and rules applicable to public schools that pertain to special education and the instruction of English language learners pursuant to 105 ILCS 5/27A-5(g);
v. Compliance with all enumerated State laws and regulations applicable to Charter Schools in accordance with 105 ILCS 5/27A-5(g); and
vi. Conformance with the following paragraphs of the Agreement:
    a) Paragraph 4.d., an application process, open enrollment process and lottery,

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b) Paragraph 5.c., the school's governance structure,
c) Paragraph 5.d., maintenance of corporate status and good standing,
d) Paragraph 5.f., completion of criminal background checks and adjudication process,
e) Paragraph 6.j., compliance with Illinois Pension Code,
f) Paragraph 6.k., ongoing presence of management and financial controls,
g) Paragraph 6.p., monitoring of public funds used for advertising,
h) Paragraph 7., the school's facility(ies)/Attendance Center(s) and ADA compliance, and
i) Paragraph 9., maintenance of required insurance coverage.

In addition to the above items, the Board will also consider the Charter School's compliance with the Office of Innovation and Incubation's compliance requirements and the teacher qualification requirements in accordance with both the Charter Schools Law (Section 27A-10). Failure to comply with either the compliance requirements or the teacher qualification requirements shall affect the rating on the Legal Compliance Indicator.

When determining how to classify a Financial Management and Compliance Indicator, the Board may consider information from various sources including, but not limited to, Financial Audits, site visits, spot checks or spot audits to verify enrollment and/or attendance data, and any information provided by other CPS departments, parents, or employees.

If a Financial Audit states that there were material weaknesses or significant deficiencies found, the Board may request from the Charter School the auditor's management letter and/or an opinion from a qualified, third-party professional regarding the importance of the finding. The Board shall also ask the Charter School to respond to the finding.

To further strengthen the Board's financial accountability process, the Board has established baseline financial standards for the Charter School which have been detailed below:

Financial Remediation Process

The Office of Innovation and Incubation ("I&I") shall oversee a financial remediation process ("Financial Remediation Process") that requires a Charter School to submit documentation to I&I regarding the Charter School's financial health. As indicated above, there are four "Key Indicators" related to financial performance A Charter

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School shall enter the Financial Remediation Process if:

- At least two (2) out of four (4) Key Indicators are not meeting standards in one (1) fiscal year, or
- Exigent circumstances cause the Charter School unexpected financial hardship.

A Charter School that begins the Financial Remediation Process for the first time or begins in a non-consecutive year shall be required to submit monthly cash flow statements to I&I, with the possibility of other requirements.

A Charter School in its second consecutive year of the Financial Remediation Process shall be required to submit a financial corrective action plan ("Financial Corrective Action Plan") and other required documents to I&I. This Financial Corrective Action Plan should detail the actions the Charter School will take to improve its financial position.

As stated in the CSQP under "Other Considerations", nothing in this policy shall prohibit the Charter School from being subject to non-renewal or revocation based on the totality of factors. The financial factors that may be taken into consideration include, but are not limited to: (i) the Charter School's financial situation is severe enough that it impacts the education of students, (ii) the Charter School not successfully completing the Financial Corrective Action Plan within the Financial Remediation Process, or (iii) the Charter School being in the Financial Remediation Process for more than half of the duration of its Agreement. These criteria may also be considered for expansion, replication, or a shortened renewal term.

3. Charter School Participation in the Accountability Process

The Charter School shall take all necessary actions to collect and report the information required by this Accountability Plan for the Charter School overall and by each Attendance Center or campus, if applicable, including, without limitation:

A. Full participation in the administration of all required student assessments, as the case may be, including all procedures designed to safeguard the integrity of the assessments;
B. Participation in site visits conducted by the Board to ascertain that sufficient, minimum educational, facility, and operational practices are in place;
C. An annual financial and compliance audit, as required by law, including but not limited to, the Single Audit Act Amendments of 1996 (31 U.S.C. §7501-07, as amended), OMB Circular A-133, and the compliance

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requirements set forth in OMB Compliance Supplement, and by the Agreement;

D. Provision of student, school, and employee information required by the Agreement and/or the Accountability Plan;

E. Submission and implementation of ADA Plan(s) for the Attendance Center(s) required by the Agreement;

F. Provision of information that is necessary to evaluate parent, student, employee, or public allegations or audit findings that, if true, would constitute a violation of the law or Agreement; and

G. Provision of additional information or cooperation in other actions not listed in this section necessary to evaluate the Charter School's performance with respect to the Financial Management and Compliance Categories.

4. Renewal, Non-Renewal and Revocation

The Board shall evaluate the Charter School in accordance with the Accountability Plan and may rely on its evaluation of one or more Indicators included in the Accountability Plan when the Board acts to revoke, renew, or not renew the Charter School's charter. Depending upon the circumstances, any Indicators for the current year of the Charter School or any optional site visit(s) by the Board may or may not be considered when the Board evaluates the Charter School against this Accountability Plan.

With respect to the Pupil Performance Category, the Board will take any such action using the SQRP rating for the Charter School then available. For example, for a five-year charter agreement ending on June 30, 2021, the 2017 SQRP Rating would assess the academic performance of the Charter School for the 2016-2017 school year and so on as illustrated below:

Issuance of SQRP Rating	Based on School Year
Summer/Fall 2017	August/September 2016-June 2017
Summer/Fall 2018	August/September 2017-June 2018
Summer/Fall 2019	August/September 2018-June 2019
Summer/Fall 2020	August/September 2019-June 2020
Summer/Fall 2021	August/September 2020-June 2021

When a charter is up for renewal, the Board will take into account previous years of the Charter School's academic performance on the SQRP; provided, however, the Board will not take into account the final year's academic performance of the Charter School other than as set forth in the CSQP except under extraordinary circumstances.

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When the Board considers revoking a charter, it may take into account whether: (i) the Charter School has failed to implement its academic remediation plan and adhere to the timeline as defined by the Board; (ii) the Charter School has remained on the Academic Warning List for two consecutive years as defined in the CSQP; or (iii) such other criteria as set forth in the then current SQRP, CSQP or amendatory resolutions regarding the aforementioned policies.

The Board may act to renew, not renew, or revoke a charter of the Charter School during the term of the Agreement in accordance with paragraphs 12 and 13 of this Agreement.

In all circumstances, the Board shall follow the requirements of the Charter Schools Law and its Agreement, including all due process requirements, regarding the processes required for renewal, non-renewal and revocation.

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EXHIBIT D

COMPREHENSIVE MANAGEMENT SERVICES CONTRACT REQUIREMENTS

In the event the Charter School intends to contract with a third party for comprehensive school management or operations services ("Service Provider"), all of the following requirements must be met by the Charter School:

1. Required Provisions of Bylaws. The bylaws of the Charter School shall provide that the Charter School may not enter into any contract for comprehensive school management or operations services ("Service Contract") without first submitting such Service Contract to the Board for review. The Charter School shall further incorporate within its bylaws, or duly establish pursuant to such bylaws, procedures for the termination of the Service Contract as provided herein.

2. Submission of Service Contract. The Service Contract shall be submitted to the Board for approval according to the annual timeline established by the Board. If the Board determines that the Service Contract does not comply with the provisions set forth in paragraph 3 of this Exhibit, or that the Charter School's entering into the Service Contract would otherwise be in violation of the conditions set forth in this Exhibit, the Charter School Agreement, or the Charter Schools Law, then the Board shall notify the Charter School within twenty (20) days, stating with particularity the grounds for its objections. In such event, the Charter School shall not enter into the Service Contract unless and until the deficiencies noted by the Board have been remedied to the Board's reasonable satisfaction.

3. Required Terms of Service Contract. The Service Contract shall include, without limitation, the following required terms:

a. The Service Contract shall be subject to, and shall incorporate by reference, the terms and conditions of the Charter School Agreement.

b. The Service Contract shall clearly delineate the respective roles and responsibilities of the Service Provider and the Charter School in the management and operation of each school facility for which the Service Provider shall provide management or operations services. The Service Contract shall also include acceptable procedures by which the Service Provider may be held accountable to the Charter School.

c. The Service Contract shall be terminable by the Charter School, in accordance with its bylaws or other established termination procedures, (i) upon default by the Service Provider including, without limitation, any act or omission of the Service Provider that causes a default under the Charter School Agreement or that causes the Charter School to be in violation of the Charter Schools Law, or (ii) for other good cause

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as agreed to by the Charter School and the Service Provider.

d. The Service Contract shall require that the Service Provider furnish the Charter School with all information deemed necessary by the Charter School or the Board for the proper completion of the budget, quarterly reports, other financial reports, or Financial Audits, required under paragraph 6 of the Charter School Agreement.

e. The Service Contract shall provide that all financial reports provided or prepared by the Service Provider shall be presented in GAAP/FASB approved nonprofit format.

f. The Service Contract shall provide that all employees, agents, contractors or volunteers of the Service Provider who may have contact with students of the Charter School shall be subject to the Records Check as defined in Exhibit E of the Agreement to the same extent as employees of the Charter School.

After November 16, 2017, the Service Contract shall provide that all prospective and existing employees, agents, contractors and volunteers of the Service Provider who may have contact with students of the Charter School shall be subject to all provisions in the Background Checks and Adjudication Process as defined in paragraph 5.f. of the Agreement to the same extent as employees, agents, contractors and volunteers of the Charter School.

g. The Service Contract shall contain provisions requiring compliance with all requirements, terms and conditions established by any Federal or State funding source.

4. Financial Reporting.

a. Budget. The budget prepared by the Charter School pursuant to paragraph 6 of the Charter School Agreement shall include, without limitation, the following itemized information:

i. All revenue anticipated to be received from the Board under the Charter School Agreement.

ii. All expenses and anticipated expenses associated with the operation and management of the Charter School.

iii. All expenses associated with the operation of the governing board of the Charter School including, without limitation, personnel, occupancy and travel expenses, if any, and that are not paid out of expenses received from or through the Board, such expenses shall not be required to be separately itemized hereunder.

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iv. All contract payments, lease payments, management fees, administrative fees, licensing fees, expenses and other amounts paid to the Service Provider or otherwise paid for the contract services by the Charter School.

v. All loan repayments for any loans made to the Charter School by the Service Provider, including separate line items for interest, principal and premium, if any, on such loan repayments.

vi. All investments in the Charter School by the Service Provider, including the expected returns on equity for such investments.

b. Quarterly Financial Statements and Reports. In the event that quarterly financial statements and reports are required to be furnished by the Charter School pursuant to paragraph 6 of the Charter School Agreement, such financial statements and reports shall reflect the entire school's financial operations, including an itemized accounting of all amounts paid to the Service Provider or otherwise paid for the contract services, which amounts shall be itemized in a manner that clearly corresponds with those categories provided in the Charter School's annual budget or the Service Contract.

c. Annual Audit. The Financial Audits required under paragraph 6 of the Charter School Agreement shall include review of all fees and payments made by the Charter School to the Service Provider.

d. Reporting of Loans and Investments. All loans to, or investments in, the Charter School by the Service Provider must be evidenced by appropriate documentation, either in the Service Contract between the Charter School and the Service Provider, or through separate agreements. In the case of investments, such documentation shall explain how the investment shall be treated on the books of the Charter School and shall clearly state the Service Provider's expected return on equity.

Nothing in this paragraph 4 shall be construed to waive or otherwise limit the obligation of the Charter School to provide information otherwise required to be reported by the Charter School under the Charter Schools Law or the Charter School Agreement.

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EXHIBIT E

CRIMINAL BACKGROUND CHECKS

Criminal Background Checks. The Charter School represents and warrants that, at its own cost and expense, it shall have a complete fingerprint-based criminal history records check ("Records Check") conducted on any and all employees, agents and subcontractors who may have direct, regular contact with students under this Agreement in accordance with the Illinois School Code (105 ILCS §5/34-18.5); the *Sex Offender and Child Murderer Community Notification Law*, created under Illinois Public Act 94-219, eff. August 2005; the *Child Murderer Violent Offender Against Youth Notification Law*, created under Public Act 94-945. Such complete Records Check consists of the following:

1) fingerprint-based checks through the Illinois State Police (ISP) and the FBI,
2) check of the Illinois Sex Offender Registry (IL-SOR), and
3) check of the Violent Offender Against Youth Registry (see below).

The purpose of the Records Check is to confirm that none of these persons have been convicted of any of the criminal or drug offenses enumerated in subsection (c) of 105 ILCS §5/34-18.5 or any offenses enumerated under the *Sex Offender and Child Murderer Community Notification Law*, or the *Sex Offender and Child Murderer Community Notification Law,* or have been convicted within the past seven (7) years of any other felony under the laws of Illinois or of any offense committed or attempted in any other state or against the laws of the United States that, if committed or attempted in the State of Illinois, would have been punishable as a felony under the laws of Illinois.

The Charter School understands and agrees that it shall not allow any of its employees, agents or subcontractors to have direct, regular contact with a student until a Records Check has been conducted for such person and the results of the Records Check satisfies the requirements of 105 ILCS §5/34-18.5 and the requirements of the Acts and Laws referenced above, as amended from time to time.

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CICS Ralph Ellison Academy Needs Analysis, School Year 2025-2026

At CICS Ralph Ellison Academy (Ellison), students face levels of need that far exceed district averages. Currently, 92.1% of students are economically disadvantaged, 23.2% are students with disabilities, and 19.2% experience homelessness, all rates significantly higher than Chicago Public Schools averages. These overlapping challenges require a reimagined high school model—one intentionally designed to deliver accelerated academic growth alongside robust social-emotional and wraparound supports.

Ellison is located in Auburn Gresham, a community with a Hardship Index score of 88.6, ranking 12th out of 77 Chicago community areas for socioeconomic hardship. Developed by the City of Chicago, the Hardship Index is a composite measure of community-level socioeconomic distress that incorporates six indicators: unemployment, age dependency, educational attainment, per capita income, crowded housing, and poverty. Higher scores indicate greater hardship. The index allows for consistent comparison across neighborhoods and is strongly correlated with adverse economic, health, and educational outcomes.

Further reinforcing this context of need, the most recent Social Vulnerability Index (SVI)—a composite measure developed by the Centers for Disease Control and Prevention—places Auburn Gresham in the 85th percentile nationally, indicating substantially higher social vulnerability than most communities. By comparison, the City of Chicago overall ranks in the 61st percentile. The SVI aggregates 15 social factors across socioeconomic status, household composition, disability, minority status, language access, housing, and transportation, and is widely used by public agencies and funders to target resources and interventions to communities with the greatest need.

Together, these indicators demonstrate that Ellison serves students and families facing deep, concentrated, and compounding structural barriers that directly affect educational access, engagement, and long-term outcomes.

Current Performance of Ellison & Surrounding High Schools

Each year, CICS evaluates its performance against the district-run open enrollment high schools that students would most likely have attended had they not actively chosen Ellison. This same

group of schools serves as the official comparison set used during the charter renewal process, ensuring that performance is assessed within a locally relevant and demographically comparable context.

Among its eight nonselective geographic comparison schools—Bogan High School, Englewood STEM High School, Gage Park High School, Goode STEM Academy, Harlan Community Academy High School, Hirsch Metropolitan High School, Julian High School, and Simeon Career Academy—Ellison ranked 4th highest in overall indicator score based on the most recent ISBE Summative Designation. Notably, despite this relatively high score within its local comparison set, Ellison's overall designation places it in the 6th percentile statewide, underscoring the systemic scarcity of high-quality high school options on Chicago's Far South Side.

Academic proficiency data further underscore the inequities affecting students across the community. Among comparison schools, the highest math proficiency rate was just 9.8%, far below the Chicago Public Schools average of 27% and the Illinois average of 38.4%. Seven of the nine comparison high schools reported math proficiency rates of 0%. In English Language Arts, Ellison posts the second-highest proficiency rate among its comparison schools at 19%; this remains substantially below the CPS average of 42% and the Illinois average of 52.4%. These data indicate that even the strongest-performing schools in the area are operating within a context of pervasive academic underperformance.

Attendance trends compound the challenge. As documented in A Better Chicago's September 2025 landscape analysis, *Addressing Chronic Absenteeism in Chicago*, chronic absenteeism—defined as missing 10% or more of the school year—has become a critical crisis both locally and nationally. While national chronic absenteeism peaked at approximately 30% during the 2021–2022 school year, Chicago's rates are significantly higher. Prior to the COVID-19 pandemic, CPS reported a chronic absenteeism rate of 24%, which surged to an estimated 45% in 2022 and remains elevated at approximately 41% today. Across our comparison cohort, all nine schools report chronic absenteeism rates exceeding 50%, with four schools posting rates of 80% or higher. Principals responding to the Chicago Public Education Fund's annual engagement survey identified chronic student absenteeism as the single greatest factor impacting school performance, surpassing even budgetary constraints.

Taken together, these indicators demonstrate that students on Chicago's Far South Side face systemic, community-wide barriers to academic engagement and achievement. Ellison's relative outperformance within this landscape highlights the promise of its model—while simultaneously making clear that without targeted investment and structural supports, even effective schools cannot fully overcome the constraints of their environment.

Why Performance Gaps Persist & Why This Matters Now

The academic and engagement gaps observed at Ellison and across surrounding high schools are not attributable to student ability, family motivation or aspiration. Instead, they reflect long-standing systemic and resource-based constraints that limit schools' capacities to meet the needs of students in high-poverty, vulnerable communities.

Without targeted intervention, these academic and student engagement challenges translate into underemployment and economic disconnect youth. Research from the University of Illinois Chicago Great Cities Institute shows that Black teens and young adults in Chicago—particularly in South and Far South Side communities—experience some of the highest jobless and out-of-school and out-of-work rates in the nation, with youth joblessness in some neighborhoods exceeding 80%. Even when young adults enter the workforce, many are underemployed, concentrated in low-wage, unstable jobs with limited advancement opportunities.

For students at CICS Ralph Ellison Academy, high school represents a critical inflection point. Without intentional access to career-connected learning, industry exposure, and real-world skill development, students risk graduating into a labor market that systematically underutilizes their potential—perpetuating cycles of underemployment and economic instability.

Determination of Enrollment and Student Demographics

Enrollment trends on the Far South Side and in career academies demonstrate both need and opportunity. Nearly 2,000 students are enrolled in surrounding high schools with significantly lower indicator scores than Ellison, and more than 3,000 students across Chicago are enrolled in one of the 5 career academies. Notably, nearby Simeon Career Academy continually enrolls more than 1,000 students, reflecting strong student and family interest in a career-connected

high school model on the South Side. Taken together, these trends confirm that students are present and demand exists for high-quality, career-connected high school options.

Nearby Comparison School	Latest Indicator Score	School Year 2025-2026 Enrollment
Sarah E. Goode STEM Academy	59.13	967
Simeon Career Academy	53.52	1,052
Percy Julian High School	36.81	404
CICS Ralph Ellison Academy	22.15	199
William J Bogan High School	20.18	599
Gage Park High School	14.48	342
John M Harlan Community Academy High School	12.67	159
Englewood STEM High School	8.05	631
Emil G Hirsch Metropolitan High School	5.48	102

Career-Focused High School	Latest Indicator Score	School Year 2025-2026 Enrollment
Austin College and Career Academy	7.17	145
Chicago Vocational Career Academy	22.47	578
Dunbar Vocational Career Academy	35.74	331
Prosser Career Academy	69.57	1,163
Simeon Career Academy	53.52	1,052

Our Proposed Solution

CICS proposes to relaunch Ellison as a career-connected high school that leverages students' interest in athletics as a gateway to academic rigor, workforce preparation, leadership development, and long-term economic mobility. This approach is grounded in community input gathered from quarterly family advisory council meetings, educator engagement, parent surveys, and one-on-one conversations, all of which call for a school experience that prioritizes belonging, relevance, and real-world connection.

Our focus on sports industry learning and experiences aligns with research demonstrating that enrichment programs and athletics are powerful drivers of student engagement, school culture, and enrollment decisions. A study by the University of Chicago Consortium on School Research found that the availability of sports—particularly basketball—was the most frequently cited factor influencing high school choice among eighth-grade students (University of Chicago Consortium on School Research, 2021). Research demonstrates that instructional approaches connecting academic content to students' lived experiences and future aspirations increase motivation, engagement, and persistence through graduation, while participation in school-based athletics is associated with higher attendance, stronger academic performance, and reduced dropout risk, particularly for students from historically marginalized communities (Allensworth, Nagaoka, & Johnson, 2018; Allensworth & Easton, 2007).

Most importantly, current Ellison students affirm this direction. Through structured WildChATS listening sessions facilitated by the Principal, students consistently advocate for expanded athletic offerings, increased extracurricular opportunities, and stronger connections to postsecondary pathways. Student participation data further reinforce this demand. Currently, 20% of Ellison's student body actively engages in programming through the Just Keep Livin Foundation, an afterschool initiative centered on physical activity, wellness, mentorship, and healthy decision-making. This participation signals strong student interest in athletics-adjacent programming and validates the strategic integration of sports, wellness, and career-connected learning within Ellison's redesigned model. Ultimately, the proposed athletics-integrated, career-connected redesign - the CICS Ralph Ellison Sports Industry Career Academy – responds to community demand, research evidence, and regional workforce realities, positioning Ellison as a catalyst for academic success and economic mobility on Chicago's Far South Side.

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: Chicago International Charter School

Personal Information

Full Legal Name:	Jennifer Natalie Wilson
Occupation/Company/Title:	HR Officer/ University of Illinois Chicago/ HR Officer
Business Email Address:	jnwilson@uic.edu
Business Phone Number:	312-413-1099

1. When were you elected or appointed to the Board? June 12, 2025
2. When did your current term as a Board member start and when does it expire?
   June 12, 2025 through June 12, 2028

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*):

-Yes I previously served as Chair as an elected member of the Local School Council for Grover Cleveland Elementary School from July 2021 through June 2022

-At the June 12, 2025 we discussed the COI, however I don't recall it was voted on.

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

2/10/2026

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: Chicago International Charter School

Personal Information

Full Legal Name:	David Napier
Occupation/Company/Title:	President & Chief Operating Officer, Amerigo Education LLC
Business Email Address:	125 South Wacker Drive, Suite 1800, Chicago, IL 60606
Business Phone Number:	847-274-4235

1. When were you elected or appointed to the Board? June 2025
2. When did your current term as a Board member start and when does it expire?
   June 2025 - June 2028

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 ☑ President of the District 35 School Board in Glencoe, Illinois

   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 ☐ Board President, Institute for Leadership & Entrepreneurship in Education

   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.

David Napier — ***Signature***

February 5, 2026 — ***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: Chicago International Charter School

Personal Information

Full Legal Name:	Maureen Resac
Occupation/Company/Title:	Finance/ Covista/ VP, Treasury and Risk Management
Business Email Address:	maureen.resac@covista.com
Business Phone Number:	312.651.1481

1. When were you elected or appointed to the Board? June 12, 2025
2. When did your current term as a Board member start and when does it expire?
   On June 12, 2025, I was elected to the board.

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

February 6, 2026

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: Chicago International Charter School

Personal Information

Full Legal Name:	Craig Henderson
Occupation/Company/Title:	
Business Email Address:	
Business Phone Number:	

1. When were you elected or appointed to the Board? 09/19/2024
2. When did your current term as a Board member start and when does it expire?
   09/19/2024 - 09/18/2027

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 ☑

Response to COI Question 1:

Narrative (*please ensure that you include the number of the question that the response references*): I'm an employee of Federated Hermes/C.W. Henderson - I sold my business to this firm almost 3 years ago. Prior to that, when I was a founding Board member of CICS and I owned the firm we managed the debt service reserve fund, the repair + replacement fund and the reserve fund - funds that have always been invested in VERY conservative US treasuries or high quality municipal bonds - all short term in nature. Since selling the firm to Federate Hermes - the previous Board (that I was not involved in) decided to take on a more aggressive, longer term approach with the reserve funds only and switched to JP Morgan for those funds. JPM has done a very good job for CICS in that role. Federated continues to manage the debt service reserve fund and the repair and replacement fund in very conservative short-term securities. I'm an employee now and hence, I don't benefit any way or this account. I annually make a public disclosure of this relationship.

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 ☑ (3) Prior to selling my firm, I was a founding Board member of CICS and the Board (besides me - I recused myself from the vote) fired my firm, CW Henderson to manage funds for CICS per #1 above.

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 ☑ (4) This is no longer true - its completely contractual with Federated Hermes.

No ☐

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes ☐

No ☑ (5) We no longer have ownership OR derive any income from the relationship with CICS.

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*):

My firm manages the debt service reserve fund and the repair and replacement fund for CICS

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.

Eric Henderson (Apr 17, 2025 10:52 CDT)

4/17/25

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: Chicago International Charter School

Personal Information

Full Legal Name:	Brian Novelline
Occupation/Company/Title:	Head of Business Development/Conduit Security
Business Email Address:	brian@conduitsecurity.com
Business Phone Number:	3123071828

1. When were you elected or appointed to the Board? 06/20/2017
2. When did your current term as a Board member start and when does it expire? 02/16/2023 - 02/15/2026

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*):

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.

Brian Novelline
Brian Novelline (Mar 30, 2025 11:31 CDT)

Signature

3/30/25

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: Chicago International Charter School

Personal Information

Full Legal Name:	Christine Poindexter-Harris
Occupation/Company/Title:	Senior Director of Academic Affairs
Business Email Address:	cpoindexter-harris@tcsedsystem.edu
Business Phone Number:	3123791659

1. When were you elected or appointed to the Board? 03/13/2025
2. When did your current term as a Board member start and when does it expire?
   03/13/2025 - 03/12/2028

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 did not vote on the Board's bylaws. I was appointed in March 2025 after the September 2024 bylaws was approved.

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.

Christina Poindexter-Harris

Signature

4/10/2025

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: Chicago International Charter School

Personal Information

Full Legal Name:	Crystal Stonewall
Occupation/Company/Title:	Attorney
Business Email Address:	
Business Phone Number:	

1. When were you elected or appointed to the Board? 06/23/2023
2. When did your current term as a Board member start and when does it expire? 06/22/2023 - 06/21/2026

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*):

6) I do not recall whether I voted on the Board's Conflict of Interest Policy or any subsequent amendments since my appointment. To the best of my knowledge, I have not opposed the policy

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.

Crystal Stonewall — 4/7/2025

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: CICS

Personal Information

Full Legal Name:	David Joel Chizewer
Occupation/Company/Title:	Lawyer/Goldberg Kohn Ltd./Principal
Business Email Address:	djc@goldbergkohn.com
Business Phone Number:	312-201-3938

1. When were you elected or appointed to the Board? At inception, circa 1995
2. When did your current term as a Board member start and when does it expire?
   2/16/2023 – 2/15/2026

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 [x]

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 [x]

   No [ ]

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

   Yes [ ]

   No [x]

4. Do you or any of your relatives have any contractual agreements with the School?

   Yes [ ]

   No [x]

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 [x]

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

   Yes [ ]

   No [x]

7. Have you or any of your relatives leased or sold any real property to the School?

   Yes [ ]

   No [x]

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*):

Please see attached Conflict of Interest disclosure form.

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 [X]

   No [ ]

Narrative (*please ensure that you include the number of the question that the response references*):

Please see attached Conflict of Interest disclosure form.

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

4/30/2025

Date

Chicago International Charter School
Conflict of Interest
Disclosure Form

Date: 4/30/2025

Name: David J. Chizewer

Position (Employee/Board Member): Board Member

Because the purpose of this form is to broadly encourage disclosure of conflicts of interest, please describe below any relationships, transactions, positions you hold (volunteer or otherwise), or circumstances that you believe could be, contribute to, or appear to be a conflict of interest between Chicago International Charter School and your personal interests, financial or otherwise:

_____ I have no conflict of interest to report

__X__ I have the following conflict of interest or potential conflict of interest to report (which may include other nonprofit and for-profit boards you (and your spouse) sit on, any for-profit businesses for which you or an immediate family member are an officer or director or a majority shareholder, and the name of your employer and any businesses you or a family member own):

1. I am a principal/shareholder in the law firm of Goldberg Kohn Ltd. During the time period from January 1, 2024 through December 31, 2024, CICS has paid Goldberg Kohn approximately $70,000 in legal fees. During that same time period, Goldberg Kohn has provided pro bono legal services to CICS valued at approximately $57,000. I have previously provided disclosures to the Board on at least an annual basis concerning work performed by Goldberg Kohn for CICS. As a reminder, and so all Board members have a complete picture of the relationship, since January, 2010, Goldberg Kohn has billed and collected from CICS approximately $1,001,000 in legal fees and has provided pro bono legal services valued at approximately $953,000. Goldberg Kohn determines on a project-by-project basis whether the particular matter will be handled on a discounted fee basis or as a pro bono matter, with a goal of structuring the arrangement so that the services provided pro bono are equal in value to the amount billed. It is important to note that I never serve as legal counsel to CICS either on a billable or pro bono basis, and thus Goldberg Kohn has never billed CICS for any of my time. I also do not participate in any discussion or decision by CICS on whether to retain Goldberg Kohn for a matter.

2. I serve on the Board of the Illinois Network of Charter Schools, which has some of the same donor base as CICS. My membership on the Board of INCS has been disclosed to the CICS Board of Directors from the time I first joined the INCS Board.

All conflicts of interest are not necessarily prohibited or harmful to Chicago International Charter School. However, full disclosure of all actual and potential conflicts, and a determination by the disinterested Board (or CICS Executive Committee) members – with the interested Board member(s) recused from participating in debates and voting on the matter – are required.

I hereby certify that the information set forth above is true and complete to the best of my knowledge. I have reviewed, and agree to abide by, the Policy of Conflict of Interest of Chicago International Charter School.

Signature: _____

Date: 4/30/2025

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: Chicago International Charter School

Personal Information

Full Legal Name:	Doresah Ford-Bey
Occupation/Company/Title:	Chief Communications Officer; Illinois Criminal Justice Authority
Business Email Address:	doresahfordbey@gmail.com
Business Phone Number:	2156929594

1. When were you elected or appointed to the Board? 6/20/2024
2. When did your current term as a Board member start and when does it expire?
   6/20/2024-6/19/2027

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 have served on a board previously. The Illinois Fatherood Initiative.

6. I don't recall a vote or an amendment to the conflict of interest policy

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.

Doresaly Ford-Bey (May 7, 2025 22:52 CDT) — 5/7/2025

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: Chicago International Charter School

Personal Information

Full Legal Name:	Evan Canada Sharp
Occupation/Company/Title:	Consultant - Executive Recruiter
Business Email Address:	evan.sharp@russellreynolds.com
Business Phone Number:	515-554-5775

1. When were you elected or appointed to the Board? 12/02/2019
2. When did your current term as a Board member start and when does it expire? 02/16/2023 - 02/15/2026

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*):

_____

_____

_____

_____

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.

Evan C Sharp
Evan C Sharp (Apr 14, 2025 15:30 CDT)

Signature

4/14/2025

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: Chicago International Charter School

Personal Information

Full Legal Name:	Kaitlin Reilly
Occupation/Company/Title:	Huron Consulting Group
Business Email Address:	kreilly@hcg.com
Business Phone Number:	708-305-4100

1. When were you elected or appointed to the Board? 06/20/2024
2. When did your current term as a Board member start and when does it expire?
   06/20/2024 - 6/19/2027

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*):
6. Conflict of Interest Policy was not raised during my time on 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.

Kaitlin Reilly
Kaitlin Reilly (Apr 10, 2025 12:40 CDT)

Signature

4/10/2025

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: Chicago International Charter School

Personal Information

Full Legal Name:	Korrin Anderson
Occupation/Company/Title:	Product Owner/PwC/Director
Business Email Address:	korrin.m.anderson@pwc.com
Business Phone Number:	8479874428

1. When were you elected or appointed to the Board? 03/13/2025
2. When did your current term as a Board member start and when does it expire?
   03/13/2025 - 03/12/2028

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.

Korrin Anderson
Korrin Anderson (Apr 17, 2025 10:55 CDT)

korrin anderson

Signature

4/17/25

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: Chicago International Charter School

Personal Information

Full Legal Name:	Venkateshwar Maddila
Occupation/Company/Title:	Senior Director
Business Email Address:	Venkat.maddila@gmail.com
Business Phone Number:	3148031589

1. When were you elected or appointed to the Board? 02/09/2022
2. When did your current term as a Board member start and when does it expire? 03/13/2025 - 03/12/2028

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.

Ven[redacted]war Maddila (Mar 21, 2025 16:30 CDT)

Signature

03/21/25

Date