

Application: 0000000014

Rhonda Kochlefl - rkochlefl@gmail.com
Illinois Impact Initiative INCS CSP Grant Round 4

Summary

ID: 0000000014
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Eligibility Questionnaire

Completed - Dec 17 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:

Winnie Godi

2. Email:

wgodi@learncharter.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.

[LEARN Charter Renewal Agreement \(07_01_2024-06_30_2028\) - 02142025 Executed \(1\) \(1\).pdf \(SECURED\).pdf](#)

Filename: LEARN_Charter_Renewal_Agreement_(07_01_2024-06_30_2028)_-02142025_Executed_(1)_(1).pdf (SECURED).pdf.pdf **Size:** 1.3 MB

Please use [this template](#) to fill out Projected Enrollment Data and then upload the template.

[INCS CSP Hunter Perkins Enrollment Template At Time of Application.xlsx](#)

Filename: INCS CSP Hunter Perkins Enrollment_Template_At_Time_of_Application.xlsx.xlsx **Size:** 9.5 kB

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

LEARN Hunter Perkins

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

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes, we do not/will not charge tuition

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

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

Applicant will present evidence of an upward trend in student performance

Required Attachment: Documentation Proving High-Quality

[INCS Eligibility Response.pdf](#)

Filename: INCS Eligibility Response.pdf.pdf **Size:** 150.8 kB

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 12 2026

Cover Page and Checklist

School Name:

LEARN Hunter Perkins Campus

Contact Person for Grant:

Gabe Flippo

Title:

LEARN Development Coordinator

Expected Date School Will Open, Expand, or Replicate:

08/02/2026

Application Type:

Expand

Applicant UEI:

PMTPLDZMMHH2

Proposed Charter Address:

1700 W 83rd St., Chicago, Illinois 60620

Applicant Address (if different than proposed):

3021 W. Carroll Ave., Chicago, IL 60612

Applicant Telephone:

773-584-4300

Applicant Email:

gflippo@learncharter.org

Fiscal Contact

Fiscal or Financial Contact for Applicant:

Donna Moore

Telephone:

773-294-2843

Email:

dmoore@learncharter.org

Charter Public School Board Contact

Board President:

Katie MacCarthy

Email:

katiemacCarthy@gmail.com

Phone Number:

847-732-6433

Authorizer Contact Information

Authorizing Agency:

Chicago Public Schools

Authorizing agency contact person:

Zabrina Evans

Telephone:

773-553-1530

Email:

zmevans2@cps.edu

Address:

42 W Madison St., 3rd Floor, Chicago, IL 60602

Grade Levels to be Served

Projected Growth for Year of Grant Implementation:

	Baseline Enrollment at Time of Application	Projected enrollment SY25-26	Projected enrollment SY26-27	Projected enrollment SY27-28
K	55	55	90	90
1	59	59	85	90
2	53	53	58	85
3	54	54	54	56
4	80	80	50	51
5	57	57	74	48
6	55	55	52	70
7	38	38	50	48
8	43	43	33	46
9				
10				
11				
12				

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

	Percentage (%)
Free/Reduced Price Lunch:	82.4% actual
Special Education:	14.6% actual
English Learners:	0% actual
Black:	98.7% actual
Native Hawaiian or Other Pacific Islander:	0% actual
Hispanic:	0% actual
American Indian:	.2% actual
Multiracial:	.2% actual
Asian:	.2% actual
White:	.6% actual
Male:	45% actual
Female:	55% actual

Management Organization Information

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

Yes

Name the management organization:

Lawndale Educational and Regional Network Charter School

Employer Identification Number (EIN):

36-4439074

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

LEARN Charter School is an Illinois 501(c)(3) nonprofit organization and a proven provider of K-8 college preparatory education for traditionally underserved students. Since opening its first school in 2001, LEARN has grown from one school serving 110 students to a thriving network of 11 charter schools serving over 4,000 students in four cities — Chicago, North Chicago, and Waukegan, IL — and Washington, D.C.

LEARN is one of the highest performing charter school networks in Illinois, and was recognized by the Center for Research on Education Outcomes at Stanford University as one of the top “Gap Busting” charter school networks in the country for closing the academic achievement gap between its low-income minority students and their higher-income peers.

LEARN's mission is to provide children, especially those who have been historically underserved, with the academic foundation and ambition to earn a college degree. We do so with a rigorous academic program, an emphasis on social-emotional learning, and by providing our scholars with the academic support and enrichment they need to thrive.

LEARN is seeking a CSP grant to further our mission, and to improve the quality of Illinois' charter sector, by increasing enrollment at its Hunter Perkins campus located in Chicago's Auburn Gresham neighborhood. Hunter Perkins has been a bright light in Auburn Gresham for the past 15 years, providing students and their families in a traditionally underserved community with a high-quality, safe, and nurturing K-8 school option. The campus currently has a waitlist of over 150 students. A CSP grant would cover the cost of furniture, technology, supplies, and services needed to increase enrollment from 494 seats to 584 seats by the 2027-2028 school year.

	Goal:	Performance Measures:	Rationale:
Goal 1	Increase the number of high quality seats in an underserved community.	LEARN will measure its performance by having increased the campus enrollment to 584 by the 2027-2028 school year.	Expansion of the building will allow Hunter Perkins to expand its impact in an underserved community. The school has a waitlist of 150 students so we are confident that we can meet the expansion goal.
Goal 2	Improve academic performance	LEARN Hunter Perkins will improve its average proficiency in Math and ELA on the Illinois Assessment of Readiness (IAR) by 5% year-over-year in each year of the grant.	The Illinois Assessment of Readiness (IAR) is a college readiness tool used to assess all public school students in Illinois. It provides a helpful benchmark for LEARN as we work to close the academic achievement gap.
Goal 3	Improve performance for students with disabilities	LEARN Hunter Perkins will exceed the district average percentile growth rate of its students with disabilities for both Math and ELA on the Illinois Assessment of Readiness test by spring 2028.	LEARN is committed to preparing all of its students to attend college prep high schools. Focusing on growth of our students with disabilities instead of aggregate performance will demonstrate that the interventions that LEARN uses are effective.
Goal 4	Effectively equip its Hunter Perkins campus with the resources to deliver its academic model.	LEARN Hunter Perkins will utilize CSP funding to purchase the furniture, technology, curricula, and services necessary to enroll and serve 90 new students. We will submit the relevant invoices and draw down the funding by June 2028.	Hunter Perkins is adding expanding its facility including adding new classrooms to support its planned growth. Effective use of the CSP funding will allow the campus to fully achieve its enrollment goal and provide its

			newest students with a high quality education.
Goal 5			

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)

Educational Philosophy

LEARN Charter School Network's mission is to provide children, especially those who have been historically underserved, with the academic foundation and ambition to earn a college degree. We choose to focus on elementary and middle school education because we believe that the ambition and academic foundation for college must be sown and cultivated early in a child's academic career. We prepare our students – regardless of their race, family income, language, disability or circumstance – for success in a college preparatory high school, defined as a high school (or academic program within a high school) from which 75% of graduates matriculate to four-year college. Strong early preparation is crucial to eliminate achievement gaps for disadvantaged students and lay a foundation for college success.

LEARN's educational philosophy is grounded in five Core Values, described below. These Core Values define and shape the culture of all LEARN schools and guide all of our practices.

Core Value One: Culture of Respect. LEARN promotes a culture of respect among staff, parents, students and the communities that we serve. Research shows that trusting relationships are the foundation for learning. An atmosphere of mutual respect helps children feel safe and able to focus, explore, ask questions, and collaborate with peers.

Core Value Two: High Expectations. Research demonstrates that setting high expectations for students while tailoring instruction to individual needs leads to strong academic gains. Since LEARN provides numerous resources to instructors, they are also held to high expectations.

Core Value Three: Safe and Nurturing Environment. LEARN is committed to providing a safe and nurturing environment that promotes learning. As soon as children walk through the door, LEARN wants them to feel a sense of acceptance, warmth, well-being and pride.

Core Value Four: Focus on the Whole Child. Success in school, and in life, requires more than academic skills. Children need to grow through artistic expression, cultural experiences, and physical education. They also need to

develop socially and emotionally. Those who need more intensive support or services to grow and learn receive it.

Core Value Five: Family Involvement. LEARN understands the importance of partnering with families to fully develop the potential of each scholar. We believe it takes a community – family members, educators, community role models and other children – to create and sustain a supportive, productive and engaging learning environment. To promote family involvement, all LEARN schools maintain an open-door policy where administrators and instructors are always available to speak with parents and guardians.

These five Core Values, along with adherence to evidence-based practices such as differentiated instruction, are established at an organizational level and promoted on each LEARN campus. Our mission and philosophy are intended to provide all students, including students with disabilities and English learners, with academic success. For LEARN, developing the Whole Child, means not just accepting but embracing each scholar's uniqueness.

Key Design Elements

Longer School Day and School Year. Taking advantage of the flexibility granted to charter schools under state statute, all LEARN schools provide an extended school day and school year. Our doors open at 8:00 a.m. for breakfast, with instruction beginning at 8:30 a.m. and ending at 4:00 p.m. During the 2025-26 school year, LEARN students will be in school for 190 instructional days from the first Monday in August to mid-June providing our scholars with close to 40% more learning time than required by the Illinois State Board of Education.

Rigorous Academic Program. To prepare students for college preparatory high school coursework, we provide a rigorous academic program, differentiated to serve the needs of all children, including those significantly below grade level as well as advanced scholars who need additional challenges or acceleration. Our curriculum is researched-based, aligned with rigorous Common Core State Standards, and designed to build college-readiness.

Classroom Designed for Tailored Support. The longer school day provides time for whole class instruction, small group differentiated instruction in English language arts and math, hands-on collaborative group work, and individual practice at all grade levels.

Meeting the Social, Emotional and Academic Needs of All Students. LEARN serves students from some of the Chicago area's most disadvantaged communities. LEARN uses its autonomy as a charter school network to provide support for our students with specialized staff beyond what the school district would be able to provide. At LEARN Hunter Perkins, two behavioral interventionists provide positive discipline, two social workers support students and families, and a Multi-Tiered System of Supports coordinator leads a school team to organize academic and social-emotional interventions for students.

Instructional Coaching. LEARN provides network specialists to provide teachers with weekly instructional coaching in English language arts or math. This strategy has proven so effective in raising student achievement that we will double the number of network math and reading coaches from 6 to 12 next school year and are in the process of hiring a special education coach to provide direct classroom coaching and feedback to our Special Education teachers.

High School Placement. To fulfill our mission to prepare our students for college, we ensure that every graduating 8th-grader enrolls in a college-preparatory high school, defined as one that sends at least 75% of graduates to a 4-year college. Unfortunately, the neighborhood high schools in the communities we serve do not meet this standard. Therefore, we provide a full-time High School Placement Counselor to introduce students and families to public and private high school options, and guide them through the process to apply and secure financial aid, if needed.

Behavioral Expectations. Setting high expectations for student behavior begins with direct teaching of social-emotional skills. Our K-5 Second Step program is aligned to Illinois Social Emotional Learning Standards, and teaches skills such as emotional regulation. Hunter Perkins teachers are also trained in Positive Behavioral Intervention and Supports, a system for setting behavioral expectations and helping students meet them.

Our Student Code of Conduct includes progressive discipline and intervention prior to out-of-school suspension. Consequences are logical rather than punitive, and students are guided to think about how to handle conflict or emotions differently and think of actions they can take to make up for behavior. Behavioral interventionists coach students outside the classroom and also support teachers in implementing restorative practices.

Enrichment Programs. Hunter Perkins offers a well-rounded education including physical education, music art, technology and Spanish. Beyond the school day, LEARN strives to create joyous, engaging experiences for our scholars that help them explore and develop their talents. As such, LEARN has made strategic investments to increase extra curricular activities, including sports and afterschool clubs, some contracted through outside providers. Hunter Perkins offers dance through the South Chicago Dance Theatre, a camping program through YMCA, and a hands-on STEAM program from Learning Means Fun.

Research-Based Best Practices

LEARN Hunter Perkins integrates researched-based best practices into every aspect of its school model. Our English language arts programs are grounded in scientific research about how children learn to read and our core subject curriculum materials are Common Core Standards-aligned and highly rated by external evaluators. Our longer school day leaves time for small group differentiated instruction in English language arts and math, a best

practice strongly supported by research. As described above, Hunter Perkins follows Positive Behavioral Interventions and Supports and Multi-Tiered System of Supports, both evidence-based frameworks recommended by the U.S. Department of Education.

School Culture

Creating a school culture that produces a high degree of achievement, as well as student, parent, and teacher satisfaction, begins with our social-emotional learning program and positive behavior supports. It continues with engaging, research-based educational materials and ongoing professional learning for teachers. And it culminates with opportunities to celebrate students and staff and to build strong relationships with families. Students can earn field trips or special activities for meeting behavior or attendance goals. Teachers and staff who go above and beyond are recognized each month in the school newsletter. The campus offers family engagement events including a Back-to-School night, father-daughter and mother-son dances, monthly “sip and paint” activities with lemonade and art activities, and a Black History Month Extravaganza. In a network survey of school staff, Hunter Perkin’s leadership was praised for creating a welcoming, supportive atmosphere in which both students and staff thrive.

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)

LEARN's curriculum is designed to challenge and engage students while also building a strong academic foundation. All core instructional materials align to Illinois Learning Standards, with English language arts and math programs also aligned to the Common Core State Standards. (Our CSP subgrant budget includes only materials for K-2.)

Key Materials and Justification

English Language Arts and Social Studies:

Hunter Perkins uses Amplify Core Knowledge Language Arts (CKLA) for grades K–2, Fishtank Learning for grades 3–8, and Studies Weekly for grades K–8 social studies. Amplify CKLA and Fishtank Learning are grounded in the Science of Reading, which emphasizes explicit, systematic instruction beginning with foundational decoding skills and progressing to complex comprehension. This evidence-based approach is particularly important for educationally disadvantaged students.

Both programs received high ratings from EdReports, an independent nonprofit that evaluates instructional materials for quality and standards alignment. Amplify CKLA earned EdReports' highest "meets expectations" ratings across major categories for K–2 literacy, while Fishtank Learning also met expectations for grades 3–8, including text quality, complexity, and knowledge-building aligned to college- and career-readiness standards.

These ELA programs integrate social studies content through high-quality texts. Teachers also use Studies Weekly, which teaches social studies content through periodicals and activities that reinforce reading, writing, and discussion skills.

Mathematics:

Hunter Perkins uses i-Ready for grades K–5 and Eureka Math² for grades 6–8. Evidence for ESSA (Johns Hopkins University) has identified i-Ready as meeting Tier 2 evidence-based criteria under the Every Student Succeeds Act, supporting its effectiveness for educationally disadvantaged students. Eureka Math² received EdReports' highest rating in both evaluated categories—focus & coherence and rigor & mathematical practices. The Eureka Math² curriculum includes high school Algebra I for eligible students.

Science:

Amplify Science is used in grades K–8 and was developed by experts at the Lawrence Hall of Science at the University of California, Berkeley. The program earned EdReports' highest ratings for alignment to the Next Generation Science Standards, coherence and scope, and usability.

Pedagogy & Instructional Methods

LEARN's curriculum engages students' curiosity and critical thinking, builds knowledge, and supports diverse learning needs. Amplify CKLA provides explicit instruction in the five components of reading proficiency—phonemic awareness, phonics, vocabulary, fluency, and comprehension—while learning about science and social studies topics. Fishtank has students reading unabridged children's literature, both fiction and non-fiction. Reading complete books (rather than excerpts) builds reading stamina and provides rich opportunities for discussion and writing. Students take positions on what they have read and back it up with evidence from the texts.

Both math programs have students explore multiple ways to solve problems and discuss their approaches. Amplify Science has students investigate scientific phenomena, including with interactive digital simulations, and engage in collaboration and discussion to arrive at solutions. Studies Weekly provides periodicals on social studies topics for discussion and hands-on activities related to the reading.

Instruction is designed to provide all students ample time and support to benefit from the challenging Common Core-aligned curricula. For example, language arts instruction at Hunter Perkins is delivered in 2 hour blocks in the primary grades and for 90 minutes at other grade levels, leaving time for whole class instruction, small group lessons, and independent reading and writing. An additional 30-minute ELA intervention period is provided in the afternoon for students needing more intensive small group or individual support.

Math instruction follows a similar workshop model combining daily whole class, small group instruction, time for independent practice and an afternoon intervention period.

Technology

All instructional programs in core subjects have digital components. For teachers, these include an online bank of lesson plans and interventions for English language arts and math as well as digital tools for tracking student assessment data to inform instruction. For students, online platforms allow them to practice skills independently while the teacher meets with other students in small groups. Hunter Perkins has one Chromebook per student.

In grades K–2, students use CKLA Boost, which is directly aligned to the core ELA curriculum and leverages data

from mCLASS Digital Literacy Assessment and Dyslexia Screening (administered monthly), to provide personalized, skills-based instruction. In Grades 3–8, students use Lexia, an adaptive literacy platform that targets foundational and comprehension skills based on individual student needs. For K-5 math, students use the iReady adaptive platform for independent practice.

Students also use online platforms in science and social studies. The Amplify Science program includes interactive digital simulations of natural phenomena, and Studies Weekly includes engaging online activities to complement the reading, writing, and hands-on activities.

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)

LEARN Hunter Perkins' has a thorough performance management system to monitor progress towards goals and identify where students and staff need more support.

State Assessments

Network and school leaders annually review student performance on the Illinois Assessment of Readiness, including disaggregating data by subgroups and grade levels, to determine the need for adjustments at the school or network level in curriculum materials, professional development, or other policies and practices, and to collaboratively create improvement plans. At Hunter Perkins, the Network Teaching & Learning and Student Support Services teams collaborated with the principal in 2025-2026 to create a comprehensive plan to accelerate the achievement of students with disabilities.

Benchmark Assessments

All students are assessed in math and English/language arts at the beginning of the school year on the NWEA Measures of Academic Progress (MAP), a nationally normed computerized adaptive assessment. The test is readministered in winter and spring. The goal is for each student to meet or exceed the national average for student growth at their grade level based on their starting point in the fall. Testing data is analyzed three times a year by:

- The network data analyst who provides breakdowns by classroom, grade level, and subgroup for teachers, school and network leaders.
- The Network Teaching & Learning and Student Support Services team which further analyzes the information in order to provide targeted professional development, including classroom coaching from network specialists.
- The school's instructional leadership team, which helps to identify where students struggle and how to better support their learning, attendance, or social-emotional growth. (The fall analysis informs the school's annual professional development plan.)
- The school's Multi-Tiered System of Supports (MTSS) team, which monitors students who receive intervention and makes adjustments to their support.
- Teachers at professional development meetings led by the instructional leadership team, who use data to organize small groups for differentiated math and reading instruction and plan instruction.
- Hunter Perkins' external partner to inform 1) monthly professional development for teachers on data-driven

instruction and 2) weekly observation and coaching to instructional assistants providing small group math interventions.

Early Literacy Assessments

K-2 teachers monitor early literacy progress monthly using mCLASS Digital Literacy Assessment and Dyslexia Screening, a digital assessment system aligned to the Science of Reading. The assessment is administered one-on-one and the data entered into an online database for analysis by:

- Teachers to inform instruction, especially for small groups
- Network instructional coaches working with K-2 teachers to inform the focus of classroom observation and feedback sessions
- The network to inform professional development for the K-2 ELA lead at each school
- The K-2 ELA lead at Hunter Perkins to inform monthly professional development for K-2 teachers
- The MTSS team, including the coordinator who also serves as a reading interventionist with individual students, to inform those interventions

Interim Classroom Assessments

Every core instructional program at Hunter Perkins has online unit assessments, which include multiple choice and written responses, administered every 2-3 months depending on the curriculum. Assessment data is stored in an online database and analyzed by:

- The Network Teaching & Learning Team to inform monthly professional development for lead teachers at each school, one for early literacy (K-2), one for 3-8 English/language arts, and one for math.
- Each group of lead teachers, who attend bi-monthly network meetings to inform a discussion about how to strengthen instruction for students with a range of learning needs.
- Classroom teachers, with guidance from lead teachers, to improve instruction for all learners.
- Network instructional coaches in math and reading, who provide weekly classroom coaching and school administrators to provide ongoing classroom observation and feedback to teachers.
- The MTSS team to monitor student progress and work with teachers to adjust interventions.

Classroom Assessments

Formative classroom assessments include online quizzes provided as part of each core curriculum or a quick activity at the end of a lesson to check understanding. Teachers analyze these on an ongoing basis to plan whole class and small group instruction. Instructional coaches, school administrators, and the MTSS team also monitor

online classroom assessment data, as needed. Online platforms (iReady for math and Lexia for reading) provide personalized practice and track student progress.

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)

Hunter Perkins holds high expectations for all students—multilingual learners, students with disabilities, homeless students, and those performing below grade level. Our Multi-Tiered System of Supports (MTSS) is designed to ensure that all students receive both rigorous grade-level instruction and targeted support.

Learning is supported in three tiers. All students receive Tier 1 instruction, which is challenging and standards-aligned. To quickly identify those needing more support to master core content, we administer the nationally-normed NWEA MAP exam in English language arts at the beginning of each school year.

—Students at or below the 25th percentile in math or reading receive Tier 2 interventions during daily differentiated small group reading or math instruction.

—Students at or below the 10th percentile receive additional Tier 3 small group or individual support during 30 minute afternoon intervention periods scheduled for each subject.

Tiered supports are provided by classroom teachers, special education teachers, a reading interventionist, and in math, instructional assistants who receive ongoing training, observation and coaching from an ISBE consultant. Students also have time during the day for personalized learning in math and English language arts including practice with adaptive online math or literacy programs.

Student progress is regularly monitored for Tier 3 by the MTSS team which includes school leaders and the reading interventionist. The team meets with teachers to review assessment data, behavior and attendance, assess the effectiveness of interventions, and adjust as needed.

Hunter Perkins currently has two English language learners. These two ELL students receive one-on-one support from an instructional aide with ESL Certification during the general education program.

Hunter Perkins serves 5 homeless students. The campus follows CPS policy for Students in Temporary Living Situations, providing free bus cards, meals, uniforms, field trips, and extracurricular activities for its homeless scholars. The school social worker also helps these families access other government services and support.

Training for Effective Intervention & Support Tools

Teachers receive ongoing training on analyzing student data to identify student needs and determine intervention strategies. The school uses research-based classroom materials to guide interventions.

At Hunter Perkins, an ISBE consultant provides monthly coaching for all teachers on analyzing data to differentiate instruction and weekly coaching to instructional assistants delivering math interventions. In addition, lead teachers at Hunter Perkins guide a monthly review of student math and reading data to strengthen core instruction. The principal and assistant principal visit classrooms daily to monitor implementation and instruction quality.

Select teachers receive weekly observation and feedback from network math and reading coaches. Currently, 5 Hunter Perkins teachers are coached in Math and 8 teachers are coached in ELA instruction. LEARN's coaching program has proven so effective that the network will double the number of coaches next school year while also adding a Special Education coach.

Comprehensive Behavior Support

LEARN's approach to addressing student behavior is proactive and aimed at developing social-emotional skills rather than relying on punitive discipline. Hunter Perkins serves a Black student population which has historically been disproportionately disciplined. LEARN's approach begins with a K-5 social emotional curriculum, Second Step, that teaches skills such as self-regulation, relationship building, and responsible decision-making. Behavioral interventionists provide teacher workshops on Positive Behavior Support Interventions, an evidence-based system for guiding students towards behaviors that help them succeed and preventing exclusionary discipline. Students also complete an online norm-referenced mental health screener included with Review 360, an online platform the school uses to track attendance, behavior, and discipline data. Parents and teachers can also log in and complete assessments on students. This provides an early alert to emotional issues before they manifest as problem behaviors and enables the school to provide interventions, and monitor improvement.

For students in need of more emotional or behavioral support, the school has two dedicated behavioral interventionists and two social workers. These specialists are trained on de-escalation and restorative justice practices. Behavioral interventionists counsel students with discipline issues and may confer with parents. Students in need of ongoing social emotional support are referred to the MTSS team, which helps classroom teachers with strategies for managing challenging behavior, consults with parents, and may refer a student to the school social worker for counseling.

Hunter Perkins had only a 2.5% suspension rate and a 0% expulsion rate in 2024-2025.

The strength of LEARN's approach to Student Support Services earned praise from Chicago Public Schools and was a contributing factor in securing a 4-year charter renewal in 2024, among the longest contract extensions awarded in Chicago.

Serving Students With Disabilities

Hunter Perkins has a fully-staffed and certified special education department of four teachers. The school follows an inclusion model and provides the same challenging, high-quality Tier 1 instruction to students with disabilities with modifications specified in their IEP. Student progress towards IEP goals is monitored using the same comprehensive assessment system used for all students. Special education teachers participate in the same professional development as general education teachers and in monthly support meetings with the Network Student Support Services team.

The number of special education students attending Hunter Perkins has almost doubled in recent years. Parents know that Hunter Perkins provides a safe and nurturing environment for all students in addition to robust support for diverse learners. In 2025-2026, 15% of the school's students have IEPs, up from 11% the previous school year and 8% in 2021.

Hunter Perkins collaborated with network leaders to create a network-wide Performance Plan to improve learning for students with disabilities that has already launched. The school is piloting the program which includes specific investments designed to accelerate the performance of diverse learners. The network is actively recruiting a network based Special Education Coach to support this initiative. Key elements include:

1. Strengthen Core Instruction

The network will provide more professional development to general education and special education teachers on supporting students with disabilities during Tier 1 instruction for English language arts (grades 3-8) and math. Strategies include scaffolding learning (such as breaking down complex tasks into simpler parts) and providing more explicit instruction and accommodations. Quarterly network walkthroughs will monitor implementation and provide coaching.

2. Improve Specialized Instruction

Special education teachers will connect IEP goals to grade-level standards and instructional plans using Goalbook, an online tool designed to help educators create, track, and implement IEPs and student goals. The Network Student Support Services team will provide teachers with professional development on the system and math and reading intervention.

3. Strengthen Tier 2 and Tier 3 interventions

The MTSS team will meet with classroom and special education teachers biweekly to create reading or math intervention plans for students with disabilities receiving Tier 2 or Tier 3 support. Meetings will review student progress and adjust interventions, as needed.

4. Improve school attendance

Students with disabilities at Hunter Perkins are more likely than others to be absent from school. To identify those in need of attendance support more quickly, the school attendance team will flag any student with disabilities who misses more than two days in a month. As needed, the student will be assigned a staff mentor for daily check-ins and incentives for good attendance. Before absences become chronic, the principal will meet with parents to understand reasons and help remove barriers, such as transportation, that interfere with school attendance. The school social worker will also offer a referral to relevant community resources.

Serving Gifted & Talented Students

Challenging curriculum and small group instruction enriches and accelerates learning for gifted students. Gifted and talented students also have time during our extended school day for independent work in math and reading to match their individual pace. LEARN's accelerated middle school math program offers the opportunity to earn high school Algebra I credit in 8th grade.

Meeting Nutritional Needs

Food service for LEARN schools is coordinated by the network, which developed a food service plan with the vendor, AFYA/Open Kitchens, that supports the nutritional needs of educationally disadvantaged and at-risk students, recognizing the important connection between nutrition and academic success.

All students are provided with a nutritious breakfast and lunch that meets established nutritional guidelines for federally-supported meal programs. Funding comes from federal sources such as the National School Lunch Program and School Breakfast Program, as eligible.

Meeting Transportation Needs

Hunter Perkins follows Chicago Public School guidelines for student transportation. The school is located within walking distance of many of its students and all are eligible for discounted CTA fare. Families are provided with information on safe walking routes, crossing guard locations, and CTA access points within the community.

CPS provides transportation for eligible students, including those with IEPs or 504 plans or in temporary living

situations. Transportation for students experiencing homelessness or in foster care is supported by a school social worker in collaboration with caregivers and the district's Students in Temporary Living Situations Program to minimize barriers to attendance. Parents and caregivers provide transportation for students with special transportation needs who stay late for extracurricular activities.

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)

Hunter Perkins is led by a principal and assistant principal skilled at instructional leadership. The school employs 20 general education teachers, four special education teachers, and five enrichment teachers for 494 students, a student teacher ratio of 17:1.

Teachers in grades K-2 teach all four core subjects. Grades 3-8 are departmentalized, with one teacher providing integrated ELA and social studies instruction and another teaching math and science. This structure supports deeper expertise in content and pedagogy. Ten instructional aides assist in classrooms.

The school practices full inclusion for students with disabilities, with special education teachers providing in-classroom or pull-out support as IEPs require.

Additional staff include an instructional coach, a reading interventionist/MTSS coordinator, two behavioral interventionists, two social workers, a high school counselor, and a front office manager and assistant. School security and food services are outsourced. Staffing for the planned expansion of 90 new students will include six teachers and classroom assistants, and increased support service staff such as behavior interventionists and special education teachers, depending on student needs.

Recruitment & Selection

LEARN strives to hire exceptional teachers and staff. The network Human Resources Department posts openings on major online platforms and through partner organizations such as Relay Graduate School of Education, Teach For America, and Golden Apple. LEARN employees who successfully refer a candidate earn a \$3,000 bonus. LEARN maintains strong partnerships with local universities, participating in job fairs and collaborating with career services offices.

Qualified school-based applications are forwarded to principals, who make hiring decisions. Candidates undergo a rigorous selection process that includes multiple interviews and, for teachers, a demonstration lesson. Principals assess teaching candidates' instructional skill, and ability to analyze student data, reflect, and collaborate. All successful candidates demonstrate support for LEARN's core values, including high expectations for all students and respect for families.

Hunter Perkins attracts top talent: 22 teachers have earned state endorsements and 13 have master's degrees.

Developing & Retaining Top Talent

LEARN's Grow Our Own program is an important tool for strengthening teacher quality and retention. Grow Our Own provides financial support for staff to earn a degree, endorsement, or certification. Opportunities include scholarships for:

1. Bachelor's degree completion in teaching for high-performing staff with associate's degrees (typically instructional assistants)
2. Earning endorsements in hard-to-staff subjects including bilingual education, special education, and math
3. A Relay Fellowship for high-performing staff with a non-education bachelor's degree to earn their Professional Educators License and master's degree in education.

These programs have proven highly successful in retaining staff and in filling hard-to-fill positions with certified teachers, including a special education position at Hunter Perkins. LEARN's analysis shows that employees who become Relay Fellows generate stronger student gains in reading and math after just one year of teaching than other LEARN teachers. Two Hunter Perkins teachers completed the program and two are enrolled.

Staff Evaluation

Staff members working directly with students set annual goals with their supervisors focused on student growth (academic and/or social-emotional) and professional development. School administrators conduct at least two formative observations per year (by November and February) followed by coaching and a summative evaluation in June. Teachers are evaluated using the Danielson Framework for Teaching, a research-based tool that informs professional development and retention decisions.

Professional Development Plan

Professional development focuses on the successful implementation of LEARN's educational model and is informed by student assessment data, classroom observations, and teacher feedback.

The network schedules two weeks for PD each summer. Teachers new to LEARN receive intensive training on core instruction materials. All teachers attend workshops focused on network priorities including core academic and

social-emotional curricula with follow-up workshops provided throughout the year.

The network provides monthly full-day professional development for three lead teachers at each school (K–2 ELA, grades 3–8 ELA, and math). These lead teachers facilitate monthly workshops for colleagues focused on analyzing student data to improve Tier 1 instruction. At Hunter Perkins, teachers also participate in weekly afterschool professional development, with current priorities including data-driven instruction and implementation of Positive Behavioral Interventions and Supports.

Coaching

Network instructional coaches (three for ELA, three for math, and one for special education to be hired) provide monthly classroom observation and feedback to targeted grade levels and teachers. School administrators and an instructional coach also provide ongoing classroom observation and feedback in all subject areas.

Support for Innovation & Continuous Improvement

The PD model described above provides ongoing support for teachers to innovate solutions to student learning needs, drawing on research-based curriculum materials and insights from colleagues, school leaders, and coaches.

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)

Facilities Plan

LEARN owns the building in which Hunter Perkins is located at 1700 West 83rd Street, Chicago, Illinois, 60620. The building is fully ADA compliant and adequately serves the needs of its existing student population, the majority of whom reside within two miles of the school. The school is located in a residential neighborhood within walking distance of many of its students and well-served by public transportation. The school is located a block from the Ashland Avenue express bus that connects to the CTA Green line, three blocks from the Damen Avenue bus line, and a half mile from the 79th street bus which connects to the CTA Red line.

LEARN began construction in the summer of 2025 to expand the Hunter Perkins campus adding a gym and new classrooms. The total project budget is \$11M, funded in part through a \$4.1M Illinois Department of Commerce and Economic Opportunity grant. The facility expansion is on track to be completed by June 2026.

The facility expansion will allow LEARN to increase the number of students served and meet its goal of adding 90 additional seats and growing enrollment to 584 students by fall 2027. The school expects to utilize the CSP grant to equip the new classrooms with the technology, furniture, curriculum, and supplies needed to support the addition of 90 new students. We expect to purchase the resources for the school beginning April 1, 2026, and plan to have the classrooms fully furnished and equipped by July 15, 2026.

Students receiving special services will be largely supported through the existing facilities infrastructure. Behavior therapists will use a new multi-purpose room for small group and individual social-emotional interventions. Social workers have a private office for therapy. Two resource rooms serve students who need pull-out special educational services including physical or occupational therapy. The expansion includes an additional multipurpose room for special services. Students with disabilities will otherwise continue to be fully included in general education classrooms with push-in support.

The campus operating budget includes \$501,000 in annual interest payments on its mortgage. Facility costs represent 6% of its annual operating budget.

Mitigating Financial Risk

LEARN Charter School Network has a history of strong financial management and compliance with all local, state, and federal regulations. LEARN contracts with an independent third-party audit firm to conduct the annual fiscal year end financial audit and consistently has strong, unmodified audits with no material weaknesses. It manages its accounting practices in accordance with GAAP (Generally Accepted Accounting Practices) and maintains tight financial and cash management controls. The financial management policies of the schools is described in its Accounting Policies and Procedures Manual which is updated annually and board approved.

Financial management of the schools is the responsibility of the network team and board of directors. LEARN's Chief Financial Officer works closely with the President & CEO and the Board Finance Committee to provide oversight of school and network operations. LEARN has several financial experts who serve on its Board of Directors including the Senior Vice President, Commercial Banking at Wintrust Financial Corporation and a former Chief Financial Officer of the Sara Lee Corporation. The network provides quarterly updates on budget vs. actual spending, cash management, capital spending and any debt transactions to the finance committee.

Functions of the Finance Committee include:

1. Review the network's annual budget and recommend final approval by the full board
2. Long-term financial planning recommendations
3. Establishment of investment policy and monitoring investment performance
4. Evaluation and approval of facilities decisions (i.e. leasing, purchasing property)
5. Monitoring actual vs. budgeted financial performance
6. Oversight of reserve funds

LEARN maintains a strong cash position with an average of 270 days cash on hand. The network also has a modest endowment to help it navigate any disruptions to public funding that may occur with the Chicago Public Schools or state and federal resources. Day-to-day financial management is provided by the network accounting department who handles all invoice processing, purchasing, payroll, financial reporting and compliance for the schools. Principals receive a monthly profit and loss statement which lets them know their revenues and expenses compared to the budget for that month and year-to-date. LEARN works closely with its school and network leadership to develop a detailed budget for each upcoming school year that includes anticipated enrollment, staffing, technology, and curriculum investments.

In addition to effective stewardship of its public revenues, LEARN raises approximately \$5M annually in private philanthropy and state and federal grants. The Hunter Perkins campus received two recent Illinois Department of Commerce and Economic Opportunity grants to expand and improve the Hunter Perkins campus. It received a

\$125,000 grant to fund a new roof and a \$4.1M construction grant to help fund the addition of an athletic facility and new classrooms.

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)

Board Governance Structure

LEARN's 12-member board includes members with expertise in education, strategy, finance, management, and external relations. LEARN's By-Laws require that the board also include at least one parent representative.

The board and network leaders draw on external consultants for additional expertise necessary for the board to fulfill its responsibilities. LEARN contracts with outside counsel who acts as general counsel for the board and executive team. A real estate consultant is our representative on facilities improvement and real estate transactions, including overseeing the construction of a new gymnasium at Hunter Perkins.

LEARN conducts strategic planning on a five-year cycle and as part of that process, it updates its skills matrix for the Board of Directors. Based on network priorities for the coming years, we identify skill gaps and recruit board members with the needed expertise. Specific guidelines regarding the composition and election of the Board of Directors, roles, committees, and responsibilities are described in LEARN's by-laws.

Board Policies

All staff, board members, and other affiliated parties are expected to comply with federal, state, and local laws including the following:

Open Meetings Act:

As a public charter school, LEARN abides by the The Illinois Open Meetings Act providing a minimum of 48 hours advance notice of its board meetings including posting the agenda with detail on the public comment period and topics for discussion. LEARN adheres to the law in granting the public rights to attend and record its board meetings. The LEARN board is committed to conducting its meetings in a publicly accessible forum to ensure transparency and accountability with limited exceptions for closed sessions to discuss issues such as litigation or personnel matters.

Open Records Law:

LEARN adheres to the Freedom of Information Act making its records available at public request other than records

deemed confidential and not subject to FOIA which may include personnel or identifying student information.

Board Committees:

LEARN's board members serve on one or more of five committees (executive, academic achievement, governance, development). The oversight responsibilities of the board are fulfilled through its committees.

The Executive Committee is responsible for conducting the annual evaluation and determining compensation of the Chief Executive Officer and senior leadership, as well as strategic direction for the Corporation, including new initiatives, new schools, and succession planning.

The Academic Achievement Committee oversees educational quality including, (i) defining academic excellence and the determination of metrics at each school, (ii) oversight of student achievement within each school and benchmarking against other schools, (iii) oversight of the curriculum, (iv) recruitment, retention and training of personnel, (v) student support services, and (vi) high school placement for the students.

The Finance and Operations Committee oversees fiscal and operational management: (i) overseeing the audit process and ensuring financial compliance, (ii) funding and budgeting for the Corporation, (iii) financial issues and documentation, (iv) development of new facilities, and (v) security, maintenance and capital investments of existing facilities.

The Governance Committee is responsible for ensuring legal compliance with all governance requirements and administering an annual evaluation and review of policies, completion of a conflict of interest form, and enhancing Board performance. Additional responsibilities include leading the identification and nomination of new board members, onboarding them, and maximizing the effectiveness of all board members.

The Development and External Relations Committee is responsible for guiding the Board to set fundraising goals and to solicit financial and in-kind support. The committee also guides branding, marketing, and communications.

Board Professional Development

LEARN's board conducts an annual off-site retreat as part of its professional development process. It engages a third party to conduct a self-evaluation survey with its board members, assess its performance, and identify areas for continuous improvement. The retreat is also used to conduct any training required for compliance with state law including Open Meetings Act annual training and training in financial oversight, legal compliance, and evaluation.

Transition Plan for New Board Members

The selection process for new board members includes interviews with the board chairperson, one other board member, and LEARN's CEO. Prospective board members are also invited to tour a LEARN school. The governance committee assesses whether candidates are aligned with LEARN's mission and possess skills that match board needs. The full board votes on board candidates recommended by the governance committee.

New board members are guided to review bylaws and complete mandatory training. The governance committee is responsible for tracking compliance. Committee onboarding is the responsibility of the committee chairperson.

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)

LEARN designed its network supports to remove as much responsibility from school leaders as possible for facilities management, compliance reporting, legal issues, and financial matters. Principals are expected to manage the school within the board-approved budget and meet regularly with the network financial team to compare spending to the budget. They also make all school hiring decisions and are accountable for instruction quality and student outcomes.

Hunter Perkins is led by a Principal with a long history of education excellence. She was a former Assistant Principal at LEARN before her promotion two years ago to lead Hunter Perkins. She holds high standards for students and staff and is deeply committed to the community. She reports to a network Managing Director and the Teaching & Learning Team.

The network provides the following services:

- The Finance Office handles financial management, including accounting services.

- The network Teaching & Learning team manages curriculum selection and professional development. The team includes 3 ELA coaches and 3 math coaches that are in schools daily.

- Student Support Services provides teacher professional development and compliance monitoring for special education and bilingual education. This office also supports IEP planning and provides additional specialized services such as occupational therapy.

- Compliance and data management tracks and reports on all student information, including reporting related to Title 1 and Title 2 funding, the Individuals with Disabilities Act, and McKinney-Vento Act compliance, and charter-school specific compliance.

- Operating support is provided directly and through outside contractors and includes facilitates management, building maintenance and custodial services, food service, internet services, and tech support.

- Human resources support includes teacher and staff recruitment, employee benefits management, and the “Grow Our Own” program that pays for continuing education for LEARN employees.

Evaluating Principal Performance

Principals are evaluated each year against the Illinois Performance Standards for Principals by LEARN's managing directors. The evaluation lists strengths and areas for improvement under six standards including "Improving Teaching and Learning" and "Building and Maintaining Collaborative Relationships" and assigns a rating to each standard from "(1) Unsatisfactory" to "(4) Distinguished." The average rating on these standards counts for 50% of the evaluation score, ISBE's school accountability rating counts for 30%, the SEL School-Wide Measure counts for 10%, and school results in English language arts and math on the Illinois Assessment of Readiness count for 10%. These evaluations inform the network's performance management, professional development, and retention decisions.

At the beginning of each school year, principals complete a Success Equation plan in consultation with their supervisors. The plan includes three measurable school outcomes to achieve for the year and a detailed plan for engaging teachers, staff, and families to achieve it. Each outcome includes addressing the needs of diverse learners and special populations including students with disabilities, English language learners, and homeless students. Throughout the school year, the managing director checks in biweekly with each principal in person or remotely to monitor progress and provide coaching.

Principals new to LEARN undergo a 90-day review with their supervisor, and all principals undergo a mid-year review so that they are able to course correct and receive any needed support.

School Leadership Team Expertise

School leaders are expected to focus primarily on improving teaching and learning, strengthening school culture, and engaging family and community partners to support the success of our students. We hire school leaders with proven track records in instructional leadership, in building relationships and collaborative teams, and in creating school cultures that support and motivate students and staff.

Implementing & Sustaining the Expansion Project

LEARN has expertise with expansion projects having purchased five buildings and renovated a dozen schools since inception. We have a history of securing bonds at a favorable rate and understand what is needed to secure city permits and pass its inspections. The construction project at Hunter Perkins is fully framed and on schedule for completion this spring with only the installation of floors, walls, and ceilings remaining. In the unlikely event of a materials delay, the school's expansion would occur on time. New classes would be temporarily housed in large general purpose spaces such as a multipurpose room or cafeteria.

LEARN clearly communicates expansion progress and schedule to all stakeholders. We recently hosted the state senator who secured the grant to help fund the expansion at Hunter Perkins for a tour of the site. The board receives regular updates from LEARN's CEO on the project timeline and cost. The Hunter Perkins principal communicates progress and timeline to teachers and families through staff meetings, parent meetings, and the school newsletter.

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.

[LEARN Hunter Perkins Needs Analysis.pdf](#)

Filename: LEARN Hunter Perkins Needs Analysis.pdf.pdf **Size:** 126.1 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)

Planning Period, April-July 2026

The planning period objective is to successfully enroll 65 new students, recruit 6-7 new teachers and support staff, and prepare the classrooms, science room, and multi-purpose room for instruction.

Activities include:

—The Student Recruitment and Enrollment Manager will contact local day care centers, faith-based institutions, and community partners to share information about the open seats and lottery timetable. She will work with current Hunter Perkins parents to share the information among their networks since word of mouth is our most effective tool for recruiting new students.

—LEARN will launch a marketing campaign that includes advertising on local transportation and digital advertising on Google, Facebook, Instagram, and LinkedIn, promotion in church bulletins and community bulletin boards. We will distribute flyers to our partners including Auburn Gresham Community Development Corp., hospitals, businesses, afterschool programs, and elected officials.

—The operations team will coordinate a RFP process in accordance with grant requirements for furniture, technology, and supplies to serve the growth in enrollment of 90 students. It will place orders for delivery well before the opening of school on August 3, 2026.

—The school leadership team will host Open Houses for prospective parents and guardians and present details on the school day and year, expectations for students and parents, as well as the lottery process.

—The Talent team will post the positions for new teachers on the network website and social media accounts. It will circulate the opening among existing staff who receive a \$3500 bonus for referring candidates. The interview process includes a visit to the school during which candidates conduct a sample lesson, a panel interview, reference checks, and the required district background check.

—LEARN will conduct its lottery and select 35 new kindergarten students and 30 new 1st grade students for the 2026-2027 school year. Students applying after the open enrollment period will be added to the waitlist on a first-come-first-serve basis if seats are not available.

—Parents and students who have been selected through the lottery will attend an orientation during which they will be briefed on the expectations for the school year and registration process.

Year 1 Implementation: July 2026-June 2027

The objective of the first year of implementation is to onboard new students and staff, implement a rigorous academic program that maximizes student growth and strengthens the instructional skill of new teachers.

- Parents and students will attend a welcome day during which students receive their school uniforms, tour classrooms and meet teachers.
- Teachers will attend two weeks of professional development and receive training on the curriculum and instructional practices led by the network Teaching and Learning Teams in July.
- The operations team will supervise the painting and installation of carpet, signage, furniture, technology, and supplies in all new classrooms in preparation prior to the start of school. They will purchase all of the supplies, therapeutic equipment, and other resources needed to serve its diverse population of learners.
- All new students are given a baseline assessment test to determine their existing skills and what individualized services and support that they may require including testing for learning disabilities.
- New teachers are observed in the classroom and receive targeted coaching and support from the network Math, ELA, and Special Education coaches throughout the school year
- Parents are invited to attend conferences, family events, and school performances.
- Students receive rigorous instruction, pull outs for students with diverse needs, and therapeutic services, as needed.
- Students are given multiple assessments to track their academic progress and adjust their instruction, as needed, to achieve the specified aggregate and growth goals on the Illinois Assessment of Readiness.

Year 2 Implementation: July 2027-June 2028

The objective of the second year of implementation is to achieve the growth goals of adding an additional 25 students to meet the goal of 90 new students over the two year period.

- LEARN will recruit students and staff beginning in early spring 2027. It will utilize the same enrollment strategies described during the first year of implementation.
- LEARN will conduct a lottery to recruit 35 new kindergarten students. Its lottery will be conducted in the same manner as it was during the first year of implementation.
- Students selected through the lottery will attend an orientation at the school and receive information on the registration process.
- New teachers will go through two weeks of professional development to be oriented to the school and receive training on the instructional practices and specific curricula.
- LEARN will welcome its new students and their families on the first day of school, August 2nd, 2027.
- New students will receive the baseline and interim testing described above to assess their skills and what additional services and support they may require for success.
- New teachers will receive the coaching and support throughout the school year necessary to deliver instructional excellence.

Conflict of Interest Questionnaire

Completed - Feb 12 2026

OVERVIEW

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

DEFINITIONS

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

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

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

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

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

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

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

Conflict of Interest Questionnaire

CONFLICT-OF-INTEREST QUESTIONNAIRE

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

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

[1 COI Form Katie MacCarthy.pdf](#)

Filename: 1 COI Form Katie MacCarthy.pdf.pdf **Size:** 604.9 kB

[2 COI Form Vineeta Raketich.pdf](#)

Filename: 2 COI Form Vineeta Raketich.pdf.pdf **Size:** 610.7 kB

[11 COI Form Guil Silva.pdf](#)

Filename: 11 COI Form Guil Silva.pdf.pdf **Size:** 610.8 kB

[12 COI Form Michelle Massenburg.pdf](#)

Filename: 12 COI Form Michelle Massenburg.pdf.pdf **Size:** 609.9 kB

[COI Form Vinni Hall.pdf](#)

Filename: COI Form Vinni Hall.pdf.pdf **Size:** 1.9 MB

[3 COI Form Marco Quintana.pdf](#)

Filename: 3 COI Form Marco Quintana.pdf.pdf **Size:** 607.0 kB

[4 COI Form Alicia Coleman.pdf](#)

Filename: 4 COI Form Alicia Coleman.pdf.pdf **Size:** 644.8 kB

[5 COI Form Chuck Campbell.pdf](#)

Filename: 5 COI Form Chuck Campbell.pdf.pdf **Size:** 652.0 kB

[6 COI Form Aaron Clubb.pdf](#)

Filename: 6 COI Form Aaron Clubb.pdf.pdf **Size:** 747.6 kB

[8 COI Form Jason Hutton.pdf](#)

Filename: 8 COI Form Jason Hutton.pdf.pdf **Size:** 609.0 kB

[9 COI Form Janice Lucchesi.pdf](#)

Filename: 9 COI Form Janice Lucchesi.pdf.pdf **Size:** 604.9 kB

[10 COI Form Susan Snyder.pdf](#)

Filename: 10 COI Form Susan Snyder.pdf.pdf **Size:** 610.7 kB

Proof of Notification to Authorizer of Application to CSP Competition

Completed - Feb 11 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.

[LEARN Proof of Notification to Authorizer](#)

Filename: LEARN Proof of Notification to Authorizer.pdf Size: 186.5 kB

Evidence of Nonprofit Designation

Completed - Feb 11 2026

Please upload evidence of your nonprofit designation.

[LEARN IRS Determination Letter](#)

Filename: LEARN IRS Determination Letter.pdf Size: 47.1 kB

Student Discipline Policy & Plan

Completed - Feb 11 2026

Please upload your schools student discipline policy and plan.

[LEARN Student Discipline Policy & Plan](#)

Filename: LEARN Student Discipline Policy & Plan.pdf Size: 392.3 kB

Transportation plan for all students

Completed - Feb 11 2026

Please upload a transportation plan for all students.

[LEARN Transportation Plan](#)

Filename: LEARN Transportation Plan.pdf Size: 185.4 kB

RFA Budget

Completed - Feb 12 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 2. 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.

[LEARN INCS CSP Budget Template 2](#)

Filename: LEARN INCS CSP_Budget_Template 2.xlsx Size: 44.5 kB

Budget Narrative

Completed - Feb 12 2026

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

[LEARN CSP Budget Narrative 2](#)

Filename: LEARN CSP Budget Narrative 2.pdf Size: 167.6 kB

Five-year Budget

Completed - Feb 12 2026

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

[LEARN Hunter Perkins - Five Year Projections - FY26-FY30](#)

Filename: LEARN Hunter Perkins - Five Year Projections - FY26-FY30.pdf Size: 52.0 kB

List of Governing Board Members & Affiliations

Completed - Feb 11 2026

[LEARN List of Governing Board Members & Affiliations](#)

Filename: LEARN List of Governing Board Members & Affiliations.pdf Size: 96.2 kB

Governing Documents (Bylaws)

Completed - Feb 11 2026

[LEARN Bylaws](#)

Filename: LEARN Bylaws.pdf Size: 354.4 kB

Organizational Chart

Completed - Feb 11 2026

[LEARN Hunter Perkins & Network Organizational Charts](#)

Filename: LEARN Hunter Perkins & Network Organizational Charts.pdf Size: 267.5 kB

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

Completed - Feb 11 2026

[LEARN CSP Subgrant Key Staff](#)

Filename: LEARN CSP Subgrant Key Staff.pdf Size: 95.0 kB

Resumes of Leadership Team

Completed - Feb 11 2026

[Cynthia Johnson Resume](#)

Filename: Cynthia Johnson Resume.pdf Size: 2.4 MB

[Angelo Kleros Resume](#)

Filename: Angelo Kleros Resume.pdf Size: 77.4 kB

[Greg White Resume](#)

Filename: Greg White Resume.pdf Size: 115.9 kB

[Ayanna Mitchell Resume](#)

Filename: Ayanna Mitchell Resume.pdf Size: 2.8 kB

[Donna Moore Resume](#)

Filename: Donna Moore Resume.pdf Size: 192.0 kB

[Stephanie Cagadas Resume](#)

Filename: Stephanie Cagadas Resume.pdf Size: 282.0 kB

[Princy Abraham Resume](#)

Filename: Princy Abraham Resume.pdf Size: 115.9 kB

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

Completed - Feb 11 2026

[LEARN Charter Management Services](#)

Filename: LEARN Charter Management Services.pdf Size: 104.5 kB

CSP Certification & Assurances Document

Completed - Feb 11 2026

Please fill out the [CSP Certification & Assurances](#) document using the attached template and upload when complete.

[LEARN CSP Certification and Assurances](#)

Filename: LEARN CSP Certification and Assurances.pdf Size: 1.5 MB

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

Completed - Feb 11 2026

[LEARN Board Approved Financial Policies and Standard Operating Procedures](#)

Filename: LEARN Board Approved Financial Policies and Standard Operating Procedures.pdf Size: 976.8 kB

Copy of Lease or Facilities contract (if applicable)

Incomplete

Competitive Preference Priorities

Completed - Feb 11 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).

(No response)

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.

All LEARN schools follow a college-prep model designed to accelerate the learning of low-income minority students and close the achievement gap between them and their more privileged peers.

In fact, LEARN was recently praised by the Center for Research on Education Outcomes at Stanford University as a “gap-busting” charter school. Researchers studied charter schools in 31 states, comparing performance to traditional public schools from 2014 to 2019. “Gap-busting” charter schools were defined as those that eliminated learning disparities and moved student achievement ahead of their respective state's average.

The study found the gains for LEARN students equate to an additional 71 days of learning in math and 54 days in reading, which compound year after year.

Responding to Community Needs

LEARN's college preparatory model meets a clear need in the Auburn Gresham community, where educational attainment is low. Only 18% of residents hold a bachelor's degree or higher compared to the citywide average of 43%, according to the Chicago Metropolitan Planning Agency (CMAP). Median household income is \$45,490 compared to the city average of \$75,134 and 55% of residents qualify as low income, CMAP data shows.

LEARN Hunter Perkins opened in 2011 after its selection by a neighborhood advisory council charged by Chicago Public Schools to envision a new K-8 education option for Auburn Gresham. Prior to its opening, LEARN conducted a community-wide canvas, community meetings, and a design charette to gather input from residents on the school's design.

Fifteen years later, demand for our college-prep model remains high. In the most recent lottery, Hunter Perkins had a waitlist of 150 students for a school that serves 494 students.

Higher achievement in elementary school opens up greater possibilities for high school enrollment, but many students and families need support to access the best options.

Hunter Perkins is located within the attendance boundary of Hirsch High School, which has an abysmal 50% graduation rate, according to the Illinois State Report Card.

The high school a low-income student attends can make or break their chances of attending college. Teacher expectations, peer groups, the quality of coursework and counseling are especially influential for potential first

generation college students.

LEARN guides our 8th grade graduates to enroll in college-prep high schools, defined as a school where at least 75% of graduates matriculate to 4-year colleges or universities. Each LEARN school has a high school counselor to guide families through the high school selection process, including securing financial aid for private school. In 2025, 100% of LEARN 8th grade graduates in Chicago enrolled in college-prep high schools.

Once our graduates matriculate to high school, we conduct ongoing alumni visits to check on academic progress, personal well-being, and ensure students are on track for graduation. We also provide summer internships and enroll interested students in college access programs.

Hunter Perkins alumni graduate high school at a rate of 90%, and 70% of the school's Black, low-income alumni matriculate to 4-year colleges, more than two times the average for Black and low-income students statewide.

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 traditional 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.

LEARN Charter School Network intentionally locates K-8 schools in low-income communities needing a high-quality education option. In 2011, LEARN opened Hunter Perkins, after an extensive community needs analysis and engagement process to serve the historically disinvested community of Auburn Gresham. Hunter Perkins continues to serve an at-risk student population. The school's demographics are 82% free-or reduced price lunch eligible (economically disadvantaged), 99% Black, 15% students with disabilities, and less than 1% English learners. These percentages reflect the demographics of the Auburn Gresham community which is 93% Black (non-Hispanic), 4% Hispanic or Latino, 1.5% Other/Multiple Races, .8 White (non-Hispanic), and .7% Asian, according to the Chicago Metropolitan Agency for Planning.

Student Recruitment Strategy

To ensure that all Auburn Gresham families have an equitable opportunity to enter the school enrollment lottery, LEARN undertakes an extensive recruitment process. We distribute flyers in English and Spanish throughout the community, and speak directly with as many parents as possible. Our network recruitment team talks to families in front of food pantries, along an annual neighborhood parade route, while distributing toy drive giveaways, and outside afterschool programs and daycare centers. We also hold parent meetings at daycare facilities and open houses at the school, where interpretation is available in multiple languages through a language line. Many community partners notify families with a note about our open houses and school lottery in a newsletter or church bulletin, or by allowing us to leave flyers in their lobbies. These partners include Auburn Gresham Community Development Corp., hospitals, banks, businesses, rental properties, afterschool programs, and elected officials.

To ensure equitable opportunity to our program, parents are able to access enrollment support both in person at the school or virtually online during the school day and on selected nights. A language line is available to parents throughout the enrollment process.

Meeting a Need for High-Quality School Options

LEARN's college prep model is designed to offer a challenging academic program, differentiated to serve the needs of all children, including those significantly below grade level as well as advanced scholars who need additional challenges or acceleration. Higher achievement in elementary school opens up greater possibilities for high school enrollment, but many students and families need support to access the best options.

Auburn Gresham has no neighborhood high school that meets ISBE's "exemplary" or "commendable" designation. Hirsch High School and Harlan Community High School both have ratings of "intensive," the lowest in the state's school accountability system. Bogan High School, which serves a smaller section of Auburn Gresham, is designated as a "targeted school."

The high school a low-income student attends can make or break their chances of attending college. Teacher expectations, peer groups, the quality of coursework and counseling are especially influential for potential first generation college students. LEARN guides our 8th grade graduates to enroll in college-prep high schools, defined as a school where at least 75% of graduates matriculate to 4-year colleges or universities.

In 2025, 100% of LEARN 8th-grade graduates in Chicago enrolled in a college-prep high school.

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.

LEARN Hunter Perkins is located at 1700 West 83rd Street, Chicago, Illinois, within the boundaries of Chicago Public School Network 11, a designated priority area.

Re: Signature Request: LEARN INCS CSP Authorizer Signature

1 message

Greg White <gwhite@learncharter.org>
To: Zabrina Evans <zmevans2@cps.edu>

Fri, Feb 6, 2026 at 1:48 PM

Dear Zabrina,

I wanted to follow up on the signature request from last week.

We have a deadline of February 13th to submit the application. When should we expect the executed document to be returned?

Please let me know should you need further information.

Best Regards,

Gregory White (he/him/his)

President & CEO
LEARN Charter School Network

M: 312-391-6959

gwhite@learncharter.org

[Join Our Team](#) or [Refer a Friend](#) to Work at LEARN

Learn Celebrates 20 Years : [Click here to learn more](#)



On Fri, Jan 30, 2026 at 2:40 PM Greg White <gwhite@learncharter.org> wrote:

Dear Zabrina,

Attached is a form that needs to be signed by LEARN's authorizer in order to apply for Charter School Program funding administered by CPS. LEARN is applying for \$1.25M in federal funds to support our Hunter Perkins campus in the Auburn Gresham community. We are in the process of adding a gym and additional classroom space. We received DCEO funding from the state with the support of Senator Perkins.

LEARN Hunter Perkins continues to have strong demand from families and a wait list of over 150 students. The expansion will allow us to add two instructional classrooms and grow our enrollment by another 60 children. We remain well under our enrollment cap of per our CPS contract.

We have a deadline of February 13th to submit the application. Would it be possible to receive your signature on the attached document by February 10th? Thank you for your help.

Best Regards,

Gregory White (he/him/his)

President & CEO
LEARN Charter School Network

M: 312-391-6959

gwhite@learncharter.org

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Learn Celebrates 20 Years : [Click here to learn more](#)



Department of the Treasury
Internal Revenue Service

P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0752257825
June 06, 2017 LTR 4168C 0
36-4439074 000000 00

00037772

BODC: TE

LAWNDALE EDUCATIONAL AND REGIONAL
NETWORK CHARTER SCHOOL
3021 W CARROLL AVE
CHICAGO IL 60612

069072

Employer ID Number: 36-4439074
Form 990 required: yes

Dear Taxpayer:

This is in response to your request dated May 25, 2017, regarding your tax-exempt status.

We issued you a determination letter in November 2001, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

Our records also indicate you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(ii).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If a return is required, you must file Form 990, 990-EZ, 990-N, or 990-PF by the 15th day of the fifth month after the end of your annual accounting period. IRC Section 6033(j) provides that, if you don't file a required annual information return or notice for three consecutive years, your exempt status will be automatically revoked on the filing due date of the third required return or notice.

For tax forms, instructions, and publications, visit www.irs.gov or call 1-800-TAX-FORM (1-800-829-3676).

If you have questions, call 1-877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific Time).

0752257825
June 06, 2017 LTR 4168C 0
36-4439074 000000 00
00037773

LAWNDALE EDUCATIONAL AND REGIONAL
NETWORK CHARTER SCHOOL
3021 W CARROLL AVE
CHICAGO IL 60612

Sincerely yours,

A handwritten signature in black ink, appearing to read "Teri M. Johnson". The signature is fluid and cursive, with the first name "Teri" being more prominent.

Teri M. Johnson
Operations Manager, AM Ops. 3



11



Section VIII – Student Code of Conduct

This Code of Conduct applies to all LEARN Network students attending LEARN Campuses.

GENERAL REQUIREMENTS

The Student Code of Conduct applies to students at all times during the school day, while on school property, while traveling to and from school, at any school-related event, on any vehicle funded by LEARN (such as a school bus), and while using the LEARN network. The Student Code of Conduct also applies to student behavior outside of school if: (1) a student engages in a Group 5 or 6 behavior, and (2) the behavior disrupts or may disrupt the educational process or orderly operation of the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the educational process or orderly operation of the school.

REPORTING PROCEDURES AND DUE PROCESS

To address inappropriate behavior, LEARN administrators will comply with the following guidelines. (For Chicago campuses, LEARN will also follow CPS Guidelines for Effective Discipline which shall be issued by the CPS Office of Social & Emotional Learning.)

Each LEARN Principal or designee will take the following steps to address reports of inappropriate behavior:

- 1) Redirect to correct behavior. All adults should redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
- 2) Intervene to minimize escalation, disruption, resolve conflict, and as necessary to keep students and staff safe. If a student has been injured, make every reasonable effort to immediately notify the parents/guardians.
- 3) Gather information by talking to all involved students, teachers, school staff, or others who witness the incident. When student misbehavior is reported to the school principal or designee, an investigation will begin no later than the next school day; however, if student safety is at risk, investigations will begin immediately.
 - a) If there is 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 identity, or gender expression, as described above, LEARN will follow the reporting procedures described at pages _____. If necessary and appropriate, the LEARN CEO or designee will consult the Office of Student Protections and Title IX (“OSP”).
 - b) If a search of the student, his/her/their locker, desk, or personal belongings needs to be conducted, follow the applicable law and policies relating to search and seizure. Identify factors that may have contributed to the incident and seek to understand the full context.
- 4) Analyze whether the student’s alleged behavior falls within the SCC using the information gathered. If so, determine the Group level of disruption caused by the inappropriate behavior, identify the inappropriate behavior listed, and consider the range of possible interventions and consequences.
- 5) Discuss with the student and provide the opportunity to explain his/her/their perspective.
 - a) Inform the student of the inappropriate behavior s/he/they may have exhibited, the applicable SCC

behavior category, and the range of possible interventions and consequences.

- b) Ask the student to explain what happened from his/her/their perspective and reflect on his/her/their actions.
- c) Seek to understand the root cause of the behavior, including trauma or unmet social, emotional or behavioral health needs.
- d) Make reasonable efforts to contact the parents/guardians and discuss the incident with them before assigning interventions and consequences.
- e) No student shall be sent home before the end of the school day unless the school has established contact with the student's parent/guardian and provided written notice of a suspension.

6) Make a determination and consider the needs of all parties involved.

- f) Determine whether it is more likely than not that the student engaged in the identified SCC inappropriate behavior and the intervention or consequence most likely to address the cause of the behavior.
- g) Identify the social, emotional, and/or safety needs of the affected student(s) and provide appropriate supports and follow up.

7) Assign interventions or consequences according to the SCC.

- h) Identify the intervention(s) or consequence(s) most likely to address the cause of the behavior including social, emotional or trauma-related needs, repair harm, and prevent repeat behaviors.
- i) the principal or designee will assign interventions and consequences based on the best interest of the school community, including available school resources, and the needs and rights of all involved students in alignment with the SCC.
- j) Follow the special procedures contained in the Procedural Safeguards section for students with disabilities and students with Section 504 Plans.
- k) Avoid consequences that will remove the student from class or school, if possible. Use out-of-school suspensions only as a last resort in accordance with the suspension guidelines below.
- l) Out-of-school suspensions will not be imposed as a minimum or required consequence unless required by law.
- f) If a student is suspended, the principal or his/her designee may choose to give the student a combination of out-of-school and skill-building in-school suspension days. The out-of-school suspension must be served first and the combined total of out-of-school and in-school suspension days must not

exceed the limits available for each Group level.

- g) School staff members will respond to inappropriate student behavior as confidentially as possible.
 - h) Restrictions will not be placed on food options or recess activities as a behavior consequence.
- 8) Hand-deliver to the parents/ guardians, mail or e-mail a copy of the misconduct report to the student's home address or email address on file.
- 9) Inform parents/guardians of their right to appeal if they believe that the consequence is unwarranted or excessive.
- i) The parents/guardians may ask the principal to review the consequence assigned and to reconsider the decision.
 - j) If a student has received an out-of-school suspension or referred for an expulsion hearing, the parents/guardians may appeal by contacting the LEARN CEO or Designee. The LEARN CEO or designee will review the appeal and determine:
 - whether any factual errors were made in the principal's investigation,
 - whether the documentation of the student's behavior aligns to the recorded SCC behavior category,
 - whether prior interventions were attempted when appropriate,
 - whether the length of the suspension was commensurate with the student's inappropriate behavior,
 - whether appropriate due process was given, and
 - in the case of a request for an expulsion hearing, whether the request was appropriate.

The LEARN CEO or designee's decision shall be final. The term of a student's suspension or request for an expulsion hearing is not halted by the parents/guardians' appeal.

- k) If a student has been expelled and referred to a Safe Schools Alternative Program, the parents/guardians may appeal the final determination in writing and send additional evidence not available at the time of the expulsion hearing to the CPS Department of Student Adjudication. The decision of the CPS CEO or designee regarding the appeal shall be final. The start of a student's expulsion is not delayed by the parents/guardians' appeal.
- 10) Restore the student's participation in the school community.
- a) If the student received an out-of-school suspension for three (3) or more days, the principal or designee must develop a plan to support the student's transition back into the school community, including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs, with input from the student and parents/guardians. For more information, see Guidelines for Effective Discipline, Exhibit ____.
 - b) When a student is set to return from an expulsion and has been attending the Safe Schools Alternative Program, school administrators must attend a transition meeting, which should include the student, parents/guardians, and alternative school staff members, to discuss the student's return and prepare for a successful transition.

SUSPENSION GUIDELINES

Students in grades pre-kindergarten through second may NOT be assigned in-school or out-of-school .3. If a student in pre-kindergarten through second grade exhibits behavior that presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff, the LEARN CEO or designee may grant an exception and assign an emergency one-day in- school or out-of-school suspension after the student's parent/guardian has been notified. During the suspension, the principal or designee must develop 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.

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 three through eight 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 his/her 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 student information system) was provided to the student's parents/guardians.

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 three through twelve may be assigned an out-of-school suspension if:

- 1) Out-of-school suspension is listed as an available consequence for the SCC behavior category, and
- 2) 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
- 3) 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
- 4) 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
- 5) A copy of the misconduct report (generated in the District student information system) was provided to the student's parents/guardians.

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.

Out-of-school suspensions are excused absences. The principal 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 CEO approval. The student's attendance will still be marked as suspended. The CEO must approve any other exception to the out-of-school suspension guidelines. If approved by the CEO's designee, a student suspended for more than three (3) days may be required to attend a LEARN Network approved program during the term of suspension.

EXPULSION HEARING AND EMERGENCY ASSIGNMENT GUIDELINES

Request for Expulsion Hearing

- Expulsion is the removal of a student from school for 11 or more consecutive days, up to a maximum of two calendar years.
- If a student's inappropriate behavior falls within Group 5 of the SCC, a LEARN principal *may* request an expulsion hearing for the student. A LEARN principal may also request assignment to an intervention program.
- If a student's inappropriate behavior falls within Group 6 of the SCC, the incident will be referred for review by the LEARN CEO or designee for a student 6th through 8th grade or for any student violating section 6-1; a school principal *may* request an expulsion hearing for a student committing any other Group 6 behavior.
- The LEARN CEO or designee will consult with LEARN's counsel to review the expulsion hearing request and determine whether to refer the student to the LEARN Board for an expulsion hearing, assign the student to an intervention program, or refer the student back to the school for intervention/support.

Emergency Assignment to Interim Alternative Education Setting

- Students who commit Group 5 or 6 misconducts may be assigned to an interim alternative education setting on an emergency basis ("emergency assignment") while a request for an expulsion hearing is pending without being given the opportunity for a hearing before an independent hearing officer.
- Requests for emergency assignment must be approved, facilitated, and implemented by the LEARN CEO's designee. The LEARN CEO's designee may request additional information when considering request for emergency assignment.
- General education students may be placed in an interim alternative education setting if their presence at the home school poses a continuing danger to people or property, or an ongoing threat of disruption to the academic process. The student will be assigned to the Safe Schools Alternative Program until the expulsion final determination is issued.

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

Expulsion Hearing Procedures

- The LEARN Board will schedule expulsion hearings and send parents/guardians a notice letter. The notice will provide a description of the incident, the date of the incident, the SCC inappropriate behavior code(s), and the place, time and date for the expulsion hearing. The notice will be sent by registered or certified mail, or by personal delivery.

- Before the hearing, LEARN principals will be responsible for assisting counsel for LEARN and the LEARN

Board by identifying witnesses and relevant documents and reviewing all documentation regarding the incident to ensure it is complete, accurate and properly written.

- The hearing will be conducted before an independent hearing officer. The LEARN Chief Executive Officer's representatives will call witnesses to testify and introduce documents regarding the incident. The student may also call witnesses to testify and introduce documents regarding the incident.

Expulsion Final Determination

- After the hearing, the hearing officer will make a recommendation for intervention or discipline, up to expulsion for a set term of two calendar years.
- The hearing officer's recommendation may be modified on a case-by-case basis by the LEARN Chief Executive Officer or designee.
- If a student is expelled, alternative program placement may be offered for the period of the expulsion.
- The hearing officer may recommend that the student attend an intervention program in lieu of expulsion. A recommendation to intervention is subject to approval by the LEARN Chief Executive Officer or designee. A student who is recommended for participation in the intervention program in lieu of expulsion but who fails to successfully complete the program shall be expelled.
- During a term of expulsion, students may not participate in extracurricular activities or school-sponsored events, with the exception of activities or events sponsored by the student's alternative program.

For Chicago Campuses - Review of Final Expulsion Decision By CPS

- All cases where the LEARN Board approves a request for expulsion are submitted for review by the CPS Department of Student Adjudication.
- All final expulsion determinations will be sent to CPS by the LEARN CEO or designee within five (5) days of a LEARN Board decision. That decision will be reviewed to determine the student's enrollment.
- Parents may contact the CPS Department of Student Adjudication with questions about the expulsion hearing process and may request support. The CPS Department of Student Adjudication can be contacted at 773-553-2249, studentadjudication@cps.edu.

Transition when Expulsion Complete

- When a term of expulsion is completed, the student will be transferred to his/her home school.
- For students attending the Safe Schools Alternative Program, a transition meeting, including the students, parents/guardians, alternative school staff members, and home school staff members, will be scheduled to discuss the student's transition back into the home school environment. All invitees are encouraged to attend but not required.

POLICE NOTIFICATION GUIDELINES

School administrators contact the local Police Department in two situations: (1) to seek assistance with an emergency situation, or (2) to notify law enforcement of a criminal act.

Emergency

School administrators have the responsibility to call 9-1-1 in situations they determine to be emergencies.

In an emergency situation, administrators must make reasonable efforts to notify parents/guardians immediately after contacting CPD.

Criminal Acts

When a student engages in illegal activity, it may be necessary for school staff to report the act to the Police

Department. In this situation, school officials contact PD to report violations of the law. School officials must not contact PD merely to request removal of a disruptive student from the school in a non-emergency situation.

In a non-emergency situation, administrators must make reasonable efforts to contact parents/guardians prior to contacting PD.

Sexual Misconduct

If school administrators are made aware of a criminal act of sexual misconduct that is in progress, local police department (CPD) must be contacted. 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, the CSO (or designee) must be informed. If the act involves a staff member, the CTO should also be informed. (For Chicago campuses - the LEARN CEO or designee (i.e. CSO, DSS, principal) will 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 police department and must always be followed; please consult the Policy on Child Abuse and Neglect if needed.

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 local police department to report a criminal act. School officials should consider factors including:

- Whether the student distributed or was in possession of illegal drugs, narcotics, controlled substances, or “look-alikes” of such substances. If so, CPD/PD must be notified.
- Whether the student was in possession of a firearm. If so, CPD/PD must be notified.
- The severity of the criminal violation and the degree of harm to the school community,
- Whether a person was physically injured as a result of the student's conduct,
- Whether the student presents an imminent danger to the health, safety, or welfare of others, and
- The student's age. For a student in fifth (5th) grade or below, the LEARN CEO or designee must consult with counsel prior to reporting the act to PD/CPD.

Once school staff members contact the local police department/CPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. School principals and staff do not have the authority to decide whether a student will be arrested. Moreover, responding police officers do not have the authority to decide whether a student will receive interventions or consequences at school. The school principal will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a student's behavior.

Possible Violations of Criminal Law

*Consider factors above prior to notifying local police department:

- Gambling (3-2)
- Forgery (3-7)
- 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 (4-1)
- Extortion (4-2)
- Assault (4-3)
- Vandalism or criminal damage to property that costs less than \$500 (4-4)
- Battery or aiding or abetting in the commission of a battery which does not result in a physical injury (4-5)
- Fighting – more than two people and/or involves injury (4-6)
- Theft or possession of stolen property that costs less than \$150 (4-7)
- Possession, use, sale, or distribution of fireworks (4-8)
- Trespassing on CPS property (4-11)
- Use or possession of alcohol, drugs, controlled substances, “look-alikes” of such substances, contraband (including all vaporizer devices that contain substances for the purposes of intoxication or any unknown substances) or use of any other substance for the purpose of intoxication in or before school or a school-related function. (4-14)
- Use of intimidation, credible threats of violence, coercion, or persistent severe bullying (5-4)
- Inappropriate sexual conduct (5-7)

Violations of Criminal Law

*Consider factors above prior to notifying local police department:

- Knowingly or intentionally using the LEARN network or information technology devices to spread viruses to the LEARN network (4-12)
- Aggravated assault (5-1)
- Burglary (5-2)
- Theft or possession of stolen property that costs more than \$150 (5-3)
- Gang activity or overt displays of gang affiliation (5-6)
- Engaging in any other illegal behavior which interferes with the school's educational process, including attempt (5-8)
- Persistent or severe acts of sexual harassment (5-9)
- False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified (5-10)
- Battery, or aiding or abetting in the commission of a battery, which results in a physical injury (5-12)
- Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others, or hacking into the LEARN network to access student records or other unauthorized information, and/or to otherwise circumvent the information security system (5-14)
- Vandalism or criminal damage to property that costs more than \$500 or that is done to personal property belonging to any school personnel (5-15)
- Participating in a mob action (5-19)
- Use, possession, and/or concealment of a firearm/destructive device or other weapon or “look-alikes” of weapons, or use or intent to use any other object to inflict bodily harm (6-1)
- Intentionally causing or attempting to cause all or a portion of the LEARN network to become inoperable (6-2)
- Arson (6-3)
- Bomb threat (6-4)
- Robbery (6-5)
- Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” or such substances, contraband, or any other substance used for the purpose of intoxication (6-6)

- 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 (6-7)
- Aggravated battery, or aiding and abetting in the commission of an aggravated battery (6-8)
- Murder (6-9)
- Attempted murder (6-10)
- Kidnapping (6-11)
- Theft or possession of stolen property that costs more than \$1,000 (6-12)

Student behaviors covered by the SCC

This section identifies the specific inappropriate behaviors for which students will receive interventions and/or consequences. The behaviors are listed in six different groups, according to the degree of disruption to the learning environment.

- 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.

SPECIAL NOTES ON APPLICATION OF STUDENT CODE OF CONDUCT

Student Code of Conduct and School Rules and Academic Progress

Poor academic achievement is not an inappropriate behavior. Neither the Student Code of Conduct SCC nor other LEARN rules will be used to discipline students for poor academic progress or failure to complete in-class and homework assignments. Instead, struggling students should be considered for academic or behavioral interventions to help them improve.

No Disciplinary Action for Failure to Consent to Administration of Medication

Students will not be disciplined for the parents/guardians' refusal to consent to the administration of medication.

Network Privileges and Access

As discussed in Section VI of this Handbook, students are subject to the requirements in the Policy on Student Acceptable Use. A principal may request that a student's access or privileges to the LEARN network be temporarily restricted, in whole or in part, as a result of SCC violations that create an unsafe learning environment or if they prevent other students from accessing their learning. These restrictions to the LEARN network will not be indefinite and should 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.

SCC and Other Laws, Policies, Rules, and Contract

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

{**Chicago** - As a CPS charter school, LEARN is exempt from local school board policies under Illinois law (105 ILCS 5/27A). LEARN has chosen to adopt relevant portions of the CPS SCC. LEARN is not exempt from

applicable federal and state laws, the Individuals with Disabilities Education Act (IDEA) or from federal and state regulations as they pertain to discipline of students with disabilities/impairments. LEARN has incorporated language from and complies with the guidelines for suspension and expulsion of students with disabilities/ SCC and Other Laws, Policies, Rules, and Contracts)

LEARN will also comply with policies and procedures established by IDEA and ISBE (and for Chicago - the Office of Diverse Learner Supports and Services) for the discipline of students with disabilities. (Chicago Students expelled from LEARN should contact the Department of Student Adjudication at (773) 553-2249 for assistance.)

Corporal punishment is expressly prohibited. No employee of LEARN Charter School Network may inflict corporal punishment of any kind upon persons attending a LEARN Charter School.

GROUP 1 – Inappropriate Behaviors
INAPPROPRIATE BEHAVIOR

AVAILABLE INTERVENTIONS AND CONSEQUENCES

Running and/or making excessive noise in the hall or building

Leaving the classroom without permission

Engaging in any behavior that is disruptive to the orderly process of classroom instruction

Loitering, or occupying an unauthorized place in the school or on school grounds

Failing to attend class without a valid excuse

Persistent tardiness to school or class (3 or more incidents per semester)

Use of the LEARN network for the purpose of accessing non-educational materials, such as games and other inappropriate materials¹

Unauthorized use or possession of cellular telephones or other technology devices

Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence
Recommended instructive, corrective, or restorative response (See Guidelines for Effective Discipline)

Detention – lunch, before school, after school, or Saturday

¹ Students may be temporarily suspended from some or all LEARN network privileges for improper use of the LEARN 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. LEARN 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 2 – Disruptive Behaviors

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 physical actions

2-5 Failing to abide by school rules and regulations not otherwise listed in the Student Code of Conduct

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

AVAILABLE INTERVENTIONS AND CONSEQUENCES

Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence

Recommended instructive, corrective, or restorative response (See Guidelines for Effective Discipline)

Detention – lunch, before school, after school, or Saturday

2-10 Unauthorized use of school parking lots or other areas

2-11 Use of the LEARN network for the purposes of distributing or downloading non-educational material²

GROUP 3 – Seriously Disruptive Behaviors

SERIOUSLY DISRUPTIVE BEHAVIOR

AVAILABLE INTERVENTIONS AND CONSEQUENCES

Disruptive behavior on the school bus³

ambling – participating in games of chance or skill for money or things of value

Fighting⁴ – physical contact between two people with intent to harm, but no injuries result

Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin or immigration status, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability⁵

Second or more documented violation of a Group 1 or 2 behavior category⁶

Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence
Recommended instructive, corrective, or restorative response (See Guidelines for Effective Discipline)
Detention – lunch, before school, after school, or Saturday
Skill-building in-school suspension up to three days

ADDITIONAL CONSEQUENCES AVAILABLE FOR REPEATED GROUP 3 INAPPROPRIATE BEHAVIOR

Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days
Out-of-school and in-school suspensions

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

² Students may be temporarily suspended from some or all LEARN network privileges for improper use of the LEARN 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. LEARN 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.

³ In addition to other disciplinary actions, a student who engages in disruptive behavior on the school bus may be subject to suspension from bus service for a period to be determined by the school principal with review by CEO or designee.

⁴ It is not an act of misconduct to defend oneself as provided by the law.

⁵ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX by the LEARN CEO or designee.

⁶ 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

Any behavior not otherwise listed in Groups 1 through 3 of this Student Code of Conduct that seriously disrupts the educational process

Forgery – false and fraudulent making or altering of a document or the use of such a document

Plagiarizing, cheating, and/or copying the work of another student or other source

Overt display of gang affiliation⁷

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 Anti-Bullying Policy for full definition before assigning an intervention or consequence)⁸

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

assigned to repeated 3-06 behavior must be approved by the LEARN CEO or designee. Out-of-school suspensions of three days or less may be used *only* if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities.

·
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.

⁷ 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 as 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 Student Code of Conduct may result in a referral for an expulsion hearing and should be submitted as Behavior 5-6.

⁸ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX by the LEARN CEO or designee.

recordings which are not sexual in nature^{9 10}

Inappropriately wearing any JROTC or Military Academy Uniform or off school grounds

Use of the LEARN Network for a seriously disruptive purpose not otherwise listed in this Student Code of Conduct¹¹

GROUP 4 – Very Seriously Disruptive Behaviors

VERY SERIOUSLY DISRUPTIVE BEHAVIOR

AVAILABLE INTERVENTIONS AND CONSEQUENCES (Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.)

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

Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence

Extortion – obtaining money or information from another by coercion or intimidation

Recommended instructive, corrective, or restorative response (See Guidelines for Effective Discipline)

Detention – lunch, before school, after school, or Saturday

Assault¹² – an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to

Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three

⁹ Students may be temporarily suspended from some or all LEARN network privileges for improper use of the LEARN 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. LEARN 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.

¹⁰ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX by the LEARN CEO or designee.

¹¹ Students may be temporarily suspended from some or all LEARN network privileges for improper use of the LEARN 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. LEARN 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.

* 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.

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

expect an immediate battery

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

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

Fighting¹³ – 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

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

Possession, use, sale, or distribution of fireworks

Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process

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Trespassing on LEARN property – entering LEARN property when previously prohibited or remaining on school grounds after receiving a request to depart

Knowingly or intentionally using the LEARN network or information technology devices to spread viruses to the LEARN network¹⁴

Possession of any dangerous object as defined by this SCC,

days

Out-of-school and in-school suspensions assigned to repeated 4-9 behavior must be approved by the LEARN CEO or designee. Out-of-school suspensions of three days or less may be used *only* if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities.

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 LEARN 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. LEARN 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.

first documented behavior (see Reference Guide)¹⁵

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 in or before school or a school-related function.¹⁶

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

Voluntary sex acts that occur on LEARN property or during LEARN-sponsored activities. This includes any voluntary action that includes genital contact, including fondling, digital penetration, sexual intercourse, and oral sex¹⁷

GROUP 5 – Most Seriously Disruptive Behaviors

MOST SERIOUSLY DISRUPTIVE BEHAVIOR

AVAILABLE INTERVENTIONS AND CONSEQUENCES (Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.)

Aggravated assault – assault¹⁸ with a deadly weapon or done by a person who conceals his/her identity, or any assault against school personnel

Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent

¹⁵ Second or repeated violations of Behavior 4-13 may result in a request for an expulsion hearing and must be submitted as Behavior 5-11.

¹⁶ Consider referring students who violate 4-14 for a substance abuse prevention program or counseling.

¹⁷ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

* 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.

¹⁸ 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.

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

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

Use of intimidation, credible threats of violence, coercion, stalking, or persistent severe bullying and/or dating violence.¹⁹ 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 the Anti-Bullying Policy before assigning an intervention or consequence.²⁰

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Gang activity or overt displays of gang affiliation²¹

Inappropriate sexual conduct, including unwelcome sexual

recurrence

Recommended instructive, corrective, or restorative response (See Guidelines for Effective Discipline)

Detention – lunch, before school, after school, or Saturday

Request for assignment to an intervention program by the CEO or designee

Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to five days. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs.

Out-of-school suspensions of three days or less may be used *only* if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities.

Out-of-school suspensions of longer than three days may be used only if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede, or interfere with the operation of the school.

Out-of-school or in-school suspensions assigned to 5-8 behavior must be approved by the LEARN CEO or designee.

¹⁹ 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.

²⁰ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

²¹ 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.

contact, indecent exposure, and creating and/or transmitting sexually suggestive images and recordings through and device or medium without permission of persons represented²²

The principal may request an expulsion hearing at his/ her discretion

Engaging in or attempting any illegal behavior which interferes with the school's educational process

For behaviors involving the improper use of the LEARN network or information technology devices, revocation of network privileges for up to two years

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 environment²³

False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified

Second or repeated violation of Behavior 4-13, possession of any dangerous object as defined by this SCC

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.²⁴

5-13 [this code intentionally left blank]

Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others. Or, hacking (intentionally gaining access by illegal means or without

²² Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

²³ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

²⁴ It is not an act of misconduct to defend oneself as provided by the law.

authorization) into the LEARN network to access student records or other unauthorized information, or to otherwise circumvent the information security system^{25 26}

Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500 or that is done to personal property belonging to any school personnel

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Participating in a mob action – 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 6 – Illegal and Most Seriously Disruptive Behaviors

ILLEGAL AND MOST SERIOUSLY DISRUPTIVE BEHAVIOR

AVAILABLE INTERVENTIONS AND CONSEQUENCES (Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.)

*6-1 Use, possession, and/or concealment of a

Documented Teacher, Student,

²⁵ A student may be disciplined for circumventing the information security system regardless of the student's intent. Students may be temporarily suspended from some or all LEARN 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. LEARN 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.

²⁶ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

firearm²⁷/destructive device or other weapon²⁸ 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 LEARN network to become inoperable^{29 30}

*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”³¹ of such substances, contraband,³² or any other substance used

Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence

Recommended instructive, corrective, or restorative response (See Guidelines for Effective Discipline)

Detention – lunch, before school, after school, or Saturday

Request for assignment to an intervention program by the CEO or designee

Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to five days.³⁵ A student may be suspended for up

to ten days with written justification submitted for approval in the District student information system. W When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs.

Out-of-school suspensions of three days or less may be used *only* if the student’s continuing presence in school would pose a threat to safety or a disruption to other students’ learning opportunities.

Out-of-school suspensions of longer than three days may be used only if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student’s continuing

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

²⁷ 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.

²⁸ 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.

²⁹ A network is considered inoperable when it is unable to perform at the level of functionality intended by its maintainers.

³⁰ Students may be temporarily suspended from some or all LEARN 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. LEARN 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.

³¹ “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.

³² 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.

³⁵ Principals have discretion to suspend a student for fewer than five days if the student has a disability/impairment, based on the student’s age/grade level, or for other good cause as determined by the principal or designee.

for the purpose of intoxication³³

*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 have known that the victim did not or could not engage in the sex act voluntarily³⁴

*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

presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede, or interfere with the operation of the school. Out-of-school or in-school suspensions assigned to 5-8 behavior must be approved by the LEARN CEO or designee.

For students in sixth through eighth grades, or for any student violating section 6-1, automatic referral to Student Adjudication Review

The principal may request an expulsion hearing at his/ her discretion

For behaviors involving the improper use of the LEARN network or information technology devices, revocation of network privileges indefinitely

³³ 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 program or counseling.

³⁴ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.



LEARN Hunter Perkins Transportation Plan

Hunter Perkins follows Chicago Public School guidelines for student transportation. The school is located within walking distance for many of its students and is easily accessible by multiple Chicago Transit Authority bus routes. All students are eligible for discounted CTA fare on school days from 5:30 a.m. to 8:30 p.m. Families are provided with information on safe walking routes, crossing guard locations, and CTA access points within the community.

CPS provides transportation for eligible students, including those in temporary living situations or those with IEPs or 504 plans that demonstrate need for that support. Parents or caregivers of eligible students fill out a Transportation Service Request Form to initiate services, and the school submits the information to CPS for approval. Transportation for students experiencing homelessness or in foster care is also supported by a school social worker in collaboration with caregivers and the district Students in Temporary Living Situations Program to minimize barriers to attendance.



Illinois Network of Charter Schools CSP GRANT APPLICATION
LEARN BUDGET NARRATIVE, February 13, 2026

The CSP funded expansion of LEARN's Hunter Perkins campus is planned over a period of 27 months including a four month planning period followed by an 11 month Implementation Year 1 and a 12 month Implementation Year 2. LEARN will have fully enrolled its 90 new students, hired the teachers and support staff, and equipped its classrooms to provide a rigorous academic and enriching experience for its scholars by the end of the grant period. The specific costs and activities planned for each period are described below.

PLANNING PERIOD: 4 months beginning on April 1, 2026 through July 31, 2026

The objective of the planning period is to successfully enroll 65 new students, recruit 6-7 new teachers and support staff, and acquire and install all furniture and equipment to prepare the classrooms, science room, and multi-purpose room for instruction. The total cost during the Planning Period is \$580,392. Details are below.

School Leadership: The Hunter Perkins Principal and Assistant Principal are responsible for supervising the activities necessary to recruit students and staff and have the facility ready by the 1st day of school. 20% of their salaries have been allocated to the project split evenly between the Planning Period and Implementation Years 1 and 2 at a cost of \$25,900 for each period of the grant plus 22% for fringe benefits. School leadership will host Open Houses for prospective parents and supervise the lottery process. They will interview and assess potential teaching and support staff and handle their onboarding. They will monitor the facility preparations approving the purchase of equipment, furniture, and technology, as well as supervising the installation.

Operations and Tech: The technology and ops team are responsible for selecting, delivering, and installing all furniture and equipment, and supervising facility services. The team will conduct a RFP process to purchase all equipment, furniture, and technology to support the expansion. Included in the Operations and Technology staffing is the Facilities Manager and Project Manager allocated at 20% of their salaries and the IT team allocated at 10%. Of the salary allocated, 80% is included in the planning period at a cost of \$53,235 plus 22% in benefits.

Teaching and Learning: The Teaching and Learning department is responsible for onboarding, professional development, curriculum training, and coaching of new teachers. We allocated 10% of salaries to the project with 10% of that total included for onboarding and professional development during the Planning Period at a total cost of \$13,600 plus 22% in fringe benefits.

Talent: Talent is responsible for hiring new teachers and Behavioral Support Specialists, as needed, depending on the number of new students enrolled who have a disability. The Talent team posts the positions on the network website, job boards, and social media sites. The interview process includes a visit to the school during which candidates conduct a sample lesson, there is a panel interview, reference checks, and the required district background check. We allocated 15% of staff salaries to the project distributed at 85% during the Planning Period for a total cost of \$39,385 plus 22% in fringe benefits.

Finance: Finance will handle purchasing in compliance with federal grant requirements and secure the resources for the new classrooms. The finance team is also responsible for drawing down the allocated funds, financial grant reporting and any grant audits. We allocated 10% of salaries and distributed 75% to the Planning Period at a cost of \$47,789 plus 22% in fringe benefits.

Furniture, Equipment, Technology: All furniture and equipment needed to support the expansion including student and staff desks, chairs, bookcases, storage cabinets, science room and multi-purpose room furniture, and athletic equipment will be purchased during the Planning Period at a total cost of \$61,665.

Technology: All technology including student, staff, and classroom computers, scanners, cameras, printers, and a

photocopier will be purchased during the Planning Period at a cost of \$54,570.

Curriculum: LEARN will acquire all of its curriculum and supplies for its 90 new students during the Planning Period. We use Amplify for English Language Arts and Science and iReady for Math in our K-2nd grade classrooms. The cost of the curriculum totals \$40,050.

Supplies: Classroom supplies include textbooks, reading books, and notebooks, art supplies including paper, markers, paints, and science supplies such as test tubes, beakers, and thermometers. The total investment in supplies is \$23,500 during the Planning Period.

Enrollment and Marketing: We allocated 20% of the salaries of the Student Recruitment and Enrollment Manager and Marketing Manager, and 10% of the development team to the project for a total allocation of \$40,000 plus 22% in benefits. 66% of their work is distributed to the Planning Period. Enrollment responsibilities include contacting the local day care centers, faith-based institutions, and community partners to share information about the open seats and lottery timetable. The team will distribute flyers to partners including Auburn Gresham Community Development Corp., and elected officials as well as going door to door in the neighboring apartment buildings. We allocated \$20,000 for marketing expenditures during the Planning Period. Marketing includes advertising on local transportation, as well as digital advertising on Google, Facebook, Instagram, and LinkedIn.

Professional Development: We included \$20,000 during the Planning Period for the cost of onboarding and providing professional development to newly hired staff.

Painting and Carpet: We allocated \$70,000 to paint the interior hallways and all classrooms, install carpet and purchase rugs for the new classrooms.

IMPLEMENTATION YEAR 1: August 1, 2026 through June 30, 2027

The objective of Implementation Year 1 is to onboard students and staff and provide the coaching and support needed for a successful transition to LEARN. In addition, LEARN Hunter Perkins will further grow its enrollment by recruiting the remaining 25 students to achieve its goal of adding 90 new students over the grant period. The total grant budget for Implementation Year 1 is \$318,742. Costs include:

School Leadership: 20% of Principal and Assistant Principal salaries have been allocated to the expansion plan with 50% of the total included in Implementation Year 1 for a total cost of \$25,900 plus benefits. The school leadership is responsible for onboarding new staff, coaching and developing their skills during the year. They handle parent orientation and supervise all new student support services.

Technology and Ops: The technology and operations team will finalize installation of any equipment and troubleshoot any remaining issues with the new facilities or classroom preparations. 20% of the allocated wages is applied to Implementation Year 1 at a cost of \$13,309 plus benefits.

Teaching and Learning: The Teaching and Learning department is responsible for onboarding, professional development, curriculum training, and coaching of new teachers. We allocated 10% of salaries to the project and included 85% of the total cost to Implementation Year 1 for a total cost of \$77,407 plus benefits.

Enrollment and Marketing: 33% of allocated wages has been counted in Implementation Year 1 to support the marketing and enrollment efforts in the spring of 2027 in order for Hunter Perkins to recruit staff and 25 additional students in order to meet its enrollment goal of 90 new students by the fall of 2027. The cost is \$19,803 plus 22% in fringe benefits.

Talent: 15% of the total wages allocated to the project are included in Implementation Year 1 to cover the cost of recruiting the teachers and support staff necessary to serve the remaining 25 new students. The total cost is \$6950 plus 22% benefits.

Finance and Compliance: 25% of the total salaries allocated to the project have been included in Implementation Year 1 to cover the cost of the finance team's management of the grant drawdowns, financial reporting and audit. The total cost included is \$12,744 plus 22% in fringe benefits.

Student Support Services: Student Support Services will conduct assessments of incoming students and determine any IEP or SEL supports needed while also providing ongoing PD and coaching. They will train the new special education teacher and manage resources such as physical, speech, or occupational therapy. We allocated 10% of salaries in Implementation Year 1 at a cost of \$50,708 plus 22% in fringe benefits.

Teacher Tools: LEARN uses GoalBook for teachers to support and manage performance at a cost of \$795 per new teacher for a total included in Implementation Year 1 of \$7,950.

Marketing and Enrollment Services: We included a total cost of \$40,000 in Implementation Year 1 for advertising, student and staff recruiting, and digital marketing support.

Professional Development: We included \$20,000 for professional development in Implementation Year 1 for the new staff.

IMPLEMENTATION YEAR 2: July 1, 2027-June 30, 2028

The objective of Implementation Year 2 is to complete the expansion enrollment at Hunter Perkins adding 25 new students and onboarding the teaching and support staff needed to serve them. The total grant budget for Implementation Year 2 is \$283,606. Costs include:

School Leadership: 20% of Principal and Assistant Principal salaries have been allocated to the expansion plan with 50% of the total included in Implementation Year 2 for a total cost of \$25,900 plus benefits.

Teaching and Learning: We allocated 10% of salaries to the project and assumed 85% of the cost in Implementation Year 2 for a total cost of \$79,729 plus 22% fringe benefits. The department will provide weekly coaching and support to new teachers, manage bi-weekly professional development meetings and provide quarterly assessments leading a deep dive on student data.

Enrollment and Marketing: 33% of allocated wages have been counted in Implementation Year 2 to support the marketing and enrollment activities needed to recruit 25 additional students and meet its enrollment goal of 90 new students by the fall of 2027. The cost is \$20,397 plus 22% in fringe benefits.

Finance and Compliance: 25% of the total salaries allocated to the project have been included in Implementation Year 2 to cover the cost of the finance team's management of the grant drawdowns, financial reporting and audit. The total cost included is \$12,744 plus 22% in fringe benefits.

Student Support Services: Student Support Services will conduct assessments of incoming students and determine any IEP or SEL supports needed while also providing ongoing PD and coaching. They will train the new special education teacher and manage resources such as physical, speech, or occupational therapy. We allocated 10% of salaries in Implementation Year 2 at a cost of \$52,229 plus 22% in fringe benefits.

Teacher Tools: LEARN uses GoalBook for teachers to support and manage performance at a cost of \$795 per teacher for a total included in Implementation Year 2 of \$7,950.

Marketing and Enrollment Services: We included a total cost of \$30,000 in Implementation Year 2 for advertising, student and staff recruiting, and digital marketing support.

Professional Development: We included \$20,000 for professional development in Implementation Year 2 for the new staff.

LEARN SUMMARY OF REVENUES AND EXPENSES - Hunter Perkins
FY26-FY30 PROJECTIONS

	FY26 Projections	FY27 Projections	FY28 Projections	FY29 Projections	FY30 Projections
ENROLLMENT	494	546	584	600	600
REVENUES					
Government					
Per Pupil Funding	\$ 8,463,127	\$ 9,634,602	\$ 10,614,296	\$ 11,232,252	\$ 11,569,219
Federal - Title	411,100	419,322	427,709	436,263	444,988
Federal - CSP Grant	580,392	318,742	283,606		
Food Service Reimbursement	336,515	378,017	441,799	523,706	620,458
Student Activity Fees	47,873	59,016	74,900	85,400	86,600
TOTAL REVENUES	\$ 9,839,007	\$ 10,809,699	\$ 11,842,310	\$ 12,277,620	\$ 12,721,265
EXPENSES					
Salaries	\$ 4,400,548	\$ 5,172,859	\$ 5,702,316	\$ 5,905,725	\$ 6,108,807
Taxes and Benefits	1,056,889	1,236,309	1,384,624	1,484,297	1,595,158
Professional Development	63,122	65,665	68,163	70,513	72,821
Contractors - Marketing and Specialized Services	395,200	370,000	360,000	320,000	320,000
Educational Materials and Extracurricular Activities	320,000	300,000	309,000	318,270	327,818
Furniture, equipment, computers, printers	200,000				
Food Service	336,515	378,017	441,799	523,706	620,458
Utilities (<i>Electricity, Water, Gas, Trash Removal</i>)	86,473	95,285	105,046	115,861	127,848
Security	38,520	41,216	44,102	47,189	50,492
Repair and Maintenance	372,772	318,567	340,815	364,617	390,083
Property and Casualty Insurance	48,165	52,982	58,280	64,108	70,519
Interest Expense	501,182	493,776	486,065	478,049	469,685
Technology and Communications	93,431	98,103	103,008	108,159	113,567
General Administration	36,809	40,631	43,424	44,600	45,416
Travel and Meetings	15,505	17,395	18,630	18,950	19,250
Professional Services	79,791	88,000	56,662	61,772	67,393
CMO Fee	1,331,134	1,508,089	1,656,301	1,750,277	1,802,131
Authorizer Administrative Fee	253,894	289,038	318,429	336,968	347,077
Contingencies - Expense and Enrollment	174,631	191,346	206,143	217,323	220,692
TOTAL EXPENSES	\$ 9,804,581	\$ 10,757,278	\$ 11,702,807	\$ 12,230,381	\$ 12,769,213
NET OPERATING INCOME/(LOSS) BEFORE CONTRIBUTIONS	\$ 34,427	\$ 52,421	\$ 139,503	\$ 47,239	\$ (47,947)
Donor Contributions	100,000	100,000	100,000	100,000	100,000
NET OPERATING INCOME/(LOSS)	\$ 134,427	\$ 152,421	\$ 239,503	\$ 147,239	\$ 52,053



LEARN Charter School Network Board of Directors

Chairperson

Katie MacCarthy

Committees: Governance, Academic Achievement

Co-Vice Chairperson

Vineeta Raketich

Principal, Chief Administrative Officer at Kovitz

Committees: Development, Finance

Co-Vice Chairperson & Treasurer

Marco Quintana

Senior Vice President, Commercial Banking at Wintrust Financial Corporation

Committee: Finance

Secretary

Alicia Coleman

Senior Financial Analyst at Kenall Lighting

Parent Representative

Committee: Finance

Member

Charles Campbell

Retired, Former Chief Financial Officer

Committees: Governance, Development

Member

Aaron Clubb

Managing Partner, Clubb Search Partners

Committees: Academic Achievement, Development

Member

Dr. Vinni Hall

Adjunct Professor, University of Illinois Chicago

Committees: Academic Achievement, Governance

Member

Jason Hutton

Vice President, Human Resources at Chinese American Service League

Committee: Academic Achievement

Member

Janice Lucchesi

Corporate Tax Executive

Committees: Academic Achievement, Finance, Governance

Member

Susan Snyder

Co-Founder of [X] Impact

Committees: Development, Finance, Governance

Member

Guil Silva

Executive Vice President at ITW

Committee: Academic Achievement

Member

Michele Massenburg

Academic Coordinator at Rush

University Parent Representative

Committee: N/A

BY-LAWS
OF
**LEARN NETWORK (AKA “LAWNDALE EDUCATIONAL AND REGIONAL
NETWORK”) CHARTER SCHOOL**
(an Illinois not-for-profit corporation)

Amended and Restated as of December 4, 2020

ARTICLE I

Offices

The Corporation shall continuously maintain in the State of Illinois a registered office and a registered agent whose office is identical with such registered office, at such place as the Board of Directors of the Corporation (the “Board”) shall from time to time determine.

ARTICLE II

Purpose

Section 1. The Lawndale Educational And Regional Network Charter School (hereinafter referred to as the “L.E.A.R.N. Charter School”, “LEARN” or the “Corporation”) is a network of public charter schools whose mission is to provide students with the academic foundation and ambition to earn a college degree. The schools shall be operated for educational purposes only.

Section 2. The Corporation is organized exclusively for charitable, religious, educational and/or scientific purposes, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law).

Section 3. In the furtherance of its stated charitable, educational and scientific objects and purposes, but not any other objects or purposes, the Corporation may exercise the following powers to the extent permitted by law:

To receive, accept, hold and administer funds exclusively for such objects and purposes, and, to that end, to take and receive, by bequest, devise, gift or benefit or trust, any property, real, personal, tangible or intangible, wherever located;

To purchase, otherwise acquire, construct upon, or lease any property, real or personal, tangible or intangible, including, but not limited to, securities and secure obligations of any nature whatsoever, wherever located;

To hold, sell, lease, convey and otherwise dispose of any property so received, purchased, constructed or otherwise acquired, and invest and reinvest the principal thereof, and receive, invest and reinvest the income therefrom;

To add any such income to principal, and to deal with use, expend, convey, donate, assign or otherwise transfer the property of the Corporation whether principal or income, exclusively for its objects or purposes; and to hold un-invested any part or all of its funds for such length of time as may be necessary or desirable to carry out such objects and purposes;

To exercise its rights, powers and privileges by holding meetings of its Board, and by keeping its books and by employing personnel and establishing one or more offices, branches, subdivisions and agencies in any part of the United States of America and elsewhere; and

To do everything and anything reasonably and lawfully necessary, proper, suitable or convenient to achieve its stated objects and purposes.

Section 4. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation (except as otherwise provided by Section 501(h) of the Code), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a Corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (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, as amended (or the corresponding provision of any future United States Internal Revenue Law).

Section 5. Upon the dissolution of the Corporation, the Board shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation to such organization or organizations organized and operated exclusively for charitable,

educational, religious or scientific purposes as shall at the time qualify as exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law), as the Board shall determine.

ARTICLE III

Officers

Section 1. Officers and Qualifications

The Officers of the Corporation may consist of a President and Chief Executive Officer (“CEO”), and such other officers as the Board may from time to time designate. Such officers may include Chief Financial Officer, Chief Operating Officer, Chief Talent Officer, Chief Academic Officer and Chief of Advancement and External Affairs.

Section 2. Election

The Officers of the Corporation shall be elected or appointed periodically by the Board.

Section 3. Term of Office

All Officers of the Corporation shall hold office until a successor is elected or appointed and has qualified or until their earlier death, resignation, or removal.

Section 4. Removal

Any officer, except the President and CEO, of the Corporation may be removed at any time, with or without cause, by a majority vote of the directors present at a duly called meeting of the Board. Termination of the President and CEO requires a two thirds (2/3) vote by the full Board.

Section 5. Duties

The President and CEO of the Corporation shall be responsible for the active management of the business of the Corporation and shall perform such other duties prescribed by the Board. The other Officers of the Corporation shall perform such duties as are from time to time prescribed by the Board or the President and Chief Executive Officer.

Section 6. Vacancies

All vacancies in any office of the Corporation shall be filled by a majority vote of the Board.

Section 7. Compensation

The compensation of all Officers of the Corporation shall be fixed by the Board or by such committee or person as the Board may from time to time designate.

ARTICLE IV

Teaching Staff, Academics and Student Body

Section 1. Staff

The staff shall be supervised by the President and CEO or other person so designated by the Board. The Board shall not discriminate on the basis of race, age, religion, color, marital status, national origin, sexual orientation, disability, gender, pregnancy, military status, order of protection status, genetic information or any other category protected by law in its hiring practices.

Section 2. Academic Policy

Academic policy, curriculum, teaching methods, textbooks, and other matters pertaining to academics shall be the responsibility of the President and CEO and shall be carried out in consultation with the Board and in conformity with the Purpose and Mission Statement of the L.E.A.R.N. Charter School and the Charter granted to the L.E.A.R.N. Charter School by the Chicago Public School Board.

Section 3. Student Body

Enrollment is open to all students who live in the state of Illinois. All students will be required to submit an application for enrollment into L.E.A.R.N. Charter School. Students will be accepted for admission on a random lottery basis. The enrollment process shall be the responsibility of the President and CEO and other staff members and will be limited in number to the capacity of the school to be determined by the President and CEO in consultation with the Board.

Section 4. Nondiscrimination Policy as to Students

The L.E.A.R.N. Charter School shall admit students of any race, religion, color, national origin, sexual orientation or gender to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It shall not discriminate on the basis of any race, religion, color, national origin, sexual orientation or gender in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs.

ARTICLE V

Board of Directors

Section 1. General Powers

The business, property and affairs of the Corporation shall be managed by its Board.

Section 2. Number, Tenure and Qualifications

The Board shall determine from time to time the number of directors to serve on the Board which shall be a maximum of twenty (20) and a minimum of three (3).

- A. Independent Directors. The majority of the members of the Board shall be “independent” (the “Independent Directors”); such “independence” determinations shall be made on an annual basis, by the Governance Committee, at the time the Board conducts annual reviews of the directors. The Independent Directors shall be elected at an annual meeting and shall serve for terms of three (3) years. At such point in time that an Independent Director retires from his or her position on the Board, he or she may be appointed as an Honorary Board Member pursuant to Section 10 of this Article V.
- B. Non-Independent Directors. The Board shall have at least one (1) and a maximum of five (5) “non-independent” members of the Board (the “Non-Independent Directors”). At least one Non-Independent Director must be a parent or guardian of a pupil currently enrolled at LEARN. Other Non-Independent Directors may include additional parents or guardians of pupils currently or formerly enrolled at LEARN, former pupils of LEARN, staff members of LEARN, and other individuals with material relationships or direct affiliations with LEARN. The Non-Independent Directors shall be elected at an annual meeting and shall serve for terms of one (1) year; however, if a Non-Independent Director is also a parent or guardian of an enrolled pupil of a LEARN school at the start of his or her term and that pupil graduates or no longer attends the school, such director's continuation on the Board and their remaining term is subject to the review and recommendation of the Governance Committee and the Board's approval. At such point in time that a Non-Independent Director retires from his or her position on the Board, he or she may be appointed as an Honorary Board Member pursuant to Section 10 of this Article V.

Section 3. Regular Meetings

The Annual Meeting of the Board shall be held within three (3) months of the end of each fiscal year at a date and place to be determined by the Board. The Board shall meet at least quarterly on dates determined by the Board. The Board may provide by resolution the time and place for the

meetings of the Board without notice other than such resolution.

Section 4. Special Meetings

Special meetings of the Board may be called at the request of the Chair or a majority of the directors. The Secretary shall fix the time and place for any special meetings.

Section 5. Executive Sessions for Independent Directors.

Executive sessions for only the Independent Directors of the Board may be called at the request of the Chair. The Secretary shall fix the time and place for any executive sessions, and such executive sessions may occur immediately before or after, or during, a meeting of the full Board. During the executive sessions, the Independent Directors may act on behalf of the Board with respect to any highly confidential matters or matters where having a director(s) with a material relationship or direct affiliation to LEARN would cause a risk to the Board decision-making process, as determined by the Chair in his or her sole discretion.

Section 6. Notice

Notice of any regular or special meeting or an execution session of the Board shall be given at least two (2) days prior thereto if by telephone or five (5) days prior thereto if by written notice. Written notice shall be sent to the director's address as shown by the records of the Corporation or sent by electronic transmission to the director's email address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the U.S. Mail, postage prepaid. Notice of any meeting of the Board may be waived in writing signed by the person or persons entitled to the notice either before or after the time of the meeting. A board meeting that follows this protocol shall be deemed a "duly called meeting of the Board."

Section 7. Quorum

A majority of the current number of Board Members shall constitute a quorum for the transaction of business at any meeting of the Board, provided that if a quorum is not present at any meeting, a majority of the directors present may adjourn the meeting to another time.

Section 8. Manner of Acting

On votes of the Board, a simple majority of a quorum will prevail if not otherwise prescribed. A two thirds (2/3) vote of the total Board shall be required for:

- A. The hiring or release of the President and CEO;
- B. Approval to enter into a merger with another organization, and
- C. Approval to purchase or sell real estate.

Section 9. Vacancies

Any vacancy occurring on the Board shall be filled by action of the remaining Board members.

Section 10. Compensation

Directors shall not receive any compensation but shall be reimbursed for reasonable expenses incurred on behalf of the Corporation.

Section 11. Honorary Board Members, Advisory Committee, Ex Officio Members

The Board may appoint honorary board members and/or advisory board members under whatever title desired for fundraising, consultant services, organizational support and other activities. Such appointments shall be for a period of time determined by the Board.

Section 12. Removal from the Board

Any member of the Board may be removed for any reason upon a majority vote of the total number of Board members of the Corporation.

Section 13. Removal from Office

Any officer of the Board may be removed for any reason upon a majority vote of the total number of Board members of the Corporation.

ARTICLE VI

Executive Committee of the Board

Section 1. Powers and Responsibilities

The Executive Committee shall be elected by the Board at the annual meeting of the Board as provided in these By-Laws. The Chair, Vice Chair, Treasurer and Secretary shall constitute the Executive Committee. A majority of the Executive Committee shall be required to transact any business unless otherwise required by these By-Laws. The Executive Committee is responsible for setting goals and determining the strategic direction for the Corporation, including determining new initiatives and opening new schools. It is also responsible for succession planning and for determining compensation and evaluating the Chief Executive Officer of the Corporation. The Executive Committee may act on behalf of the Board between Board meetings, except with respect to the following matters:

- A. Authorizing distributions;
- B. Filling vacancies on the Board or any of its committees;
- C. Electing or removing Officers;
- D. Adopting, amending or repealing these By-Laws;
- E. Approving a plan of merger;
- F. Approving the purchase of real estate; and
- G. Amending, altering, repealing or taking action inconsistent with any resolution or formal action of the Board.

Section 2. The Chair

The Chair shall preside at all meetings of the Board and the Executive Committee, shall be an ex officio member of all other committees, shall execute in the name of the L.E.A.R.N. Charter School all documents relating to the acquisition or disposal of property as directed by the Board, and shall perform such other duties as may be necessary or required, as directed by the Board.

Section 3. The Vice Chair

The Vice Chair shall, in the absence or the disability of the Chair, perform the duties of the Chair. In the event of the resignation, removal or death of the Chair, the Vice Chair shall serve the unexpired term until the next election of a Chair.

Section 4. The Secretary

The Secretary shall be responsible for keeping all official records of the Board, coordinating all mailings and keeping a correct set of corporate records and minutes of the meetings of the Board and Executive Committee.

Section 5. The Treasurer

The Treasurer shall oversee the collection and accounting of all monies received and pledged, and those expended for the use of the Corporation. The Treasurer shall make a report at the annual meetings of the Board or at such other times as called upon by the Chair. The Treasurer's books and records shall be audited annually by an independent auditor selected by the Board.

Section 6. Term of Office

The members of the Executive Committee shall serve for terms of three (3) years.

Section 7. Vacancies

Vacancies in the office of the Vice Chair, Secretary or Treasurer shall be filled by the Board at their next Board meeting following the notice of vacancy.

ARTICLE VII

Committees

Section 1. Committees

The Board, from time to time, may designate such committees as it deems necessary to carry out the purposes of the Corporation. The establishment of a committee requires a majority vote of the directors present at a duly called meeting of the Board.

Section 2. Appointment

Each committee is to consist of one or more directors of the Board. The other members of the various committees shall be appointed by the Chair.

Section 3. Term of Office

Each member of a committee shall continue as such until the next annual meeting of the Board and until his/her successor is appointed, unless the committee shall be sooner terminated, or unless such member shall refuse, be unable to act or shall be removed.

Section 4. Chair

One member of each committee shall be appointed Committee Chair of such committee by the Chair of the Board.

Section 5. Vacancies

Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 6. Quorum

Unless otherwise provided in the resolution of the Board designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of a quorum shall be the act of the committee

Section 7. Committees

In addition to the Executive Committee (discussed in Article VI above), the committees set forth below have been established to facilitate the business and management of the Board with the purposes and responsibilities as set forth in these By-Laws, and further specified in a separate charter for each such committee.

- A. Governance Committee. The purpose of the Governance Committee is to ensure the integrity of the Board, assist with Board and Committee processes and enhance Board performance. The committee is responsible for: (i) ensuring an effective governance structure, (ii) leading the Board in identification, cultivation and nomination of new board members, (iii) ensuring new board members are oriented to L.E.A.R.N. Charter School, the Board, the applicable communities, and responsibilities and expectations of service on the Board, (iv) maximizing the effectiveness and contribution of existing members of the Board, (v) assisting a third party with administering Board self-assessments and evaluations, (vi) educating and training the Board in special topics and (vii) conducting an annual review of these By-Laws and ensure compliance with all governance requirements.
- B. Development and External Relations Committee. The purpose of the Development and External Relations Committee is to cultivate and steward resources, including people, time and the finances of the Corporation. The committee is responsible for: (i) developing and fostering a culture of giving and soliciting financial and in-kind support, (ii) setting fundraising goals and providing support to members of the Board in this effort, (iii) branding, marketing and communication, including raising awareness of L.E.A.R.N. Charter School at social, community and political events.
- C. Finance and Operations Committee. The purpose of the Finance and Operations Committee is to assist the Board in oversight responsibilities relating to fiscal management, integrity of the financial statements, financial strategy and operational management. The committee is responsible for: (i) overseeing the audit process and ensuring financial compliance, (ii) funding and budgeting for the Corporation, (iii) financial issues and documentation, including assisting with the preparation of financial statements (i.e., balance sheet and income statement), and establishing banking relationships, (iv) development of new facilities, and (v) security, maintenance and capital investments of existing facilities.
- D. Academic Achievement Committee. The purpose of the Academic Achievement Committee is to assist the Board in oversight and management of the educational quality and academic experience of the students. The committee is responsible for: (i) defining academic excellence and the determination of measures/metrics at each school, (ii) oversight of student achievement within each school and L.E.A.R.N. Charter School

Network and benchmarking against other schools, (iii) oversight of the curriculum, (iv) recruitment, retention and training of personnel, (v) student support services, and (vi) high school placement for the students.

ARTICLE VIII

Contracts, Checks, Deposits and Funds

Section 1. Contracts

The Board may authorize any officer or officers, director or directors, agent or agents of the Corporation, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, Etc.

All checks, drafts or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, director or directors, agent or agents of the Corporation and in such manner as shall from time to time be determined by the Board and in accordance with the rules established by the Finance and Operations Committee.

Section 3. Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, brokerage firms or other depositories as the Board may select and in accordance with the rules established by the Finance and Operations Committee.

Section 4. Gifts

The Board may accept on behalf of the Corporation any contribution, gift, bequest or, devise for the general purpose or for any special purpose of the Corporation, so long as such gift adheres to the Corporation's gift policy.

ARTICLE IX

Books and Records

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceeding of its members, the Board, and committees, and shall keep at the registered or principal office a recording giving the names and addresses of the members entitled to vote. All books and records of the Corporation may be inspected by any member, or his agent or

attorney for any proper purpose at any reasonable time.

ARTICLE X

Fiscal Year

The fiscal year of the Corporation shall end on the last day of June of each year.

ARTICLE XI

Seal

The corporate seal shall have inscribed thereon the name of the Corporation and the words, "Corporate Seal, Illinois".

ARTICLE XII

Waiver of Notice

Whenever any notice is required to be given under the provision of the General Not-For-Profit Corporation Act of Illinois or under the provisions of the Articles of Incorporation or the By-Laws of the Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XIII

Amendments

The power to alter, amend, or repeal the By-Laws or adopt new By-Laws shall be vested in the Board. Such action may be taken at a regular or special meeting for which written notice of the purpose shall be given. The By-Laws may contain any provisions for the regulation and management of the affairs of the Corporation not inconsistent with law or the Articles of Incorporation.

ARTICLE XIV

Indemnification of Directors, Officers and Employees

Section 1. Indemnification

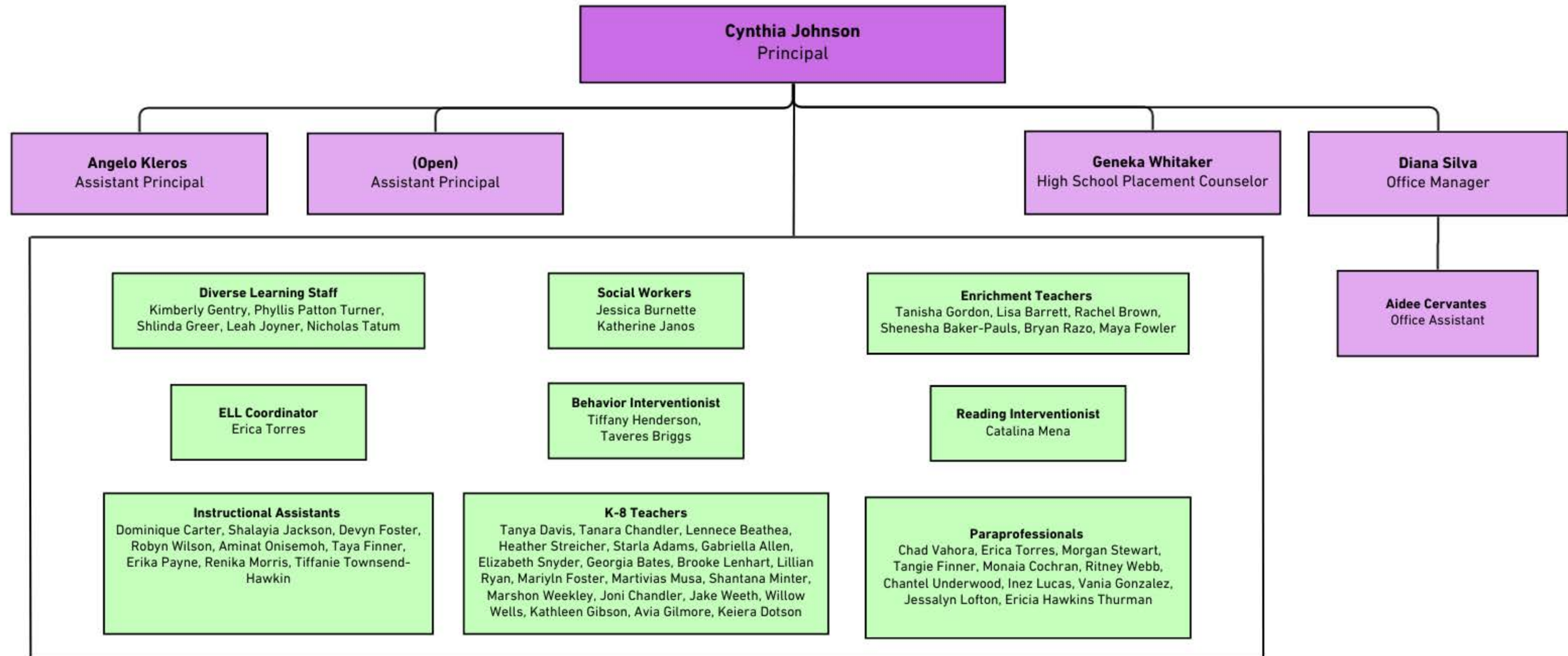
Subject to the limitations of this Article, L.E.A.R.N. Charter School shall indemnify any person who was or is a party to or is threatened to be made a party to any threatened, pending or contemplated action, suit or proceeding, whether civil, criminal, administrative, arbitrative or

investigative (other than an action by or in the right of L.E.A.R.N. Charter School) (hereinafter, a “Proceeding”), or any appeal in such a Proceeding or any inquiry or investigation that could lead to such a Proceeding, by reason of the fact that such person is or was a committee member, a member of the Board, an Officer, a member of the staff of L.E.A.R.N. Charter School or any other such person that is or was serving at the request of L.E.A.R.N. Charter School (“Covered Persons”), to the fullest extent permitted by law, including against any expenses, penalties, attorneys' fees, judgments, fines, losses, and amounts paid in settlement actually and reasonably incurred in connection with such action, suit or proceeding except to the extent such expenses are caused by the negligence, willful misconduct, knowing violation of the law or the breach of these By-Laws or of any duties owed to L.E.A.R.N. Charter School by such person. Notwithstanding the foregoing, with respect to any criminal action or proceeding, L.E.A.R.N. Charter School shall indemnify a Covered Person only if such Covered Person had no reasonable cause to believe such conduct was unlawful and only if it is determined he/she acted without negligence or that his/her actions did not constitute misconduct. The termination of any action, suit or proceeding by judgment or settlement, condition or upon a plea of Nolo Contendere or its equivalent shall not, in and of itself, create a presumption that such Covered Person did not act in good faith and in a manner reasonably believed to be in or not opposed to the best interests of L.E.A.R.N. Charter School and, with respect to any criminal action or proceeding, had reasonable cause to believe that such conduct was unlawful. Indemnification under this Article XIV shall continue as to a person who has ceased to serve in the capacity which initially entitled such person to indemnity hereunder.

Section 2. Qualification

Any indemnification under this Article shall be made by L.E.A.R.N. Charter School only as authorized in the specific case upon a determination that indemnification is proper in the circumstances because such person has met the applicable standard of conduct set forth in this Article. Such determination shall be made by the Board consisting of members who are not parties to such action, suit or proceeding or, if such quorum is not attainable, a quorum of disinterested members.

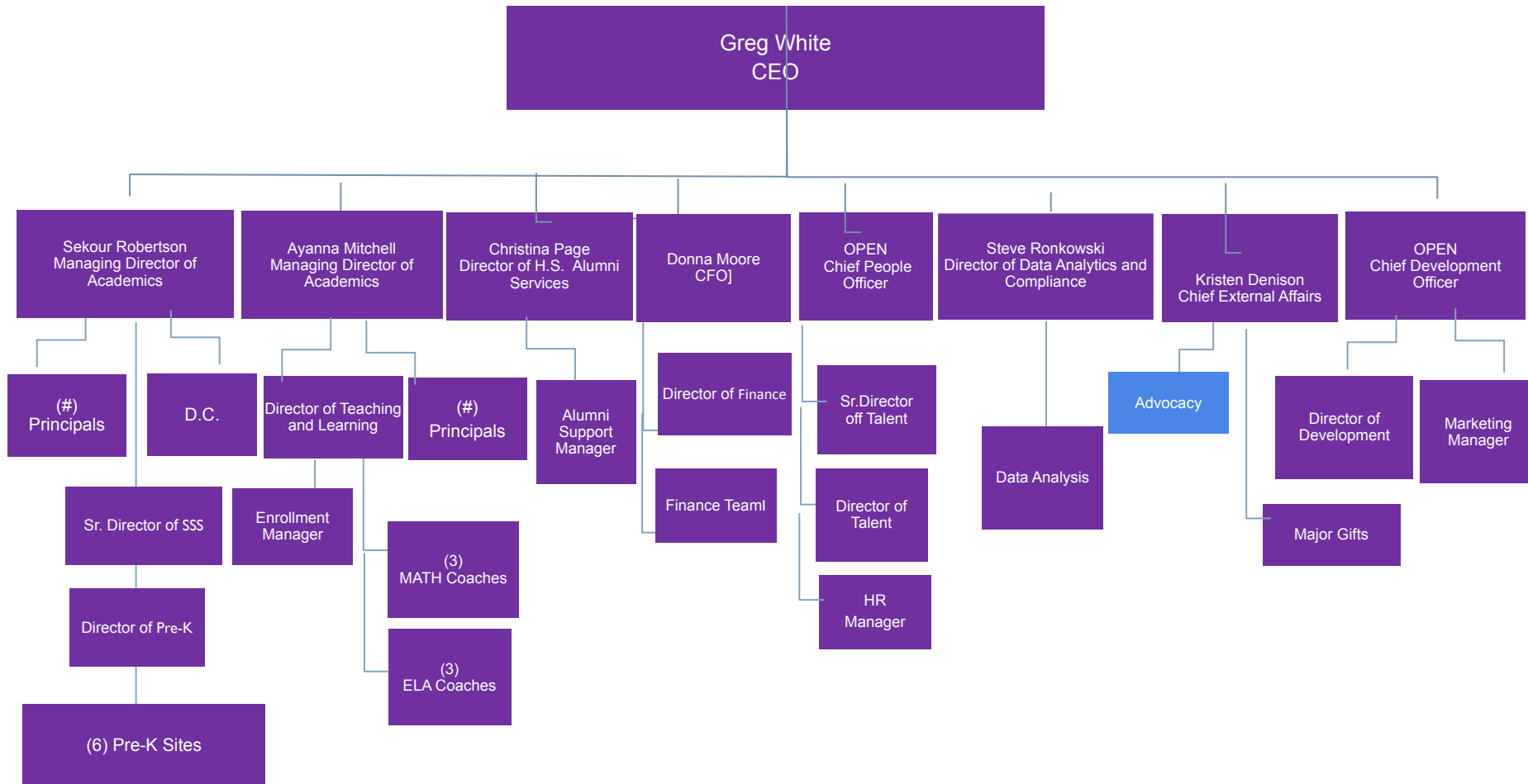
LEARN HUNTER PERKINS ORGANIZATIONAL CHART



LEARN Organizational Chart



LEARN has invested in its leadership structure, teaching and learning staff, and alumni support services at the network level to best support the achievement of our students, staff, and alumni.



Existing Positions

Outsourced



LEARN CSP Grant Application Key Roles and Responsibilities

Below is a description of key staff responsible for administering and overseeing the INCS CSP subgrant including their responsibilities and duties.

Donna Moore, Chief Financial Officer: Ms. Moore is responsible for the financial oversight of the network including the Hunter Perkins campus. She is responsible for financial compliance with all federal, state, and district requirements related to the publicly funded school. She will supervise the expenditures under the CSP grant and confirm that they align with the budget projections for the project. Her team will be responsible for submitting all invoices and facilitating any grant financial reporting and audits.

Ayanna Mitchell, Managing Director: Ms. Mitchell directly supervises principals in the network, including the Hunter Perkins Principal, and is responsible for the academic performance of the school. In this capacity, she will monitor the projected growth in enrollment, the selection and onboarding of new teachers, the implementation of the LEARN academic model, and student outcomes.

Cynthia Johnson, School Principal: Ms. Johnson is the Principal of Hunter Perkins campus and has direct grant responsibility. She provides oversight on the facility construction and is responsible for growing enrollment and equipping the campus with the necessary resources to serve 90 additional students. Ms. Johnson also hires all teachers and support staff and is responsible for implementation of the academic model and achieving the performance goals outlined in the grant.

Angelo Kleros, Assistant Principal: Mr. Kleros is responsible for student and family engagement and orientation. He facilitates skills testing to identify diverse learners and supervises the development of student Individual Education Plans (IEP's) in coordination with the Special Education teachers and network staff. Mr. Kleros works with the enrollment team to host Open Houses so students and their families can visit the school and also helps to facilitate the lottery in accordance with district rules.

Sekou Robinson, Managing Director: Mr. Robinson is responsible for network operations and has construction oversight responsibility for the expansion of the Hunter Perkins facility and any interior facility improvements. He manages purchasing and is responsible for compliance with federal purchasing guidelines.

Jimmy Ramos, Project Manager: Mr. Ramos is the network staff member responsible for purchasing the furniture, technology, signage, and other resources necessary to equip the classrooms.

Steve Ronkowski, Director of Data Analytics and Compliance: Mr. Ronkowski is responsible for all data analysis and performance tracking throughout the network. He will manage the student performance at the Hunter Perkins campus and provide reporting on student outcomes against the goals outlined in the grant. He is also responsible for compliance with all federal, state, and district student reporting requirements.

CYNTHIA JOHNSON

Summary

Passionate and student-centered school leader committed to creating a learning environment where every child experiences joy, curiosity, and purpose. I believe that all children deserve the opportunity to learn in ways that are meaningful and engaging. I work collaboratively with teachers to ensure instruction is valuable, relevant, and hands-on. I empower scholars to create, design, and take ownership of their learning experiences. I prioritize opportunities for self-expression through art, music, and sports, and foster student voice through social-emotional learning practices. Deeply committed to improving the quality of education, I support and coach educators to drive academic outcomes while cultivating strong relationships with families and community partners to strengthen our school culture and ensure collective success. I believe in leading with integrity, love, and high expectations, while building strong relationships with staff, families, and community members to foster a school environment where all scholars thrive. I am committed to continuous growth, instructional excellence, and building a school culture that reflects both equity and excellence.

Experience

LEARN Hunter Perkins Campus
Principal

07/2024 to current
Chicago, IL

Learning and Teaching/Student Achievement

- Observe and provide feedback on instruction to support effective use of data and the curriculum.
- Identify effective and aligned resources to increase time dedicated to the social and emotional needs of scholars by offering support via high school placement programs for 6th-8th grade scholars during advisor.
- Review MAP data to correlate projected proficiency on IAR for Reading and Math.
- Growth on MAP and IAR
 - Reading IAR Growth Target 28.5% Actual Growth 33.6%
 - Math IAR Growth Target 6.40% Actual Growth 12.3%
 - Reading and Math MAP Growth Target 50% in Math and Reading
 - Actual Growth 52% for Math and 50% for Reading
- Attendance Increase from 89.3% in SY24 to 92.7% in SY25
- 100% of 8th grade graduates accepted into college preparatory high schools

Talent Management

- Conduct bi-weekly meetings with teacher teams to review student work and other forms of student-level data. Provide lesson plan and gradebook feedback as well as observation and feedback cycles.
- Facilitate professional development focused on the delivery of instruction and assessment utilizing the KIPP Wheatley, iReady, Eureka, mClass.
- Lead staff through a quarterly induction process to remind them of the school's key goals and expectations for improving student achievement and building a positive school culture.
- Retention of 95% of teaching staff from SY25 to SY26

School Culture

- Initiated high school placement supports for middle school scholars including weekly classes to focus on skills for scholarship essay writing and applications, high school test preparation, and goal setting.
- Daily check-ins with the behavior interventionist to review classroom data collected throughout the day creating plans to address challenging areas in the building and incentives for scholars meeting expectations.

- Partner with Network schools for iReady implementation to norm instruction and classroom standards to improve teachers awareness of their skills and identify effective best teaching practices.
- Decrease in discipline referrals 71% to 68% in SY25 as measured via Review360.

Planning, Operations, and Community

- Develop partnerships with WITS, Daniel Murphy, LINK Unlimited, and High Jump scholarship organizations which provide scholars with opportunities for high school scholarship assistance and programmatic support to scholars who demonstrate academic ability, strong character and financial need providing them with the best opportunity to succeed in high school and college.
- Manage daily operations (facilities, arrival, dismissal) and facilitate parent meetings.
- Partnership with State Senator Willie Preston and the 16th District. \$4.1 million granted for school expansion.
- Partner 8th grade alumni with civic leaders in Alderman Moore's office and the State Senator Preston's office.

LEARN Hunter Perkins Campus
Resident Principal

07/2022 to 06/2024
Chicago, IL

Learning and Teaching/Student Achievement

- Design expectation criteria for iReady implementation and frequency of student learning path usage.
- Observe and provide feedback on instruction to support effective use of data and the curriculum.
- Identify effective and aligned resources to increase time dedicated to the social and emotional needs of scholars by offering support via high school placement programs for 6th-8th grade scholars.
- Review MAP data to correlate projected proficiency on IAR for Reading and Math

Talent Management

- Conduct bi-weekly meetings with teacher teams to review student work and other forms of student-level data. Provide lesson plan and gradebook feedback as well as observation and feedback cycles.
- Facilitate professional development focused on the delivery of instruction and assessment utilizing the KIPP Wheatley and iReady curriculum.
- Lead staff through a quarterly induction process to remind them of the school's key goals and expectations for improving student achievement and building a positive school culture.

School Culture

- Initiated high school placement supports for middle school scholars including weekly classes to focus on skills for scholarship essay writing and applications, high school test preparation, and goal setting.
- Daily check-ins with the behavior interventionist to review classroom data collected throughout the day creating plans to address challenging areas in the building and incentives for scholars meeting expectations.
- Partner with Network schools for iReady implementation to norm instruction and classroom standards to improve teachers awareness of their skills and identify effective best teaching practices.

Planning, Operations, and Community

- Develop partnerships with WITS, Daniel Murphy, LINK Unlimited, and High Jump scholarship organizations which provide scholars with opportunities for high school scholarship assistance and programmatic support to scholars who demonstrate academic ability, strong character and financial need providing them with the best opportunity to succeed in high school and college.
- Manage daily operations (facilities, sub coverage, arrival, dismissal) and facilitate parent meetings.
- School test coordinator (HSPT, MAP, IAR).

Learning and Teaching/Student Achievement

- Facilitated professional development cycles to introduce Skyline curriculum along with bi-weekly cycles of observation. Created a lesson plan template and documents to monitor implementation. Increased implementation of curriculum to 100%.
- MTSS Lead. Provided training and support to teachers and teams to facilitate implementations of MTSS utilizing data from Star360 and Branching Minds. Led the MTSS team in a data deep dive where I was able to instruct team members on data reports, what data reports were useful for planning and instruction for Tier 1,2, and 3 in Reading and Math. A heat map/data chart with scholars' data points and skills needed for mastery was introduced to teachers. Progress monitoring takes place every three weeks.

School Culture

- Collaborated with two Network 12 schools (Avalon Park and Burnside) to increase awareness around grading for equity and providing equitable grading practices across three campuses. These practices were shared with all schools in Network 12.
- Based on the data from the 5E Survey I created a Student Council to increase student engagement in the school environment, encourage collaboration between scholars and teachers, and maintain a positive environment and culture.

Talent Management

- Provided bi-weekly lesson plan, gradebook, and classroom observation and feedback cycles.
- Facilitated Skyline professional development to ELA teachers and created a lesson plan template for Skyline. Created Skyline lesson plan feedback form which included look fors (standards, essential question, objectives, vocabulary, I can statements, gradual release, assessment).

Planning, Operations, and Community

- Cultivate partnerships with community members to bring programs to the school such as Algebra I for 8th graders which provides an opportunity for 8th graders to receive high school credit for Algebra I. Crystal Clear Tutoring is another partnership which provides free tutoring for 3rd - 5th and 7th grade in Math and Reading. Pretty Brown Girls and I Am A Gentleman which are mentoring programs.
- Coordinated registration, weekly Covid testing, and contact tracing for 168 out of 209 scholars.
- Managed daily operations (facilities, sub coverage, arrival, dismissal).
- Fundraised over \$11,000 in four days for 8th grade college tour, Kindergarten celebration, and schoolwide end of the year activities.

LEARN Romano Butler Campus

Assistant Principal/High School Placement Coordinator

07/2017 to 07/2021

Chicago, IL

Learning and Teaching/Student Achievement

- Facilitated weekly coaching cycles.
- Weekly coaching cycles with all Math teachers in the building using iReady curriculum and data points. Diagnostic scores increased from SY20 to SY21 in 8 out of 9 grade levels as well as an increase in learning path from 33% to 78%.

School Culture

- Trained CT3 Coach (positive and progressive approach to discipline). Facilitated minimum of 5 coaching cycles per week using the CT3 Model. Percent of on task scholars increased from approximately 20% to 75% on task behavior with intensive support and Real Time Teacher Coaching (RTTC) in 6 weeks.

Talent Management

- Provided bi-weekly lesson plan, gradebook, and classroom observation and feedback cycles.

Planning, Operations, and Community

- Initiated enrollment drive to meet target enrollment by hosting community events, open houses, and neighborhood home visits. Target enrollment was 525 while the current enrollment was 501. After one week 535 scholars were registered with scholars on a wait list.
- Initiated attendance incentives, exceeding the average between 92%-94% to reaching the goal of 97%.
- Worked in partnership with 8th Grade scholars and families supporting the high school application process providing scholars the opportunity to qualify, apply, and attend college preparatory high schools by reviewing academic data (test scores, grades, selective enrollment data) to determine schools that will prepare scholars for college and beyond. 100% of 8th graders accepted into College Preparatory High Schools.

CICS Wrightwood

Junior Academy Team Leader/Instructional Coach

Chicago, IL

07/2009 to 06/2016

Talent Management

- Provided bi-weekly lesson plan, gradebook, and classroom observation and feedback cycles.
- Spearheaded a search committee to locate, interview, and hire new highly qualified candidates
- Supported instruction, curriculum, and student achievement at the middle school level by working directly with classroom teachers and aides to increase student achievement. Increase in MAP Spring to Spring data following cohorts of scholars each year. Maintained Level 1+ status due to growth on MAP and SQRP data.

Perspectives Rodney D. Joslin Campus/IIT Math and Science

Lead Science Teacher

08/2004 to 6/2009

Chicago, IL

Learning and Teaching

- Developed Curriculum for A Disciplined Life classes 6-8 grade to decrease student misbehavior and increase collaboration among scholars implementing social justice components to each classroom and lifelong learning skills preparing scholars for college, the workplace, and beyond. As a result there was a decrease in behavior referrals and suspensions after the implementation of the curriculum.

Education and Training

Residency Program for Chicago Public Schools Principal Pipeline

Thomas Hoyne Fine Arts Elementary School

06/2022

Chicago, IL

Master of Arts: Teacher Education And Instruction

Concordia University

05/2014

Chicago

Master of Science: Math And Science

Illinois Institute of Technology

05/2009

Chicago, IL

Bachelor of Arts: Sociology/Black World Studies/Biology

Loyola University

04/2004

Chicago, IL

Certifications

Illinois Professional Educator License

REACH Certified

Principal Endorsement

IEIN: 770851

September 2021

June 2022

Angelo S. Kleros

4733 W. 105th Place | Oak Lawn, Illinois 60453
Phone: (708) 446-3453 | Email: Angelo.Kleros@gmail.com

Professional Summary

Experienced educational leader with over 15 years in K–8 education. Proven track record in instructional leadership, data-driven decision making, teacher development, MTSS implementation, and school-wide operations management. Dedicated to improving student achievement and building strong professional learning communities.

Education

Chicago State University – Master of Arts in Teaching | May 2010 | GPA: 4.00/4.00

University of Illinois at Chicago – Bachelor of Arts in History | December 2002 | GPA: 4.28/5.00

Professional Experience

LEARN Charter School – Chicago, Illinois

Assistant Principal | 2022–Present

- Provide instructional leadership and supervision for K–8 staff, including teacher evaluations and coaching aligned to Danielson Framework.
- Lead MTSS implementation, Tier 2/3 progress monitoring, and data analysis for NWEA MAP and IAR.
- Serve as School Testing Coordinator overseeing state and network assessments.
- Develop Instructional Assistant schedules and manage daily operations including arrival, dismissal, and coverage.
- Facilitate professional development and PLCs focused on data analysis and instructional improvement.

LEARN Charter School – Chicago, Illinois

Full-Time Instructional Coach | 2021–2022

- Provided ELA coaching and support for 3rd–8th grade teachers.
- Facilitated bi-weekly PLCs for K–8 staff.
- Served as School Testing Coordinator for IAR and NWEA MAP.
- Created master schedule for K–8 grade levels.
- Led new teacher onboarding and instructional materials inventory.

LEARN Charter School – Chicago, Illinois

Fourth Grade ELA Teacher / Part-Time Coach | 2016–2021

- Implemented KIPP Wheatley Reading Curriculum and guided reading instruction.
- Created and implemented small group instruction based on RIT goals.
- Led 3rd–8th grade ELA teachers as grade-band lead teacher.
- 85% of 56 fifth graders achieved NWEA MAP growth goals (2016–2017).

CICS Wrightwood Elementary – Chicago, Illinois

Fifth Grade Teacher / RTI Interventionist | 2010–2016

- Developed daily and unit lesson plans and analyzed student performance data.
- Provided RTI intervention for ELA and Mathematics targeting students below the 25th percentile.
- 100% of 28 students met or exceeded NWEA Math goals (2014–2016).

Lionel Hampton Elementary – Chicago, Illinois

Substitute Teacher / Paraprofessional | 2003–2009

- Implemented small group instruction for students with specialized learning needs.
- Supervised classrooms of up to 26 students in teacher absence.
- Maintained orderly and safe learning environments.

References

Available upon request

GREGORY A. WHITE

Mobile: 312-391-6959 ■ gwhite@learncharter.org

CEO | BOARD DIRECTOR | GOVERNANCE LEADER

- ❑ **Board Experience:** Current and former Director of multiple boards including Independent Director of a \$100 billion, SEC reporting, wholesale bank, and numerous non-profit boards. Extensive experience serving on Audit, Finance, Human Resources & Compensation, and Public Policy committees. Highly collaborative and strong consensus builder.
 - ❑ **Financial Acumen:** 13 years of direct experience in financial services industry (investment banking, commercial banking and private equity). Expertise in financial management and, as LEARN's CEO, secured an investment grade bond rating and issued public debt for a charter school network. Experience in corporate bonds, emerging market debt, MBS, and Treasuries as fixed income salesman at Salomon Brothers. Gained knowledge of various asset classes (equities, fixed income, and alternatives) serving on the Finance Committee of the Chicago Community Trust. Earned Series 3, 7, and 63 licenses. Served on the audit committee of the Federal Home Loan Bank of Chicago, a \$100 billion SEC reporting wholesale bank. Adjunct Professor at Northwestern University's Kellogg Graduate School of Management.
 - ❑ **Strategy:** Leadership roles driving the strategic planning process and developing specific growth strategies across diverse business sectors, including charter schools, private equity funds and corporate consulting. Co-founder and investor in a successful \$45 million private equity fund.
 - ❑ **Regulatory Compliance:** Responsible for charter school network's compliance under seven governmental entities. Provide oversight, review and ensure strict adherence to all regulatory requirements. Member of Audit committee and regular engagement with Federal Housing Finance Agency regulators as FHLB Board member. Prepared investor reports and oversaw regulatory compliance issues with SBA for a private equity fund (SBIC).
-

PROFESSIONAL EXPERIENCE

LEARN CHARTER SCHOOL NETWORK, Chicago, IL

2008 – Present

A nationally recognized network of 11 high-performing college prep elementary public charter schools.

President & CEO

- Full accountability for executing and communicating board's long-term vision. Support board committees and, in collaboration with board members, develop and implement strategies for leadership succession, financial planning, and key strategic initiatives.
- Built one of the nation's premiere charter school networks achieving exceptional student academic outcomes.
- Created a very positive, highly collaborative and respectful work culture that resulted in top-tier staff satisfaction, retention and motivation.
- Secured in excess of \$175 million in bank debt, bond financing, new markets and historic tax credits, and grants. Firm grasp of the structuring and risks associated with each of these financial instruments. Successfully negotiated and closed financing for multiple large scale real estate development projects.
- Led the rapid growth of a network of charter elementary schools, conceiving and executing a national strategy that expanded it from 1 to 11 schools. Transformed the network from \$2 million in annual revenues to a \$90 million, financially stable organization, serving 4,200 students. Grew net assets (retained earnings) from < \$1 million to \$72 million.
- Oversaw P&L and develop long-range financial plans. Led process to secure an investment grade bond rating from S&P and issued public debt. Ensured sound financial controls including accounting, tax, accreditation, banking and insurance.
- Recruited and retained top-tier talent across all functional areas of the organization and built a high performing, success-oriented and innovative culture that accelerated students' academic achievement.

FEDERAL HOME LOAN BANK OF CHICAGO, Chicago, IL**2009 – 2021****Board of Directors**

Independent board member on SEC reporting, highly regulated and very profitable, \$100B wholesale bank specializing in providing liquidity to the residential mortgage market.

- Fiduciary oversight of a portfolio primarily driven by investments in MBS, derivatives, agency debt, and other fixed income securities.
- During 13-year Board tenure, bank executed a highly successful turnaround from “Cease & Desist,” to a highly profitable bank with one of the highest retained earnings in the FHLB system.
- Chair Public Policy Committee and Member of Audit, and Human Resources & Compensation committees.
- Recruited two board members and provided strategic advice, evaluation and support for executive team.

THE CHICAGO COMMUNITY TRUST, Chicago, IL**2006 – 2008*****Vice President, Strategy & Operations***

Member of executive team for the nation’s third largest community foundation with \$2.5 billion in assets.

- Active member of Finance Committee responsible for asset allocation decisions regarding the Trust’s \$2 billion investments in a diversified portfolio of domestic and international equities, domestic fixed income securities, hedge funds, private equity and other alternatives.
- Led the Trust’s long-term strategic planning process and oversaw initial implementation of the new plan.
- Supervised employees in Human Resources, Technology, Marketing, and Administration.

CHICAGO VENTURE PARTNERS, L.P., Chicago, IL**1998 – 2006*****Co-Founder & Partner***

Co-founded and launched a successful \$45 million private equity fund (Small Business Investment Company).

- Invested in 15 privately held companies as one of three investment committee members.
- Performed industry research and company due diligence on potential investment opportunities.
- Performed quarterly valuations of all portfolio companies, prepared investor reports, managed relationship with the fund’s largest investor, and oversaw all regulatory compliance issues.
- Provided strategic advice and support to portfolio companies.

SALOMON BROTHERS, Chicago, IL**1993 – 1995*****Fixed Income Salesman***

- Sold debt products to *institutional* investors—mortgages, corporate, and emerging market bonds.
- Earned series 3, 7 and 63 securities licenses.
- Completed comprehensive and competitive capital markets training program.

Earlier Career

CORPORATE ADVISORY SERVICES, Chicago, IL - Business Consultant to private equity funds, entrepreneurial development programs, and entrepreneurial companies. 1995 - 2006

CONTINENTAL BANK, Chicago, IL – Loan Officer (1990 – 1993)

THE ROUSE COMPANY, Baltimore, MD – Assistant Research Analyst (1986 – 1988)

THE ENTERPRISE FOUNDATION, Baltimore, MD – Affordable housing development (1985 – 1986)

BOARD SERVICE

Current

- The Park School of Baltimore – Finance, Audit, Executive and Investment Committees

Prior

- Federal Home Loan Bank of Chicago - HR & Compensation, Audit, and Public Policy Committees
 - Harvard Business School Alumni Board
 - Beacon Academy High School
 - Lakefront Supportive Housing (Chair)
 - National Louis University
 - Christ the King (Cristo Rey) Jesuit Prep High School
 - Cabrini League Little League (Commissioner)
 - LEARN Charter School (Chair)
 - Chicago Transit Authority Citizens Advisory Board (Chair)
-

EDUCATION

BROWN UNIVERSITY, Providence, RI

Bachelor of Arts with Honors, Economics and Development Studies - Honors Thesis *“The Nigerian Petroleum Industry”*

HARVARD BUSINESS SCHOOL, Boston, MA

Master of Business Administration

KELLOGG GRADUATE SCHOOL OF MANAGEMENT, Evanston, IL (2003 – 2013)

Adjunct Professor

Taught Entrepreneurship and Finance classes to MBA and Executive Education students

Ayanna Mitchell

amitchell@learncharter.org

Professional Summary

Accomplished educational leader with over 25 years of experience in urban education, spanning classroom instruction, school leadership, and network-level academic management. Proven track record of improving student achievement, leading instructional transformation, and developing leaders through data-driven and equity-centered practices.

Professional Experience

Managing Director of Academics – LEARN Charter School Network (2023–Present)

Provide strategic oversight of academic programming across multiple schools, coach principals, lead curriculum alignment, and partner with executive leadership to drive sustained academic growth.

Principal – LEARN Campbell Charter School (2018–2023)

Served as instructional leader for a K–8 school, leading sustained academic growth, staff development, and strong family and community partnerships.

Assistant Principal – LEARN Campbell Charter School (2015–2018)

Supported instructional leadership through coaching, data analysis, and professional development.

Principal – Catalyst Circle Rock Charter School (2014–2015)

Led school-wide instructional programming, staff supervision, and operational management.

Resident Principal – New Leaders Program (2013–2014)

Completed intensive leadership residency focused on instructional excellence and school improvement.

Classroom Teacher – Chicago Public Schools (1998–2013)

Delivered standards-aligned instruction and built strong student and family relationships.

Education

M.A., School Leadership – Concordia University (2013)

M.A., Curriculum and Instruction – Chicago State University (2000)

B.A. – Hampton University (1997)

Licensure & Endorsements

Principal Endorsement; Elementary Education (K–9); Middle School Language Arts; Middle School Social Studies

Donna L. Moore, CPA
(773) 294-2843 | donna.moore200@gmail.com

EXECUTIVE SUMMARY

Strategic CFO/COO with expertise leading financial and operational process improvements in nonprofit organizations from \$24M to \$80M+. Proven leader in navigating growth and re-organization in dynamic business environments. Experience in Public Accounting and For-Profit Sector. Key financial representative, advisor and presenter to Board of Directors, Audit, Finance and Investment Committees.

PROFESSIONAL EXPERIENCE

LEARN CHARTER SCHOOL NETWORK

2016-Present

National network of 11 elementary charter schools (K-8th) and 3 Pre-K programs with an annual operating budget of over \$80M.

Chief Financial Officer

Lead all financial activities including: budgeting and forecasting; financial reporting and analysis; treasury and investments; risk management; banking relationships; accounting; payroll; audit and compliance.

Team Building and Staff Development

- Recommended team structure; recruited and hired accounting, finance and compliance staff -- total of 7.
- Implemented a culture of accuracy, accountability and process improvements.

Financial Management and Strategic Planning

- Designed new financial reporting and key financial statistics to Board of Directors for improved transparency and strategic decision-making for over \$80M operating budget. Managed to positive financial results and exceeded debt service covenant for ten consecutive years.
- Created and launched a new budget process, resulting in increased Principal participation in the decision-making process. Reduced budget completion and Board approval by over a month.
- Participated in the launch of a new school in Washington, DC leading the financial review and analysis.
- Improved the federal grant reimbursement process across the network through coordination with Principals and senior team. Led the appeal for additional financial support for diverse learners, resulting in over \$2.5M in additional funding.
- Implemented internal controls and accounting processes, resulting in consistently strong results for financial and federal compliance audit.
- Supported the development team in completion of proposals for both private and federal funding.

Banking Relationships, Treasury and Investments

- Upgraded treasury management services to BMO Harris on-line banking platform. Implemented fraud control services and transferred balances to higher interest rate accounts.
- Co-designed Investment Policy and implemented diversification strategy for over \$30M in investments.
- Closed out \$21M in New Market Tax Credit and Historic Tax Credit transactions resulting in \$700k savings in annual debt costs.
- Led the coordination of a \$27.8M tax-exempt public bond issuance to refinance outstanding debt and finance campus renovations. Resulted in an investment grade issuer credit rating by Standard & Poor's -- only 44% of publicly rated charter schools are investment grade. Prepared 5-year projections and historical academic and financial data, negotiated covenants and addressed questions on investor calls.

CHICAGO PUBLIC MEDIA, INC., (WBEZ 91.5 FM), Chicago, IL

1997 - 2015

A \$24M not-for-profit public media institution creating and distributing local and national programming.

Chief Financial Officer (2000-2015) - Other Positions Held:

Assistant Secretary - Board of Directors

Interim Chief Operating Officer

Controller/Director of Finance

Led all financial activities including budgeting, financial reporting, forecasting, audit, investments and donor database.

Financial Management and Strategic Planning

- Designed financial reporting structure, including forecasts, budgets and metrics for senior management and board of directors, creating framework to manage growth in operations from \$7M to over \$24M.
- Recommended and implemented accounting policies, systems and internal controls, driving operational efficiencies and financial transparency.
- Completed \$22M tax-exempt bond issuance to finance 20K square foot expansion at Navy Pier facilities. Key team member in facilities renovation project. Monitored project funds and worked with construction manager to complete project on budget and on time.
- Negotiated renewal of letter of credit and financial covenants with lending institutions, saving over 50% in fees and generating more favorable bank covenants. Negotiated lines of credit of \$500K for operations and \$2.5M term loan to finance purchase of radio license. Implemented \$22M in interest rate swap transactions to fix monthly interest costs.
- Monitored growth in investment portfolio from \$4.6M to over \$28M. Lead in working with portfolio manager to implement investment policy and manage capital campaign proceeds.
- Led 2008 organizational restructure, reducing operating costs by more than 5%. Provided strategic and financial support in the development of local and national programming including nationally- recognized program, *This American Life*.

Administration and Operations

- Developed HR infrastructure to manage growth in staff from 45 to 135. Created team of 3 focused on organizational development, benefits administration and recruitment. Developed employee handbooks and led team in improvements to performance evaluation systems.
- Managed creation of facilities and IT departments, negotiated leases and developed capital expenditure budgets from \$700K to over \$1.5M.
- Negotiated and monitored annual renewals for property and casualty insurance, valued at over \$38M.

PRIOR EXPERIENCE

RUSH PRUDENTIAL HEALTH PLANS (Manager Financial Planning and Analysis), Chicago, IL

JOHNSON PUBLISHING COMPANY (Accountant), Chicago, IL

ERNST & WHINNEY (Currently EY), (Senior Auditor), Chicago, IL

EDUCATION AND CERTIFICATIONS

John F. Kennedy School of Government, Harvard University, MPA

Kellogg School of Management, Northwestern University, MBA, Finance

Loyola University, BBA, Accounting

HR Certification Institute, Professional in Human Resource (PHR)

Finalist CFO of the Year (Large Not-For-Profit) - Financial Executives International (FEI) Chicago Chapter

STEPHANIE CAGADAS

4844 W Balmoral Avenue · Chicago, Illinois · 60630
(773) 934-2416 · scagadas@learncharter.org

EDUCATION AND CERTIFICATION

Illinois Elementary Initial Teaching Certificate Type 03, certified since May 2005

Illinois Elementary Standard Teaching Certificate Type 03, certified since November 2009

Concordia University, River Forest, IL, Graduated May 2008
Master of Arts in Curriculum and Instruction • GPA: 4.0/4.0

University of Illinois at Chicago, Chicago, IL, Graduated May 2005
Bachelor of Arts in Elementary Education • Minor in Psychology • GPA: 3.27/4.0

PROFESSIONAL EXPERIENCES

LEARN Charter School Network – Central Management Office, Chicago, IL, July 2017 – Present **Director of Teaching and Learning/ School Operations**

- Assists schools with implementing best practices in teaching methods and curriculum design for all subject areas
- Works with principals to ensure curriculum alignment with state standards and that programs are implemented with fidelity
- Advocates, supports, and provides, as needed, network-wide professional development to all staff • Leads project management efforts: planning and monitoring full Network achievement of the annual calendar, tasks, targets and deadlines
- Oversees network wide enrollment procedures and policies
- Oversees network wide food service programs
- Coordinates and oversees network and state assessments

LEARN Charter School - Campbell Campus, Chicago, IL, July 2016 – June 2017

Academic Interventionist/ Leadership Team/ Grade Level/DDI Lead/ ELL Coordinator •

Planned and facilitated KIPP Wheatley professional development for LEARN Network professional learning sessions

- Supported first and second grade on implementation of KIPP Wheatley Curriculum
- Participated in CEMSE's PTLI program and lead PLCs/PD on school driven math instruction initiatives to grades K-5
- Implemented KIPP Wheatley, guided reading, and Everyday Mathematics
- Participated in LEARN Charter School – Campbell campus leadership team with a goal to support instructors and lead school-wide initiatives
- Participated on RTI team to help analyze data and implement Tier 3 literacy interventions school-wide
- Administered Screeners and ACCESS testing to ELL scholars
- Collaborated with and supported instructors on effective classroom management, literacy and math instruction, and goal setting for students
- Chaired and participated in a variety of events including open house and family involvement nights
- Mentored new teachers in the areas of curriculum and classroom management

LEARN Charter School - Campbell Campus, Chicago, IL, July 2015 – June 2016

2nd Grade Lead Classroom Instructor/ Leadership Team/ Grade Level/DDI Lead/ ELL Coordinator

- Administered the MAP test in both reading and math with 85% of students meeting or surpassing their spring goal in math and 70% meeting or surpassing their spring goal in reading
- Planned and facilitated math professional development for LEARN Network professional learning sessions
- Participated in CEMSE's PTLI program and lead PLCs/PD on school driven math instruction initiatives
- Implemented *Everyday Mathematics*, *Words Their Way*, *Lucy Calkins Units of Study* for reading and writing, *FOSS* Science curricula, and balanced literacy
- Participated in LEARN Charter School – Campbell campus leadership team with a goal to support instructors and lead school-wide initiatives
- Participated on RTI team to help analyze data and implement Tier 3 literacy interventions school-wide
- Participated on Culture and Climate committee to help lead initiatives to improve school-wide behavior management systems
- Administered Screeners and ACCESS testing to ELL scholars
- Collaborated and designed second grade Quizlets using Common Core State Standards
- Collaborated with and supported instructors on effective classroom management, literacy and math

instruction, and goal setting for students

LEARN Charter School - Campbell Campus, Chicago, IL, September 2014 – June 2015 1st/2nd Grade

Lead Classroom Instructor/ Member of the Leadership Team/ Grade Level Lead • Planned and facilitated math professional development for LEARN professional learning sessions • Participated in CEMSE's PTLI program and lead PLCs on school driven math instruction initiatives • Implemented *Everyday Mathematics*, *Words Their Way*, *Lucy Calkins Units of Study* for reading and writing, and FOSS Science curricula

- Participated in LEARN Charter School – Campbell campus leadership team with a goal to support instructors and lead school-wide initiatives
- Participated on RTI team to help analyze data and implement Tier 3 literacy interventions school-wide
- Collaborated with and supported instructors on effective classroom management, literacy and math instruction, and goal setting for students
- Chaired and participated in a variety of events including open house and family involvement nights

LEARN Charter School - Excel Campus, Chicago, IL, July 2013 – June 2014

2nd Grade Lead Classroom Instructor/ Member of the Leadership Team

- Administered the MAP test in both reading and math with 75% of students meeting or surpassing their spring goal in reading and 85% meeting or surpassing their spring goal in math
- Administered the reading assessment BAS and analyzed the data to help guide and plan for guided reading instruction with 95% at the end of the year making at least a year's growth
- Implemented *Everyday Mathematics*, *Words Their Way*, *Lucy Calkins Units of Study* for reading and writing, and FOSS Science curricula
- Participated in LEARN Charter School – Excel campus leadership team with a goal to support instructors and lead school-wide initiatives
- Participated on RTI team to help analyze data and implement Tier 2 and 3 literacy interventions • Collaborated with and supported instructors on effective classroom management, literacy and math instruction, and goal setting for students
- Participated in CEMSE's PTLI program and lead PLCs on school driven math instruction initiatives • Organized and lead first through sixth grade after school programs focusing on math enrichment and ISAT preparation consisting of 70 students and 7 instructors

LEARN Charter School - Excel Campus, Chicago, IL, July 2012 – June 2013

Kindergarten – Sixth Grade Academic Interventionist

- Created lessons for 80 second through sixth grade students in literacy intervention groups using *Lucy Calkins Units of Study*, LLI, guided reading, *Read Naturally*, BAS, NWEA, Common Core State Standards and ISAT Coach with 75% of students meeting their winter goals in NWEA and 80% of students growing at least 1 level in the BAS assessment
- Participated in LEARN Charter School – Excel campus leadership team with a goal to support instructors and lead school-wide initiatives
- Analyzed kindergarten through sixth grade NWEA and BAS data to identify student needs for support in the area of literacy
- Participated on RTI team to help analyze data and implement Tier 3 literacy interventions school-wide
- Collaborated with and support instructors on effective classroom management, literacy and math instruction, and goal setting for students
- Participated in CEMSE's PTLI program and lead PLCs on school driven math instruction initiatives • Organized and lead first through sixth grade after school programs focusing on math enrichment and ISAT preparation consisting of 70 students and 7 instructors
- Chaired and participated in events including family involvement nights and New Schools Expo
- Administered NWEA assessment to kindergarten through second grade students

HONORS AND ORGANIZATIONS

- Rochelle Lee Boundless Readers Teacher Award
- Office Max "A Day Made Better" Teacher of the Year Award
- Chicago Foundation for Education Learning Centers Study Group Grant
- Chicago Foundation for Education Small Group Grant
- Multiple Donors Choose Grants
- LEARN Margaret V. Romano Legacy Award Recipient

PRINCY ABRAHAM, Ed.D.

(773) 727-7853

pabrah2@msn.com

OBJECTIVE	A full-time leadership position in the field of Education or Special Education.	
EDUCATION	University of Illinois at Chicago Bachelor of Arts: <i>Applied Psychology</i> , May 1999 Major GPA: 4.7/5.0 Overall GPA: 4.1/5.0	
	University of Illinois at Chicago Master of Education: <i>Special Education</i> , May 2002 Concentration: Learning Disabilities and Emotional Disorders	GPA: 4.9/5.0
	Northeastern Illinois University Master of Education: <i>Leadership & Administration</i> , May 2007	GPA: 3.9/4.0
	Chicago State University Doctor of Education: <i>Educational Leadership</i> , December 2014 <i>Area of Research:</i> Student Dropouts & Students At-Risk, Dropout Recovery Programs/Efforts, Closing the Achievement Gap, Disparities in Minority Groups, Special Education	GPA: 3.9/4.0
CERTIFICATIONS/ LICENSES	Illinois State Certification – TYPE 10/ LBS 1 (Standard) , 2002 to current Illinois State Certification – TYPE 75 w/ Director of Special Education Endorsement , 2007 to current Director of Special Education Endorsement and Superintendent Endorsement , 2014 to current Passed Child Endangerment Risk Assessment Protocol, 1999 Completed Behavior Management Training (Crisis Prevention Institute), 1999-2015 Direct Child Welfare Services License (Illinois Dept. of Children and Family Services), 2002 Ventures Trained, Principal Modules 2016	
COMPUTER SKILLS	IWAS, I-Star, Skyward, Power School, E-IEP, EMBRACE, IMPACT, TAMES, TeacherEase, SSM, most Windows/Apple applications	
WORK EXPERIENCE	<i>(20+ years of experience serving at-risk students, students receiving special education services, and dropout prevention/intervention programs, including 15+ years of Administrative experiences)</i>	
July 2019 – Present	LEARN Charter School Network (Chicago, North Chicago, Waukegan) <u>Senior Director of Student Support Services</u>	
	*Provide direct leadership, supervision, evaluation, and administrative oversight , over all facets of the services/supports provided to students in the district’s Special Education, ESL/Bilingual services, Multi Tiered Support Systems, and Social Emotional Learning *Shared leadership in the areas of Teaching and Learning, Curriculum Development, Assessment and Professional Development *Utilize quantitative (i.e. evidence based decision making) and qualitative data to assess program effectiveness and individual student response to instruction/ interventions/services * Developed and implemented systems of compliance related to the various department, adhering to Federal, State, and local requirements *Develop and implemented professional development plans to support staff and improve programs *Manage and provide fiscal oversight of Student Services’ budget, including Local and grant funds *Report/Present updates to multiple stakeholders (i.e. CEO, Network, Local Authorizing Districts), shared strengths and responded to concerns and inquiries from all stakeholders *As an advocate of students and an agent of the district , serve as the liaison between district, local authorizing districts, and the community *Serve as the District’s Expulsion Hearing Officer	
July 2015 – July 2019	Community Consolidated School District 146 , (Tinley Park , Orland Park, Oak Forest)	

Director of Student Services

- *Provide **direct leadership, supervision, evaluation, and administrative oversight**, over all facets of the services/supports provided to students in the district's **Special Education, ESL/Bilingual services, and Early Learning programs (Birth to 3 & 3-5)**
- *Shared leadership in the areas of **Teaching and Learning, Curriculum Development, Assessment and Professional Development**
- * **Collaborative leadership in the development and implementation of a Multitiered support system (MTSS)**
- **Utilize quantitative (i.e. evidence based decision making) and qualitative data to **assess program effectiveness and individual student response to instruction/ interventions/services**
- *Develop and implemented **professional development plans** to support staff and improve programs
- *Manage and provide **fiscal oversight** of Student Services' budget, including Local and grant funds (IDEA Flow through, IDEA pre-k, ESL consolidated, PFA, and PI)
- *Monitored services provided to **private/parochial** schools within district boundaries and provide oversight to **outplacement** and student services **staff (including teachers, paraprofessionals, psychologists, SLPs, OT/PT)**
- *Report/Present updates to the **Superintendent and the Board**, and responded to concerns and inquiries from all stakeholders
- *As an **advocate of students** and an **agent of the district**, serve as the **liaison** between district and the community
- *Serve as the District's **Complaint Manager**
- *Author **state/federal grants and requests for proposals (RFPs)** while monitoring implementation/requirements of grants
- ***Data management** within District, State, and Federal systems (Power School, iStar, IWAS, Skyward, TAMES, Harrisburg/Fairbanks)
- *Collaborative development of **vision**, and implementation of short/long term **goals** to achieve vision, for each area of responsibility, in conjunction with district's **strategic plan** and individual school improvement goals.
- *Collaborative development and implementation of best practices, programs and services for all students, based on student needs, while **prioritizing inclusion** to the greatest extent possible and ensuring legislative compliance
- *Provide oversight and guidance over factors affecting **culture/climate** (i.e. discipline, diversity awareness, and equitable practices)
- *Collaborate with individual student and school teams to oversee effectiveness of individual services and district programs, using **principles of PLC** (professional learning communities) to guide conversations and analyze data
- *Allocate **resources** to schools as needed
- *Allocate student services **staffing** and approve the hiring/dismissal/transfer processes of personnel
- *Collaborate with **Union leadership** of certified and non-certified staff regarding personnel and student matters
- *Report directly to the Superintendent and serve an **integral role in District-wide leadership** and decision making

March 2013 – July 2015

Chicago High School for the Arts (ChiArts), Chicago, IL

Coordinator of Specialized Services

- *Responsible for **all facets** of the School Wide Specialized Services Program
- *Serve as **case manager and LEA** for each student with an IEP or 504 plan
- ***Monitor all aspects of IEP/504 plans to ensure compliance and implementation** of timelines, modifications and accommodations, and direct services
- ***Facilitate** specialized services team meetings
- ***Coordinate and facilitate** IEP & 504 meetings
- *Maintained **systematic data on progress monitoring**
- ***Communicate/collaborate** regularly with all stakeholders
- *Maintain regular contact with **parents and families**
- *Maintain all related **documentation**
- ***Secure** all confidential documents
- ***Manage specialized services with teachers, paraprofessionals, and related services/multidisciplinary team**
- *Provide **professional development** for all staff

- *Collaboratively develop, facilitate, and monitor **incorporation of RTI** and other school wide initiatives within the school program
- *Serve as the **testing accommodations coordinator** for standardized testing, including NWEA/MAP, EXPLORE, PSAT, ACT, PARCC
- ***Supervise and evaluate** all special education teachers and paraprofessionals
- *Submit Requests for Funding, including district contract proposals, PARFs to CPS (application for additional positions) to meet the needs of student, grants
- ***utilize district resources** to provide students with FAPE within the LRE as it pertains to the placement continuum
- * **Provide leadership and mentoring** to develop quality teaching skills and enhance leadership skills in others
- *Serve as the consultant **and liaison** among all stakeholders and school departments, especially as it pertains to Special Education, Diverse and At-Risk learners

August 2003 – February 2013

Banner Schools (a CPS contract school - Therapeutic Day), Chicago IL

Special Education Teacher & Case Manager (2003-2006)

Assistant Director/Testing Coordinator/Registrar (2006-2008)

Principal/Director (2008-2011)—Alternative High School (see below)

Instructional Leader, Coordinator (2011-2013) - Therapeutic Day

- * **Manage a caseload** of students receiving special education services
- ***Develop and present lesson plans** appropriate to the needs of the students
- *Make necessary accommodations to **facilitate students' learning and IEPs**
- ***Develop and implement IEPs and behavior management plans**
- *Develop, collaborate, and implement behavior management **policies**
- *Assist with **student disciplinary** issues
- ***Collaborate** with parents, caseworkers, probation officers, paraprofessionals, and other related service professionals to better serve our students
- *Serve as **mentor/lead teacher**; research and implement **best practices and data driven instruction**
- ***Conduct professional development**; provide training regarding District practices
- *Attend Professional developments and train teachers on **Common Core, RTI, Power School, E-IEP, behavior management, various best practices, and new initiatives**
- *Administer and coordinate **student assessments** including Scantron, ISAT, PSAT
- *Collaborate with AdvancEd, District administrators, and school principals to prepare schools and district to meet accreditation standards for **AdvancEd Corporate Accreditation**
- * Collect and **upload necessary documents** for online retrieval
- * **Collect and present data**
- *Monitor implementation of **special education services and IEP compliance** according to state and federal laws
- *Collaborate and lead staff in **ongoing evaluation** of current program and the implementation of necessary changes
- * Collaborate and lead staff in developing and implementing student and staff **master schedules**
- *Update **transcripts and graduation** checklists
- * **Provide leadership and mentoring** to develop quality teaching skills and enhance leadership skills in others

Banner Academy South (Alternative High School - Dropout Prevention/Intervention)

Principal/ Director (2008-2011)

- ***Responsible** for all facets/departments of the school program including Curriculum Development and School environment
- *Create a welcoming climate **of collaboration, shared leadership, support, and safety** for students, staff, and all stakeholders
- *Provide **supervision and evaluation** for all staff
- *Supervise and monitor implementation of **student services programs** (i.e. discipline, mentorships, social/emotional programs, counseling, extracurricular activities)
- *Monitor implementation of **special education services and IEP compliance** according to state and federal laws
- * Lead and train staff in **data driven instruction and school improvement**
- *Monitor, support, and supervise whole school implementation of **RTI, Project Based Learning, Block Scheduling, and various best practices and new initiatives**
- *Collaborate and lead staff in **ongoing evaluation** of current program and the implementation of necessary changes
- *Compile, calculate, and use **data to drive instruction and program** implementation

Supervise, monitor, and prepare school to meet **Accreditation standards** and receive accreditation

- * Collaborate and lead staff in developing and implementing student and staff **master schedules**
- * **Provide leadership and mentoring** to develop and enhance leadership skills in others
- * Develop agendas & conduct staff, administrative, parent, and community **meetings**
- * **Research, develop, and present professional development** of best practices to staff & colleagues
- * **Mediate/negotiate** issues between parents, staff, students, and district
- * **Recruit, interview, and retain** highly skilled educators
- * Develop and implement various **policies**
- * **Allocation** of resources and finances
- * Serve as a **liaison** between school and various stakeholders (i.e. parents, community, district, parent company/business office)
- * **Exceeded school district goals in attendance, pass/fail rates, and graduation rates**

ACHIEVEMENTS

- * Maintained Compliance at 95%-100%
- * Maintained and exceeded enrollment expectations
- * Increased attendance rates by 30% in one year
- * Decreased incident reports by 50% in one year
- * Increased pass/fail rates by 30% in one year
- * Exceeded school district target for graduation rates
- * Increased parental involvement through various strategies
- * Received various employment recognitions and excellent evaluations

ACTIVITIES

Illinois Alliance of Administrators of Special Education (IASSE)
 Council of Administrators of Special Education (CASE)
 Council for Exceptional Children (CEC)
 National Association of State Directors (NASDE)
 Member - Phi Eta Sigma (National Honors Society of College Freshman)
 AdvancEd Accreditation QAR team member
 Received various employment recognitions
 Chairperson and member of various school committees
 Board of Directors – AFYA International

REFERENCES

Available upon request



LEARN CHARTER MANAGEMENT SERVICES

LEARN has designed its network supports to remove as much responsibility from school leaders as possible for human resources, facilities management, compliance reporting, legal issues, and financial matters. While the network does not have a service contract in place with its schools, it does provide substantial support. The network provides the following services:

Finance: The finance team includes the Chief Financial Officer, Director of Finance, Asst. Controller, and two Accountants. Their services include overall network financial management including accounting services such as invoice processing, accounts receivable, accounts payable, cash management, budget management and budget reconciliation. They are responsible for LEARN's annual audit and all board and compliance reporting.

Human Resources and Talent: The Human Resources and Talent department supports teacher and staff recruitment, employee benefits management, and the "Grow Our Own" program that pays for continuing education for LEARN employees to earn new degrees, certifications, and endorsements. The department is led by a Chief People Officer, a Senior Director of Talent, a Director of Talent, five recruiters and two human resource professionals.

Teaching & Learning: The Teaching and Learning team is responsible for curriculum selection, professional development and teacher and leadership coaching and support. The team is led by a Director of Teaching and Learning and includes the network enrollment manager, 3 ELA coaches, 3 math coaches and an open position for a Special Education coach.

Student Support Services: Student Support Services provides the network teacher professional development and compliance monitoring for social-emotional learning, special education and bilingual education. This office also supports IEP planning and provides additional specialized services such as occupational therapy. The department is led by a Senior Director of Student Support Services and a Director of Student Support Services who augment the school based staff and oversee contracted services within the network such as physical and occupational therapists.

Compliance and Data Management: The data team tracks and reports on all student information, including reporting related to Title 1 and Title 2 funding, the Individuals with Disabilities Act, and McKinney-Vento Act compliance, and charter-school specific compliance. They are responsible for federal grant reporting and support the development team on any reporting required by foundation and corporate funders. They consolidate the results of any interim testing and provide teachers and school leaders with specific data analysis to support their individualized instructional support for students. The department is staffed by a Director of Data Analytics and Compliance and a Data Analyst.

Operations and Technology: The operations and technology team provides support directly and through outside contractors. Their responsibilities include facilities management, building maintenance and custodial services, food service, internet services, and tech support for all schools and network departments. The department is staffed by a Director of Operations, a Director of Information Technology and a Facilities Manager.

External Affairs: The External Affairs Team supports the marketing, advocacy, and fund raising work of the network. They manage the website, online digital profile, community outreach, and support any required district charter contract renewals. They are responsible for raising substantial funds each year to augment the public funding available to LEARN.

ILLINOIS IMPACT INITIATIVE
Illinois' CSP Grant - Subgrant Requests for Applications

B. 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 will be 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 as requested 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 Illinois laws 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 and amended in 2 CFR part 3474.
- ✓ 6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to charter public schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.

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- ✓ 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 not be 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

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requirements of ESEA § 4310 (2) and ESEA § 4303 (f)(2)(A), and that they have sought, or will seek, all the appropriate automatic and other waivers to support the level of autonomy negotiated in their charter contract.

✓ 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

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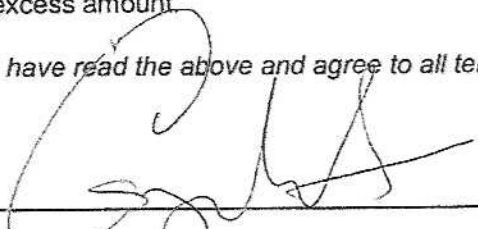
Illinois' CSP Grant - Subgrant Requests for Applications

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.

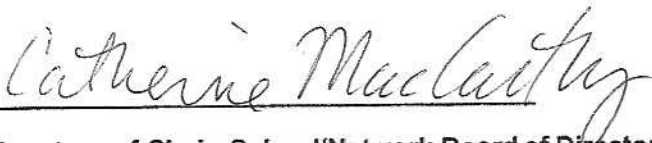
I have read the above and agree to all terms and assurances.



Signature of Project Contact, Subgrantee

2/6/2026

Date Signed



Signature of Chair, School/Network Board of Directors

2/6/2026

Date Signed

Narrative (115 Points)

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. 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.

**Lawndale Educational and Regional Network Charter School
(LEARN)**

**Accounting/Financial
Policies and Procedures Manual**

January 2026

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INTRODUCTION

The following accounting manual is intended to provide an overview of the accounting policies and procedures applicable to the Lawndale Educational and Regional Network Charter School, which shall be referred to as “LEARN” throughout this manual.

LEARN is incorporated in the state of Illinois. LEARN is exempt from federal income taxes under IRC Section 501(c)(3) as a nonprofit corporation. LEARN’s tax-exempt mission is to

- provide children with the academic foundation and ambition to earn a college degree.
- Our core values define our culture. Each LEARN campus strives to build a culture of respect, high expectations, a safe and nurturing environment, commitment to the whole child and deep family involvement.

This manual shall document the financial operations of LEARN. Its primary purpose is to formalize accounting policies and selected procedures for the accounting staff and to document internal controls. All LEARN staff are bound by the policies herein, and any deviation from established policy is prohibited.

GENERAL POLICIES

ORGANIZATIONAL STRUCTURE

The Role of the Board of Directors

LEARN is governed by its Board of Directors, which is responsible for the oversight of the organization by:

1. Planning for the future
2. Establishing broad policies
3. Identifying and proactively dealing with emerging issues
4. Interpreting the organization’s mission to the public
5. Soliciting prospective contributors
6. Contracting for the Chief Executive Officer
7. Establishing and maintaining programs and systems designed to assure compliance with terms of contracts and grants.

The board is responsible for hiring and periodically evaluating the organization’s Chief Executive Officer, who shall be responsible for the day-to-day oversight and management of LEARN.

Committee Structure

The board of directors shall form committees in order to assist the board in fulfilling its responsibilities. These committees represent vehicles for parceling out the board's work to smaller groups, thereby removing the responsibility for evaluating all of the details of particular issues from the full board's consideration. Standing board-level committees of LEARN consist of the following:

1. Executive Committee
2. Finance Committee
3. Development Committee

Specific guidelines regarding the composition and election of the board of directors and committees are described in the organization's by-laws. However, roles of committees with direct responsibilities for the financial affairs of the organization are further described in this manual. These committees shall be referred to in appropriate sections of this manual.

Finance Committee Responsibilities

The Finance Committee is responsible for direction and oversight regarding the overall financial management of LEARN. Functions of the Finance Committee include:

1. Review and recommendation of the organization's annual budget (prepared by the staff) for final approval by the full board
2. Long-term financial planning
3. Establishment of investment policy and monitoring investment performance
4. Evaluation and approval of facilities decisions (i.e. leasing, purchasing property)
5. Monitoring actual vs. budgeted financial performance
6. Oversight of reserve funds
7. Perform the role of audit committee

The review of the organization's financial statements shall not be limited to the finance committee but shall involve the entire board of directors.

The Roles of the Chief Executive Officer and Staff

The board of directors hires the Chief Executive Officer, who reports directly to the board of directors. The Chief Executive Officer is responsible for hiring and evaluating department directors for each of the organization's departments and principals for each campus. Each department director reports to the Chief Executive Officer.

Within each department, department directors/principals are responsible for hiring, with approval from the Chief Executive Officer, employees to work in that department/campus.

ACCOUNTING DEPARTMENT OVERVIEW

Organization

The accounting department is led by the Chief Financial Officer and a team of finance staff who manage and process financial information for LEARN. The positions comprising the accounting department of LEARN are as follows:

- Chief Financial Officer (CFO)
- Senior Director of Finance
and Accounting
- Assistant Controller
- Senior Accountant
- Junior Accountant
- Payroll Manager

Other officers and employees of LEARN who have financial responsibilities, and the abbreviations of each position used throughout this manual, are as follows:

- Chief Executive Officer (CEO)
- Department Directors (DD)
- Treasurer – Board-Level (TR)
- Campus Principals – (CP)
- Finance Committee (FC)
- Executive Committee (EC)
- Full Board of Directors (BOD)

Responsibilities

The primary responsibilities of the accounting department consist of:

- General Ledger
- Budgeting
- Cash and Investment Management
- Asset Management
- Grants and Contracts Administration
- Purchasing
- Accounts Receivable and Billing
- Cash Receipts and Disbursements
- Accounts Payable
- Payroll and Benefits
- Financial Statement Preparation
- External Reporting of Financial Information
- Bank Reconciliation
- Reconciliation of Sub-Ledgers
- Compliance with Government Reporting Requirements
- Annual Audit
- Leases
- Insurance

BUSINESS CONDUCT

Practice of Ethical Behavior

Unethical actions, or the appearance of unethical actions, are unacceptable under any conditions. The policies and reputation of LEARN depend to a very large extent on the following considerations.

Please see the LEARN Employee handbook for the policy on employee conduct.

Conflicts of Interest (See Appendix)

In addition, no employee, officer, or agent of LEARN shall participate in the selection, award, or administration of a contract involving LEARN if a real or apparent conflict of interest would be involved. Such a conflict would arise when the employee, officer, or agent, or any member of her or his immediate family, his or her partner, or an organization that employs or is about to employ any of the parties indicated herein, has a financial or other interest in the firm selected.

Compliance with Laws, Regulations and Organization Policies

LEARN does not tolerate the willful violation or circumvention of any Federal, state, local, or foreign law by an employee during the course of that person's employment; nor does the Organization tolerate the disregard or circumvention of LEARN policy or engagement in unscrupulous dealings. Employees should not attempt to accomplish by indirect means, through agents or intermediaries, that which is directly forbidden.

Implementation of the provisions of this policy is one of the standards by which the performance of all levels of employees will be measured.

Disciplinary Action

Failure to comply with the standards contained in this policy will result in disciplinary action that may include termination, referral for criminal prosecution, and reimbursement to the Organization or to the government, for any loss or damage resulting from the violation. Please see the LEARN Employee Handbook for the disciplinary action process.

FRAUD POLICY

Scope

This policy applies to any fraud or suspected fraud involving employees, officers or directors, as well as members, vendors, consultants, contractors, funding sources and/or any other parties with a business relationship with LEARN. Any investigative activity required will be conducted without regard to the suspected wrongdoer's length of service, position/title, or relationship with LEARN.

Policy

Management is responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Fraud is defined as the intentional, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury. Each member of the

management team will be familiar with the types of improprieties that might occur within his or her area of responsibility, and be alert for any indication of irregularity.

Effective Fiscal Year 2020, LEARN will implement a Fraud Awareness Program that occurs annually with Principals, Office Managers and Department Heads.

Any fraud that is detected or suspected must be reported immediately to the CFO and CEO or, alternatively, to the Board Treasurer, who coordinates all investigations.

Actions Constituting Fraud

The terms fraud, defalcation, misappropriation, and other fiscal irregularities refer to, but are not limited to:

1. Any dishonest or fraudulent act
2. Forgery or alteration of any document or account belonging to LEARN
3. Forgery or alteration of a check, bank draft, or any other financial document
4. Misappropriation of funds, securities, supplies, equipment, or other assets of LEARN
5. Impropriety in the handling or reporting of money or financial transactions
6. Disclosing confidential and proprietary information to outside parties
7. Accepting or seeking anything of material value from contractors, vendors, or persons providing goods or services to LEARN. Exception: gifts less than a nominal in value established as \$100.
8. Destruction, removal or inappropriate use of records, furniture, fixtures, and equipment
9. Any similar or related irregularity

Other Irregularities

Irregularities concerning an employee's moral, ethical, or behavioral conduct should be resolved by the departmental management and the Human Resources Department. If there is a question as to whether an action constitutes fraud, contact the CFO and CEO or the Board Treasurer for guidance.

Investigation Responsibilities

The Finance Committee has the primary responsibility for the investigation of all suspected fraudulent acts as defined in the policy. The Finance Committee may utilize whatever internal and/or external resources it considers necessary in conducting an investigation. If an investigation substantiates that fraudulent activities have occurred, the Finance Committee will issue reports to appropriate designated personnel and, if appropriate, to the LEARN Board of Directors and/or the Executive Committee.

Decisions to prosecute or refer the examination results to the appropriate law enforcement and/or regulatory agencies for independent investigation will be made in conjunction with legal counsel and senior management, as will final dispositions of the case.

If suspected fraud or other wrongdoing involves programs funded in whole or in part with federal funds, additional responsibilities, such as special reporting and disclosure to the awarding agency, may apply to the organization. It is the policy of LEARN to fully comply with all additional reporting, disclosure and other requirements pertaining to suspected acts of fraud as described in award documents.

Confidentiality

The Finance Committee and the CFO and CEO treat all information received confidentially. Any employee who suspects dishonest or fraudulent activity will notify the CFO and CEO or the Audit Committee Chair immediately and should not attempt to personally conduct investigations or interviews/interrogations related to any suspected fraudulent act (see **Reporting Procedures** section below).

Investigation results will not be disclosed or discussed with anyone other than those who have a legitimate need to know. This is important in order to avoid damaging the reputations of persons suspected but subsequently found innocent of wrongful conduct and to protect LEARN from potential civil liability.

Authority for Investigation of Suspected Fraud

Members of the LEARN Finance Committee will have:

1. Free and unrestricted access to all LEARN records and premises, whether owned or rented and
2. The authority to examine, copy, and/or remove all or any portion of the contents of files, desks, cabinets, and other storage facilities on the premises without prior knowledge or consent of any individual who may use or have custody or any such items or facilities when it is within the scope of their investigations.

Reporting Procedures

Great care must be taken in the investigation of suspected improprieties or irregularities so as to avoid mistaken accusations or alerting suspected individuals that an investigation is under way.

An employee who discovers or suspects fraudulent activity will contact the CFO and CEO or the Chair of the Audit Committee immediately. The employee or other complainant may remain anonymous. All inquiries concerning the activity under investigation from the suspected individual(s), his or her attorney or representative(s), or any other inquirer should be directed to the Audit Committee or legal counsel. No information concerning the status of an investigation will be given out. The proper response to any inquiry is "I am not at liberty to discuss this matter." Under no circumstances should any reference be made to "the allegation", "the crime", "the fraud", "the forgery", "the misappropriation", or any other specific reference.

The reporting individual should be informed of the following:

1. Do not contact the suspected individual in an effort to determine facts or demand restitution.
2. Do not discuss the case, facts, suspicions, or allegations with anyone unless specifically asked to do so by the LEARN legal counsel or the Finance Committee.

WHISTLE BLOWING POLICY

LEARN is committed to operating in furtherance of its tax-exempt purposes and in compliance with all applicable laws, rules and regulations, including those concerning accounting and auditing, and prohibits fraudulent practices by any of its board members, officers, employees, or volunteers. This policy outlines a procedure for employees to report actions that an employee reasonably believes violate a law, or regulation or that constitutes fraudulent accounting or other practices. This policy applies to any matter which is related to LEARN's business and does not relate to private acts of an individual not connected to the business of LEARN.

If an employee has a reasonable belief that an employee or LEARN has engaged in any action that violates any applicable law, or regulation, including those concerning accounting and auditing, or constitutes a fraudulent practice, the employee is expected to immediately report such information to Human Resources. If the employee does not feel comfortable reporting the information to Human Resources, he or she is expected to report the information to the President & CEO, Board Chair and/or Board Treasurer.

All reports will be followed up promptly, and an investigation conducted. In conducting its investigations, LEARN will strive to keep the identity of the complaining individual as confidential as possible, while conducting an adequate review and investigation.

LEARN will not retaliate against an employee in the terms and conditions of employment because that employee: (a) reports to a supervisor, Human Resources, the President & CEO, the Board of Directors or to a federal, state or local agency what the employee believes in good faith to be a violation of the law; or (b) participates in good faith in any resulting investigation or proceeding, or (c) exercises his or her rights under any state or federal law(s) or regulation(s) to pursue a claim or take legal action to protect the employee's rights.

LEARN may take disciplinary action (up to and including termination) against an employee who in management's assessment has engaged in retaliatory conduct in violation of this policy.

In addition, LEARN will not, with the intent to retaliate, take any action harmful to any employee who has provided to law enforcement personnel or a court truthful information relating to the

commission or possible commission by LEARN or any of its employees of a violation of any applicable law or regulation.

Supervisors will be trained on this policy and LEARN's prohibition against retaliation in accordance with this policy.

SECURITY

Accounting Department

The LEARN blank check stock shall be stored in a file cabinet in the Accounting Department. This cabinet will be locked with a key that is kept in the Accounting Department. Access to this file cabinet shall be by keys in the possession of the Senior Director of Finance and Accounting.

Any checks or cash received are stored in a locked cabinet by the Senior Director of Finance and Accounting. The LEARN deposit stamp and deposit slips are also maintained in the cabinet. The Senior Director of Accounting and Finance, and Chief Financial Officer have the keys to the cabinet. With the conversion to On-Line Banking for Business, checks are deposited by the Senior Director via the BMO DepositEdge System. Deposit Transmission Reports are received by the Chief Financial Officer for review.

Access to Electronically Stored Accounting Data

It is the policy of LEARN to utilize passwords to restrict access to accounting software and data. Only duly authorized accounting personnel with data input responsibilities will be assigned passwords that allow access to the system.

Accounting personnel are expected to keep their passwords secret. Administration of passwords shall be performed by a responsible individual independent of programming functions.

Each password enables a user to gain access to only those software and data files necessary for each employee's required duties.

Storage Back-Up of Accounting Files

It is the policy of LEARN to maintain daily back-up copies of electronic data files off-site in a secure environment. Access to back-up files shall be limited to individuals authorized by the Chief Financial Officer.

General Office Security

During normal business hours, all visitors are required to check in with the school main office. After hours, a security key is required for access to the offices of LEARN. Keys are issued only to employees of LEARN.

TECHNOLOGY AND ELECTRONIC COMMUNICATIONS

Purpose and Scope

The purpose of this policy is to identify guidelines for the use of LEARN technologies and communications systems. This policy establishes a minimum standard that must be upheld and enforced by users of the organization's technologies and communications systems.

The term "user" as used in these policies refers to employees (whether full-time, part-time or limited-term), independent contractors, consultants, and any other user having authorized access to, and using any of, the organization's computers or electronic communications resources.

Computer and electronic communications resources include, but are not limited to, host computers, file servers, stand-alone computers, laptops, printers, fax machines, phones, on-line services, E-mail systems, bulletin board systems, and all software that is owned, licensed or operated by LEARN. Please see the LEARN Employee Handbook for the Use of E-Mail and the Internet policy.

Acceptable Use of LEARN Property

Use of the organization's computers and electronic communications technologies is for programmatic and business activities of LEARN. All use of such resources shall be in an honest, ethical, and legal manner that conforms to applicable license agreements, contracts, and policies regarding their intended use. Although incidental and occasional personal use of the organization's communications systems are permitted, users automatically waive any rights to privacy.

In addition, the information, ideas, concepts and knowledge described, documented or contained in the organization's electronic systems are the intellectual property of LEARN. The copying or use of the organization's intellectual property for personal use or benefit during or after employment (or period of contract) with LEARN is prohibited unless approved in advance by the Chief Executive Officer.

All hardware (laptops, computers, monitors, mice, keyboards, printers, telephones, fax machines, etc) issued by LEARN is the property of the organization and should be treated as such. Users may not physically alter or attempt repairs on any hardware at any time. Users must report any problems with hardware to the IT department.

Password Security

Users are responsible for safeguarding their login passwords. Passwords may not be shared, nor should they be printed or stored on-line. Users should not leave their computers unattended without logging off.

Confidentiality

All information about individuals, families or organizations served by LEARN is confidential. No information may be shared with any person or organization outside LEARN without the prior written approval of the individual, family or organization and the CEO.

Copyrighted Information

Use of LEARN electronic communication systems to copy, modify, or transmit documents, software, information or other materials protected by copyright, trademark, patent or trade secrecy laws, without obtaining prior written permission from the owner of such rights in such materials, is prohibited.

Installation of Software

The installation of new software on the computers of LEARN without the prior approval of the CFO/CEO is prohibited. If an employee desires to install any new programs onto a LEARN computer, written permission should first be obtained.

Disciplinary Action for Violations

LEARN requires all users to adhere to this policy. Violations of this policy will result in disciplinary action, which could include termination of employment or cancellation of contracts. Please see the LEARN Employee Handbook for the disciplinary action process e-mail and internet use policy.

Reporting of Suspected Violations

Suspected violations of these policies should be immediately and confidentially reported to your immediate supervisor. If you prefer not to discuss it with your supervisor, you may contact the CEO, CFO or Board Treasurer.

GENERAL LEDGER AND CHART OF ACCOUNTS

The general ledger is defined as a group of accounts that supports the information shown in the major financial statements. The general ledger is used to accumulate all financial transactions of LEARN and is supported by subsidiary ledgers that provide details for certain accounts in the general ledger. The general ledger is the foundation for the accumulation of data and reports.

Chart of Accounts Overview

The chart of accounts is the framework for the general ledger system, and therefore the basis for LEARN's accounting system. The chart of accounts consists of account titles and account numbers assigned to the titles. General ledger accounts are used to accumulate transactions and the impact of these transactions on each asset, liability, net asset, revenue, expense and gain and loss account.

LEARN's chart of accounts is comprised of six types of accounts:

1. Assets
2. Liabilities
3. Net Assets
4. Revenues
5. Expenses
6. Gains and Losses

Distribution of Chart of Accounts

All LEARN employees involved with account coding responsibilities (assignment or review of coding) or budgetary responsibilities will be issued a current chart of accounts. As the chart of accounts is revised, an updated copy of the chart of accounts shall be distributed to these individuals promptly.

Control of Chart of Accounts

LEARN's chart of accounts is monitored and controlled by the CFO and the Senior Director. Responsibilities include the handling of all account maintenance, such as additions and deletions. Any additions or deletions of accounts should be approved by the CFO, who ensures that the chart of accounts is consistent with the organizational structure of LEARN and meets the needs of each division and department.

Account Definitions

General Ledger

<u>Account Range</u>	<u>Category</u>	<u>Definition</u>
1000 - 1999	Assets	

Assets are probable future economic benefits obtained or controlled by the organization as a result of past transactions or events. Assets of LEARN are classified as current assets, fixed assets, contra-assets, and other assets.

Current assets are assets that are available or can be made readily available to meet the cost of operations or to pay current liabilities. Some examples are cash, temporary investments, and receivables that will be collected within one year of the statement of financial position date.

Fixed assets are tangible assets with a useful life of more than one year that are acquired for use in the operation of the organization and are not held for resale.

Contra-assets are accounts that reduce asset accounts, such as accumulated depreciation and reserves for uncollectible accounts receivable.

Other assets include long-term assets that are assets acquired without the intention of disposing them in the near future. Some examples are security deposits, property and long-term investments.

2000 – 2999

Liabilities

Liabilities are probable future sacrifices of economic benefits arising from present obligations of the organization to transfer assets or provide services to other entities in the future as a result of past transactions or events. Liabilities of LEARN are classified as current or long-term.

Current liabilities are probable sacrifices of economic benefits that will likely occur within one year of the date of the financial statements or which have a due date of one year or less. Common examples of current liabilities include accounts payable, accrued liabilities, short-term notes payable, and deferred revenue.

Long-Term Liabilities are probable sacrifices of economic benefits that will likely occur more than one year from the date of the financial statements. An example is the non-current portion of a mortgage loan.

3000 - 3999

Net Assets

Net Assets is the difference between total assets and total liabilities. See the next section for LEARN's policies on classifying net assets.

4000 - 4999

Revenues

Revenues are inflows or other enhancements of assets, or settlements of liabilities, from delivering or producing goods, rendering services, or other activities that constitute an organization's ongoing major or central operations. Revenues of LEARN include membership dues, conference registrations, and sales of publications.

Revenues of LEARN also include contributions received from donors and grants received from government agencies, private foundations and corporations.

5000 - 5999

Expenses

Expenses are outflows or other using up of assets or incurrences of liabilities from delivering or producing goods, rendering services, or carrying out other activities that constitute LEARN's ongoing major or central operations.

6000 – 6999

Gains and Losses

Gains are increases in net assets from peripheral or incidental transactions and from all other transactions and other events and circumstances affecting the organization except those that result from revenues or contributions.

Losses are decreases in net assets from peripheral or incidental transactions and from all other transactions and other events and circumstances affecting the organization except those that result from expenses.

Gains or losses occur when LEARN sells a fixed asset or writes off as worthless a fixed asset with remaining book value.

Classification of Net Assets

Net assets of the Organization shall be classified based upon the existence or absence of donor-imposed restrictions as follows:

Without Donor Restrictions - Net assets that are not subject to donor-imposed stipulations.

With Donor Restrictions – Net assets subject to donor-imposed stipulations that may or will be satisfied through the actions of the Organization and/or the passage of time.

Net assets accumulated by LEARN that are not subject to donor-imposed restrictions, but which the board of directors of the Organization has earmarked for specific uses, shall be segregated in the accounting records as "board-designated" funds within the unrestricted category of net assets.

Fiscal Year of Organization

LEARN shall operate on a fiscal year that begins on July 1 and ends on June 30. Any changes to the fiscal year of the organization must be ratified by majority vote of LEARN's board of directors.

Journal Entries

All general ledgers entries that do not originate from a subsidiary ledger shall be supported by journal vouchers, which shall include a reasonable explanation of each such entry. Examples of such journal entries include:

1. Recording of noncash transactions
2. Corrections of posting errors
3. Non-recurring accruals of income and expenses

Certain journal entries, called recurring journal entries, occur in every accounting period. These entries may include, but are not limited to:

1. Depreciation of fixed assets
2. Amortization of prepaid expenses
3. Accretion of discounts on promises to give
4. Accruals of recurring expenses
5. Amortization of deferred revenue

Support for recurring journal entries shall be in the form of a schedule associated with the underlying asset or liability account or, in the case of short-term recurring journal entries or immaterial items, in the form of a journal voucher.

It is the policy of LEARN that all journal entries not originating from subsidiary ledgers shall be approved through the accounting system by the CFO or Senior Director.

POLICIES ASSOCIATED WITH REVENUES AND CASH RECEIPTS

REVENUE

Revenue Recognition Policies

LEARN receives revenue from several types of transactions. Revenue from each of these types of transactions is recognized in the financial statements of LEARN in the following manner:

1. **Federal, State and Local Reimbursement** - Recognized as income when received, unless accompanied by restrictions or conditions;
2. **Grant income** – Monthly/Quarterly/Year-end accrual based on incurrence of allowable costs (for cost-reimbursement awards) or based on other terms of the award (for fixed price, unit-of-service, and other types of awards);
3. **Sponsorships** - Recognized as income when received, unless accompanied by restrictions or conditions (see the next section on contribution income);
4. **Contributions** - Recognized as income when received, unless accompanied by restrictions or conditions (see the next section on contribution income) and
5. **Student fees** - Recognized as income for the related school year.

Immaterial categories of revenue may be recorded on the cash basis of accounting (i.e. recorded as revenue when received) as deemed appropriate by the Senior Director.

CONTRIBUTIONS RECEIVED

Definitions

The following definitions shall apply with respect to the policies described in this section:

Contribution - An unconditional transfer of cash or other assets to the Organization, or a settlement or cancellation of the Organization's liabilities, in a voluntary nonreciprocal transfer by another entity acting other than as an owner. Stock gifts are recorded as the average of the high/low on the date received.

Condition - A donor-imposed stipulation that specifies a future and uncertain event whose occurrence or failure to occur gives the promisor a right of return of the assets it has transferred to the Organization or releases the promisor from its obligation to transfer its assets.

Restriction - A donor-imposed stipulation that specifies a use for the contributed asset that is more specific than broad limits resulting from the nature of the Organization, the environment in which it

operates, and the purposes specified in LEARN's articles of incorporation and bylaws. Restrictions on LEARN's use of an asset may be temporary or permanent.

Nonreciprocal Transfer - A transaction in which an entity incurs a liability or transfers assets to LEARN without directly receiving value from LEARN in exchange.

Promise to Give - A written or oral agreement to contribute cash or other assets to LEARN.

Exchange Transaction - A reciprocal transaction in which LEARN and another entity each receive and sacrifice something of approximately equal value.

Distinguishing Contributions from Exchange Transactions

LEARN receives income in the form of contributions, revenue from exchange transactions, and income from activities with characteristics of both contributions and exchange transactions. LEARN shall consider the following criteria, and any other relevant factors, in determining whether income will be accounted for as contribution income, exchange transaction revenue, or both:

1. LEARN's intent in soliciting the asset, as stated in the accompanying materials;
2. The expressed intent of the entity providing resources to LEARN (i.e. does the resource provider state its intent is to support LEARN's programs or that it anticipates specified benefits in exchange?);
3. Whether the method of delivery of the asset is specified by the resource provider (exchange transaction) or is at the discretion of LEARN (contribution);
4. Whether payment received by LEARN is determined by the resource provider (contribution) or is equal to the value of the assets/services provided by LEARN, or the cost of those assets plus a markup (exchange transaction);
5. Whether there are provisions for penalties (due to nonperformance) beyond the amount of payment (exchange transaction) or whether penalties are limited to the delivery of assets already produced and return of unspent funds (contribution); and
6. Whether assets are to be delivered by LEARN to individuals or organizations other than the resource provider (contribution) or whether they are delivered directly to the resource provider or to individuals or organizations closely connected to the resource provider.

Accounting for Contributions

LEARN shall recognize contribution income in the period in which the Organization receives restricted or unrestricted assets in nonreciprocal transfers, or unconditional promises of future nonreciprocal asset transfers, from donors. Contribution income shall be classified as increases in unrestricted, temporarily restricted, or permanently restricted net assets based on the existence or absence of such restrictions.

Unconditional promises to give shall be recorded as assets and increases in temporarily restricted net assets (contribution income) of LEARN in the period that LEARN receives evidence that a promise to support the Organization has been made. Unconditional promises to give that are to be collected within one year shall be recorded at their face value, less any reserve for uncollectible promises, as estimated by management. Unconditional promises to give that are collectible over time periods in excess of one year shall be recorded at their discounted net present value. Accretion of discount on such promises to give shall be recorded as contribution income in each period leading up to the due date of the promise to give. The interest rate that shall be used in calculating net present values of unconditional promises to give is the risk-free rate of return available to LEARN at the time the Organization receives a promise from a donor.

When the final time or use restriction associated with a contributed asset has been met, a reclassification between temporarily restricted and unrestricted net assets shall be recorded.

When it receives support in the form of volunteer labor, LEARN shall record contribution income and assets or expenses if one of the following two criteria is met:

1. The contributed service creates or enhances a non-financial asset (such as a building or equipment), or
2. The contributed service possesses all three of the following characteristics:
 - a. It is the type of service that would typically need to be purchased by LEARN if it had not been contributed,
 - b. It requires specialized skills (i.e. formal training in a trade or profession), and
 - c. It is provided by an individual possessing those specialized skills.

Contributed services that meet one of the two preceding criteria shall be recorded at the fair market value of the service rendered.

Receipts and Disclosures

LEARN and its donors are subject to certain disclosure and reporting requirements imposed under the Internal Revenue Code and the underlying Regulations. To comply with those rules, LEARN shall adhere to the following guidelines with respect to contributions received by the Organization.

For any separate contribution received by LEARN, it shall provide a receipt to the donor. The receipt shall be prepared by the LEARN Development Department. All receipts prepared by LEARN shall include the following information:

1. The amount of cash received and/or a description (but not an assessment of the value) of any noncash property received;
2. A statement of whether LEARN provided any goods or services to the donor in consideration, in whole or in part, for any of the cash or property received by the Organization from the donor, and
3. If any goods or services were provided to the donor by LEARN, a description and good faith estimate of the value of those goods or services.

When LEARN receives cash in excess of \$75, or noncash property with a value in excess of \$75, as part of a quid pro quo transaction, the Organization shall follow additional disclosure procedures. For purposes of this paragraph, a "quid pro quo" transaction is one in which LEARN receives cash or property in a transaction that is part contribution and part exchange transaction (i.e. the value of the goods or services provided to the donor by LEARN is less than the value of cash or property provided by the donor). In such instances, LEARN shall provide to the donor a receipt stating that only the amount contributed in excess of the fair market value of the goods or services provided by LEARN may be deducted as a charitable contribution. The receipt shall also include a good-faith estimate of the fair market value of the goods or services provided to the donor by LEARN.

All estimates of the fair market value of goods or services provided by LEARN shall be prepared by the development department.

It is the policy of LEARN to comply with all current federal and state rules regarding solicitation and collection of charitable contributions, whether specifically addressed in this manual or not, as well as all future revisions to those rules.

ACCOUNTS RECEIVABLE POLICIES

Overview

The following is a list of items billed and/or accrued and received by LEARN and the frequency with which each is billed:

Annual Billings

1. None

Quarterly Billings

1. Federal, State and Local Grants/Reimbursements (See separate section on “Policies Associated with Federal Awards” for billing policies associated with federal grant agreements)
2. Pledges Receivable as applicable

Monthly Billings

1. Grants and contracts (See separate section on “Policies Associated with Federal Awards” for billing policies associated with federal grant agreements)
2. Pledges Receivable as applicable

Responsibilities for Billing and Collection

LEARN’s Accounting Department/School Campus are responsible for the submission of documentation for federal, state and local reimbursements as well as the collection of outstanding receivables. (Note: Cash receipts, credit memo, and collection policies will be discussed in subsequent sections).

Accounts Receivable Entry Policies

Posting of customer invoices to the accounts receivable subsidiary ledger shall be performed by individuals independent of the cash receipts function of LEARN. Pledges receivable are maintained in Salesforce. All other receivables are maintained in an Excel subsidiary ledger.

If applicable, posting of credit memos and other adjustments to customer accounts receivable shall also be performed by an individual independent of the cash receipts function of LEARN.

Monitoring and Reconciliations

On a monthly basis, a detail of accounts receivable report is and reconciled to the general ledger by the accounting department. All differences are immediately investigated and resolved, and the reconciliation is reviewed by the Senior Director and CFO.

Collections

A Charter School does not have the same accounts receivable or collections process as a typical business or non-profit organization due to the type of funding. Therefore, collections are performed on a monthly basis as needed based on the review of the outstanding items shown on the accounts receivable summary.

Credits and Other Adjustments to Accounts Receivable

From time to time, credits against accounts receivable from transactions other than payments and bad debts will occur. Examples of other credits include adjustments for billing errors. All credits shall be processed by an employee who is independent of the cash receipts function. If applicable, in addition, all credits less than \$1,000 shall be authorized by the Senior Director of Finance and Accounting and all credits greater than \$1,000 shall be authorized by the CFO.

Accounts Receivable Write-Off Authorization Procedures

It is the policy of LEARN to ensure that all available means of collecting accounts receivable have been exhausted before write-off procedures are initiated. Write-offs are initiated by the Department associated with the amount to be written off, in conjunction with the accounting department. If an account receivable is deemed uncollectible, the following approvals are required before the write-off is processed:

<u>Amount</u>	<u>Authorized by</u>
Less than \$1,000	CFO
\$1,000 or more	CEO

If write-off procedures have been initiated, the following accounting treatment applies:

1. Current year invoices that are written off will either be charged against an appropriate revenue or revenue adjustment account or against the original account credited.

Reserve for Uncollectible Accounts

From time to time, but no less than annually the CFO and CEO will determine if there are any uncollectible accounts. If any individual accounts are deemed uncollectible these amounts will be reserved and receivables will be reported net of that amount.

CASH RECEIPTS

Overview

Cash (including checks payable to the organization) is the most liquid asset an organization has. Therefore, it is the objective of LEARN to establish and follow the strongest possible internal controls in this area.

Processing of Checks and Cash Received

Cash receipts processing are centralized to ensure that cash received is appropriately directed, recorded and deposited on a timely basis.

Effective fiscal year 2017:

For cash receipts received at a Campus, the office manager receiving the checks or cash fills out a cash deposit form or check deposit form. For credit card deposit, the Office Manager (OM) receives a credit card deposit report from Finance generated by Vantiv each month. OM provides finance with payment detail/type. A receipt is given to the parent/guardian at the time of the transaction. The checks or cash and a copy of the signed form is submitted to the LEARN finance department. The cash and signed form are sent to the finance department periodically as appropriate.

Cash receipts at the CMO either mailed or from a Campus are deposited at the bank by an employee who is not involved in the bank reconciliation process or has bank authorization wire/deposit access. All checks received via mail are reviewed by the Senior Director and CFO prior to deposit. During the bank reconciliation process, the Senior Accountant matches the deposit slip to the bank statement.

For cash receipts received at a Campus, the OM receiving the checks or cash fills out a triplicate receipt at the time of the transaction. A copy of the receipt is given or mailed to the parent/guardian. The checks or cash and a copy of the receipt with the cash deposit form or check deposit form is submitted to the LEARN finance department periodically as appropriate. The Campus will also maintain a copy of the receipt.

Cash Receipts, either mailed or from a Campus, are opened and a listing of cash/checks received shall be prepared in an open area, in the presence of other employees, and is counted/reviewed by the Senior Director or CFO. The individual preparing the daily list of receipts shall be someone that is not involved in the recording of cash receipts or bank reconciliation process. A triplicate receipt is filled out for any student fees that were submitted directly to the LEARN CMO and is mailed to the parent/guardian. A deposit slip is prepared from the cash/checks received and compared to the daily receipts listing for discrepancies. Cash Deposits are taken to the bank by an individual other than the employee who prepared the daily cash receipts listing and who does not have bank authorization access or has access to record cash receipts in the ledger. Check or money order deposits are submitted remotely via BMO DepositEdge from the on-line for banking system.

Endorsement of Checks

It is the policy of LEARN that all checks received that are payable to the Organization shall immediately be restrictively endorsed by the individual who prepares the daily receipts listing. The restrictive endorsement shall be a rubber stamp that includes the following information:

1. For Deposit Only
2. LEARN
3. The bank name
4. The bank account number of LEARN

Timeliness of Bank Deposits

Checks and Money Orders are deposited via the Deposit Edge System via the BMO On Line Banking for Business Product. It is the policy of LEARN to make cash bank deposits on a weekly basis. In no event shall deposits be made less frequently than bi-weekly.

Reconciliation of Deposits

On a periodic basis, the Senior Accountant, who does not prepare the initial cash receipts listing or bank deposit, shall reconcile the listings of receipts to bank deposits reflected on the monthly bank statement. Any discrepancies shall be immediately investigated.

Processing of Credit Cards

LEARN accepts MasterCard, Visa and American Express credit cards for payment, all of which are authorized through the participating credit card various third party processors. This is done by following the credit card authorization instructions from the participating credit card company.

All credit card processing administrative functions shall be performed by one individual designated by the CFO. This individual shall be independent of the accounts receivable function.

POLICIES ASSOCIATED WITH EXPENDITURES AND DISBURSEMENTS

PURCHASING POLICIES AND PROCEDURES

Overview

It is the policy of LEARN to follow a practice of ethical, responsible and reasonable procedures related to purchasing, agreements and contracts, and related forms of commitment. The policies in this section describe the principles and procedures that all staff shall adhere to in the completion of their designated responsibilities.

Responsibility for Purchasing

All principals shall have the authority to initiate purchases on behalf of their school, within the guidelines described in this policies manual. In addition, department directors may delegate purchasing authority to responsible individuals within their department. Department directors shall inform the accounting department of all individuals that may initiate purchases or prepare purchase requisitions. The accounting department shall maintain a current list of all authorized purchasers of LEARN within The Financial Edge.

The campus/department designees shall be responsible for processing purchase requisitions to initiate purchase process including budget allocation. Campus Principal/Department Director must approve all purchase requisitions. The Senior Director and/or CFO must confirm availability of funds based on budget allocation assigned to purchase requisition. The Senior Director and/or CFO shall make recommendations to Campus Principal/Department Director on any proposed purchases where budgetary or other conditions may result in denial.

Non-Discrimination Policy

Vendors/contractors who are the recipients of Organization funds, or who propose to perform any work or furnish any goods under agreements with LEARN shall agree to these important principles:

1. Vendors/Contractors will not discriminate against any employee or applicant for employment because of race, religion, color, sexual orientation or national origin, except where religion, sex, or national origin is a bona fide occupational qualification reasonably necessary to the normal operation of the vendors/contractors.
2. Vendors/contractors should post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this non-discrimination clause. Notices, advertisement and solicitations placed in accordance with Federal law, rule or regulation shall be deemed sufficient for meeting the intent of this section.

Use of Purchase Orders

It is the policy of LEARN to utilize The Financial Edge WebPortal purchasing system. A properly completed purchase requisition shall be required for each purchase decision for goods, net unit cost in which items are received and inventoried. A properly completed Purchase Requisition shall contain the following information, at a minimum:

1. Specifications or statement of services required starting with campus/department
2. Vendor name, address, point of contact and phone number
3. Source of funding (if applicable)
4. Budget account number
5. Quote/Supporting documentation scanned to Finance via WebPortal or email
6. Special conditions (if applicable)
7. Total amount of order
8. Request for payment to be made by corporate credit card (if applicable)

The Financial Edge Web Portal automatically and systematically assigns requisition numbers. In addition, the Financial Edge Web Portal tracks date and approvals through to final approval. The system also provides email notification to the recipient to track progress of approvals.

Once the purchase requisition has received final approval, the originator will be notified via email. The originator will request the generation of a purchase order by the campus school/office manager. Once the purchase order is generated, the order can be placed with the vendor.

Authorizations and Purchasing Limits

The Financial Edge Web Portal requires all purchase requisitions to route through a campus/department specific approval distribution. The requisition is submitted by the preparer and routed to the Principal/Director for first approval. The CFO is the second and final required approver through the system for all purchases up to \$10,000. The CEO is the third and final approver for all purchases in excess of \$10,000 prior to placing order. All approvals occur systematically through The Financial Edge WebPortal purchasing module. The finance committee reviews the operating and capital budget in detail and sends to the board for review and approval. Any significant unbudgeted purchases are sent to the Treasurer and Board Chair for approval.

All contracts between LEARN and outside parties must be reviewed and approved by the School Principal, the CEO, and CFO. The CEO is authorized to enter into all contracts on behalf of LEARN. These policies shall also apply to renewals of existing contracts.

Solicitation of Quotations from Vendors

LEARN contracts with an E-rate and Food Service Consultants to help with the bidding process for federal expenditures related to technology services and food service procurement, as per state and federal requirements. For example, LEARN's Food Service Consultant handles the bid requirements, preparation and approval, publication, distribution of bids, evaluation and award. LEARN outsources IT Network Services and when applicable, the firm assists LEARN in identifying purchase requirements for technology. These consultants assist us in best efforts in meeting federal procurement guidelines as per the specific federal related purchase (**SEE POLICIES ASSOCIATED WITH FEDERAL AWARDS**).

LEARN makes its best efforts and whenever possible to requests oral and written quotations depending on purchase levels for labor, equipment, supplies or services, leased or contracted. Competitive Bidding for larger purchases is supported through e-rate (separate guidelines) and food service consultants discussed above.

In general, solicitations for goods and services (requests for proposals via e-rate and food service procurement) should provide for the following (for federal expenditures):

1. A clear and accurate description of the technical requirements for the material, product or service to be procured. In competitive procurements, such a description shall not contain features, which unduly restrict competition.
2. Requirements which the bidder must fulfill and all other factors to be used in evaluating bids or proposals (see the next section entitled "Evaluation of Alternative Vendors" for required criteria)
3. A description, whenever practicable, of technical requirements in terms of functions to be performed or performance required, including the range of acceptable characteristics or minimum acceptable standards.
4. The specific features of "brand name or equal" descriptions that bidders are required to meet when such items are included in the solicitations.
5. The acceptance, to the extent practicable and economically feasible, of products and services dimensioned in the metric system of measurement.
6. Preference, to the extent practicable and economically feasible, for products and services that conserve natural resources and protect the environment and are energy efficient.
7. A description of the proper format, if any, in which proposals must be submitted, including the name of the LEARN person to whom proposals should be sent.
8. The date by which proposals are due.

9. Required delivery or performance dates/schedules.
10. Clear indications of the quantity(ies) requested and unit(s) of measure.

Extensions of Due Dates and Receipt of Late Proposals – Per Erate and Food Service Proposals

Solicitations should provide for sufficient time to permit the preparation and submission of offers before the specified due date. However, in the event that a prospective bidder requests an extension to a due date specified in a solicitation, and such an extension is both justified and compatible with the requirements of LEARN, an extension may be granted by the purchasing representative.

Vendor proposals are considered late if received after the due date and time specified in the solicitation. All such late proposals shall be marked “Late Proposal” on the outside of the envelope and retained, unopened, in the procurement folder. Vendors that submit late proposals shall be sent a letter notifying them that their proposal was late and could not be considered for award.

Evaluation of Alternative Vendors (Support via E-rate and Food Service Consultants)

Alternative vendors shall be evaluated on a weighted scale that considers the following criteria:

1. Adequacy of the proposed methodology of the vendor
2. Skill and experience of key personnel
3. Demonstrated company experience
4. Other technical specifications (designated by department requesting proposals)
5. Compliance with administrative requirements of the request for proposal (format, due date, etc.)
6. Vendor’s financial stability
7. Vendor’s demonstrated commitment to the nonprofit sector
8. Results of communications with references supplied by vendor
9. Ability/commitment to meeting time deadlines
10. Cost
11. Minority- or women-owned business status of vendor
12. Other criteria (to be specified by department requesting proposal)

Not all of the preceding criteria may apply in each purchasing scenario. However, in each situation requiring consideration of alternative vendors, evaluation will be made of relative importance of each criterion prior to requesting proposals and shall evaluate each proposal on the basis of the criteria and weighting that have been determined.

After a vendor has been selected and approved by the department director, the final selection shall be approved by the Chief Executive Officer prior to entering into a contract.

Affirmative Consideration of Minority, Small Business and Women-Owned Businesses

Positive efforts shall be made by LEARN and procurement consultants to utilize small businesses, minority-owned firms, and women's business enterprises, whenever possible. The following steps shall be taken in furtherance of this goal:

1. Ensure that small business, minority-owned firms, and women's business enterprises are used to the fullest extent practicable.
2. Make information on forthcoming opportunities available and arrange time frames for purchases and contracts to encourage and facilitate participation by small business, minority-owned firms and women's business enterprises.
3. Consider in the contract process whether firms competing for larger contracts tend to subcontract with small businesses, minority-owned firms and women's business enterprises.
4. Encourage contracting with consortiums of small businesses, minority owned firms and women's business enterprises when a contract is too large for one of these firms to handle individually.
5. Use the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Department of Commerce's Minority Business Development Agency in the minority-owned firms and women's business enterprises.

Special Purchasing Conditions

Emergencies:

Where equipment, materials, parts, and/or services are needed, quotations will not be necessary if the health, welfare, safety, etc., of staff and protection of Organization property is involved.

Single Distributor/Source:

Where there is only one (1) distributor for merchandise needed and no other product meets the stated needs or specifications, quotations will not be necessary.

Federally-Funded Programs:

Purchases that will be charged to programs funded with federal awards will be subject to additional policies. These policies are described in a separate section, "Policies Associated with Federal Awards."

Vendor Files and Required Documentation

The Junior Accountant saves all vendor documentation in the Accounts Payable Shared Directory and Financial Edge.

Upon making the initial purchase from any vendor (regardless of whether a contract is involved), the Junior Accountant shall send a blank Form W-9 to that vendor, along with a request for the vendor to complete and sign the W-9. Completed, signed Forms W-9 or substitute documentation shall be filed the finance shared directory by vendor.

See the section on “Payroll and Related Policies” for guidance on determining whether a vendor should be treated as an employee.

Ethical Conduct in Purchasing

Ethical conduct in managing the Organization's purchasing activities is an absolute essential. Staff must always be mindful that they represent the Board of Directors and share a professional trust with other staff and the general membership.

Staff shall discourage the offer of, and decline, individual gifts or gratuities of value in any way that might influence the purchase of supplies, equipment, and/or services. Staff shall notify their immediate supervisor if they are offered such gifts. Gifts to the Organization, viewed as normal business incentives to obtain future Organization-approved business such as for meeting sites, are acceptable donations.

Conflicts of Interest Prohibited

No officer, board member, employee, or agent of LEARN shall participate in the selection or administration of a vendor if a real or apparent conflict of interest would be involved. Such a conflict would arise if an officer, board member, employee or agent, or any member of his/her immediate family, his/her spouse/partner, or an organization that employs or is about to employ any of the parties indicated herein, has a financial or other interest in the vendor selected.

Officers, board members, employees and agents of LEARN shall neither solicit nor accept gratuities, favors, or anything of monetary value from vendors or parties to sub-agreements. However, unsolicited gifts of a nominal value not to exceed \$25 may be accepted with the approval of the Chief Executive Officer.

Receipt and Acceptance of Goods

The recipient of ordered items or designated individual shall inspect all goods received. Upon receipt of any item from a vendor, the following actions shall be taken in a timely manner:

1. Review bill of lading for correct delivery point and verify quantities
2. Examine boxes/containers for exterior damage

3. Note any discrepancies within The Financial Edge and receipt within the system and communicate to the vendor.

POLITICAL INTERVENTION

Prohibited Expenditures

Consistent with its tax-exempt status under the Internal Revenue Code, it is the policy of LEARN that the Organization shall not incur any expenditure for political intervention. For purposes of this policy, political intervention shall be defined as any activity associated with the direct or indirect support or opposition of a candidate for elective public office at the federal, state or local level. Political intervention does not include lobbying activities, defined as the direct or indirect support or opposition for legislation, which is not prohibited under the Internal Revenue Code for LEARN. Examples of prohibited political expenditures include, but are not limited to, the following:

1. Contributions to political action committees
2. Contributions to the campaigns of individual candidates for public office
3. Contributions to political parties
4. Expenditures to produce printed materials (including materials included in periodicals) that support or oppose candidates for public office
5. Expenditures for the placement of political advertisements in periodicals

Endorsements of Candidates

It is the policy of LEARN not to endorse any candidates for public office in any manner, either verbally or in writing. This policy extends to the actions of management and other representatives of LEARN, when these individuals are acting on behalf of, or are otherwise representing, the Organization.

Prohibited Use of Organization Assets and Resources

It is the policy of LEARN that no assets or human resources of the organization shall be utilized for political activities, as defined above. This prohibition extends to the use of Organization assets or human resources in support of political activities that are engaged in personally by board members, members of management, employees, or any other representatives of LEARN. While there is no prohibition against these individuals engaging in political activities personally (on their own time, and without representing that they are acting on behalf of the Organization), these individuals must at all times be aware that Organization resources cannot at any time be utilized in support of political activities.

ACCOUNTS PAYABLE MANAGEMENT

Overview

LEARN strives to maintain efficient business practices and cost controls. A well-managed accounts payable function can assist in accomplishing this goal from the purchasing decision through payment and check reconciliation.

It is the policy of LEARN that the recording of assets or expenses and the related liability is performed by an employee independent of ordering and receiving. The amounts recorded are based on the vendor invoice for the related goods or services. The vendor invoice should be supported by an approved requisition, purchase order and/or check request, and should be reviewed by Senior Director/CFO and compared to approved purchase order or check request prior to being processed for payment. Invoices and related general ledger account distribution codes are reviewed prior to posting to the subsidiary system.

The primary objective for accounts payable and cash disbursements is to ensure that:

1. Disbursements are properly authorized
2. Invoices are processed in a timely manner
3. Vendor credit terms and operating cash are managed for maximum benefits

Recording of Accounts Payable

All valid accounts payable transactions, properly supported with the required documentation, shall be recorded as accounts payable in a timely manner.

Accounts payable are typically processed on a daily basis (although payments are processed weekly, on average). Information is entered into the system from approved purchase orders or check requests with appropriate documentation attached.

It is the policy of LEARN that only original invoices will be processed for payment unless duplicated copies have been verified as unpaid by researching the vendor records. No vendor statements shall be processed for payment.

Accounts Payable Cut-Off

For purposes of the preparation of the Organization's monthly financial statements, all vendor invoices that are received, approved and supported with proper documentation by the fifth day of the following month (also depends on close cycle) shall be recorded as accounts payable as of the end of the immediately preceding month if the invoice pertains to goods or services delivered by month-end. (Held open longer for fiscal year end close)

Establishment of Control Devices

Control of invoices is established by the Senior Director and Junior Accountant as soon as invoices

are received. Vendors will be instructed to e-mail all invoices directly to the finance department.

Any invoices received that don't have a corresponding approved purchase order or check request will be routed to the correct department head to submit a requisition or for initial approval.

Preparation of a Voucher Package

Prior to any account payable being submitted for payment, the Junior Accountant and Senior Director save the following information in the finance shared directory:

1. Vendor invoice (Check request or employee expense report)
2. Approved requisition with appropriate coding
3. Any other supporting documentation deemed appropriate

Processing of Voucher Packages

The following procedures shall be applied to each voucher package by the Junior Accountant and Senior Director (performed by CFO if Senior Director position is open):

1. Check the mathematical accuracy of the vendor invoice
2. Compare the nature, quantity and prices of all items ordered per the vendor invoice to the purchase order
3. Document the general ledger distribution, using the Organization's current chart of accounts
4. Ensure the approval of the Principal/Department Director on the purchase order.

Payment Discounts

To the extent practical, it is the policy of LEARN to take advantage of all prompt payment discounts offered by vendors. When availability of such discounts is noted, and all required documentation in support of payment is available, payments will be scheduled so as to take full advantage of the discounts.

Employee Expense Reports

Reimbursements for travel expenses, business meals, or other approved costs will be made only upon the receipt of a properly approved and completed expense reimbursement form (see further policies under "Travel and Business Entertainment").

Reconciliation of A/P Subsidiary Ledger to General Ledger

At the end of each monthly accounting period, the total amount due to vendors per the accounts payable subsidiary ledger shall be reconciled to the total per the accounts payable general ledger account (control account). All differences are investigated and adjustments are made as necessary. The reconciliation and the results of the investigation of differences are reviewed and approved by the Senior Director and CFO.

Also on a monthly basis, the Senior Director and Junior Accountant shall perform the following procedures:

1. Review statements received for unprocessed invoices.
2. Review the Open Purchase Order/Requisition report for open P.O.'s and requisitions that are more than 60 days old and follow up.

TRAVEL AND EXPENSE REIMBURSEMENT POLICY

Statement of Purpose and Responsibilities

The following establishes policies governing the reimbursement of travel, entertainment and other business expenses incurred on behalf of LEARN, as well as the issuance and use of credit cards. It is LEARN's policy to reimburse employees for ordinary, necessary and reasonable expenses when directly related to the conduct of LEARN business in accordance with these guidelines and applicable law.

Directly related expenses are those in which there is the expectation of deriving some current or future benefit for LEARN's mission or the Organization, the employee is actively engaged in a business meeting or activity necessary to the performance of the employee's job duties, or, in the case of entertainment, there is a clear business purpose.

Employees are expected to exercise prudent business judgment regarding expenses covered by this Policy. Reimbursement for expenses that are not in compliance with this Policy requires the prior written approval of LEARN's CFO or CEO.

LEARN employees are responsible for complying with this Policy. Employees submitting expenses that are not in compliance with this Policy risk delayed partial or forfeited reimbursement.

Documentation

The goal is that requests for reimbursement of business expenses must be submitted within 30 days of the date incurred. Exceptions will require the approval of the CFO or CEO for reimbursement. LEARN requires timely submission of expenses both for budgeting and financial reporting purposes.

Requests for reimbursement of business expenses must be submitted on the appropriate expense reimbursement request form. A separate expense report is required for each business trip and each expense shall be separately identified. Forms shall be dated and signed by the employee.

Receipts are recommended for all expenses submitted for reimbursement; they are required for all expenses greater than \$25.00. Requests for exceptions to this policy should document extenuating circumstances and be approved by the CFO or CEO.

LEARN complies with IRS regulations, which require that all business expenses be substantiated with adequate records. This substantiation must include information relating to:

1. The amount of the expenditure
2. The business purpose of the expenditure; and
3. The names and the business relationships of individuals other than the employee for whom the expenditures were made.

All receipts are date and time stamped for reference.

Requests for reimbursement lacking complete information will be returned to the requesting employee.

Approvals

Office Managers enter Principal and campus staff expense reimbursements into web-portal for approval. Expense reimbursement forms, together with required documentation, must be submitted to the employee's immediate supervisor for review and signature approval. The expense reports are reviewed by the Senior Director/ CFO for approval, as applicable. The CFO or CEO may approve expense reimbursement in the absence of the employee's supervisor.

Supervisors approving expense reports are responsible for ensuring that the expenses reported are proper and reimbursable under this Policy, the expense report has been filled out accurately and has the required documentation; and the expenses are reasonable and necessary.

Expense reimbursement requests from the CEO are to be approved by the CFO and Board Treasurer.

Reimbursable Expenses

The following are reimbursable expenses, as long as they are in compliance with the applicable provisions of this Policy, and are for business purposes:

- Train fare, bus fare, taxicabs and related tips, airfare
- Personal mileage, if using own vehicle
- Toll and parking charges
- Program costs
- Meals (Per Diem, see below)
- Car rental or other equipment rental
- Conference and convention fees
- Hotel or motel charges and related tips
- Reasonable business entertainment expenses
- Other reasonable and necessary business expenses, not specifically excluded by this section

The following expenses are not reimbursable:

- Traffic fines
- Excessive tips
- Alcohol, unless consumed during legitimate business-related entertainment activities
- First class airfare, unless medically necessary
- In-flight movies/refreshments
- Hotel room movies and other forms of personal entertainment

No policy can anticipate every situation that might give rise to legitimate business expenses. Reasonable and necessary expenses, which are not listed above, may be incurred. Each employee and supervisor must use his/her best professional judgment in determining if an unlisted expense is reimbursable under this Policy.

Meals (per diem)

Per diem allowances are reimbursable for approved overnight travel.

LEARN per diem rates are determined by LEARN and are within the U.S. General Services Administration Guidelines, which vary by city location. In addition to meals these rates include incidental expenses such as laundry, dry cleaning and service tips (e.g., housekeeping or porter tips). Incidental expenses, unless specifically cited in this policy, will not be reimbursed.

Per diem reimbursements are based on departure and return times over the entire 24-hour day and are prorated accordingly.

If a free meal is served on the plane, included in a conference registration fee, built into the standard, single hotel room rate or replaced by a legitimate business meal, the per diem allowance for that meal may not be claimed.

Receipts are not required for per diem allowances. Per diem allowances are reimbursed after the trip is completed.

Credit Card Usage without Purchase Order/Check Request

LEARN understands that during the normal course of business there will be times when purchases will need to be made via credit card without prior approval. This authority is granted only to School Principal and CMO Directors with corporate cards. CFO approval should be placed for any purchase exceeding \$1,000.

In addition, corporate credit card can be used for business travel related to approved professional development training, conferences and seminars. Staff must ensure that enough time is allotted to obtain approval for approved purchases being paid by credit card.

It is imperative all receipts related to corporate card purchases are submitted to CMO on a timely basis – preferably via email. Delay in providing receipts can delay payments of corporate cards which impacts not only the employee's card, but the credit rating of LEARN Charter School Network. Any failure to submit expense reports with receipts timely or abuse of card usage can result in loss of card privileges.

Special Rules Pertaining to Air Travel

The following additional rules apply to air travel:

1. Air travel should be at coach class; First class air travel shall not be reimbursed unless there is a documented medical reason
2. Memberships in airline flight clubs are not reimbursable
3. Cost of flight insurance is not reimbursable
4. When returning on a Sunday or departing on a Saturday in order to obtain a cost savings in airfare due to the Saturday-night stayover, travelers should provide a total cost comparison (showing that the lower airfare plus an extra night lodging, meals & incidentals is less costly than airfare without the Saturday night stayover)
6. Cost of upgrade certificates is not reimbursable
7. Cost of canceling and rebooking flights is not reimbursable, unless it can be shown that it was necessary or required for legitimate business reasons (such as changed meeting dates, etc.)
8. Travelers must identify and pay for all personal flights, even if such flights are incorporated into a flight schedule that serves business purposes (i.e. LEARN will not reimburse for the personal legs of a trip)

Spouse/Partner Travel

It is the policy of LEARN not to reimburse any employee or board member for separate travel costs (air fare, etc.) associated with his/her spouse or partner. The cost of a shared hotel room need not be allocated between employee/director and spouse/partner for purposes of this policy.

Policy Exceptions

Generally, any exception to this policy must have the prior written approval from the CFO or CEO. Requests for exception should document extenuating circumstances or proposed overall savings to LEARN.

CASH DISBURSEMENTS (CHECK-WRITING) POLICIES

Check Preparation

It is the policy of LEARN to print vendor checks (or through ACH via Payment Assistant) and expense reimbursement checks on a weekly basis. Checks shall be prepared by persons independent of those who initiate or approve expenditures, as well as those who are authorized check signers.

All vendor and expense reimbursement checks shall be produced in accordance with the following guidelines:

1. Expenditures must be supported in conformity with the purchasing, accounts payable, and travel and business entertainment policies described in this manual.
2. Timing of disbursements should generally be made to take advantage of all early-payment discounts offered by vendors.
3. Generally, all vendors shall be paid within 30 days (or payment terms) of submitting a proper invoice upon delivery of the requested goods or services
4. Total cash requirements associated with each check run is monitored in conjunction with available cash balance in bank prior to the release of any checks.
5. All supporting documentation is attached to the corresponding check prior to forwarding the entire package to an authorized check signer.
6. Checks shall be utilized in numerical order (unused checks are stored in a locked safe in the accounting department).
7. Checks shall never be made payable to "bearer" or "cash".
8. Checks shall never be signed prior to being prepared.
9. Paid invoices and approved requisition are kept on-line.

Check Signing

Checks of \$10,000 and less can be signed by the CFO. Checks greater than \$10,000 must be signed by the CEO. The Finance Committee authorized the CFO to sign checks over \$10,000, when the CEO is not available, after receiving email approval from the Board Treasurer. No checks shall be signed prior to the check being completed in its entirety (no signing of blank checks).

Check signers should examine all original supporting documentation to ensure that each item has been properly checked prior to signing a check. Checks should not be signed if supporting documentation appears to be missing or there are any questions about a disbursement.

Mailing of Checks

After signature, checks are returned to the Senior Director/Junior Accountant, who then mails checks immediately. In general, checks are not mailed by individuals who authorize expenditures, only under limited circumstances.

Voided Checks and Stop Payments

Checks may be voided due to processing errors by making proper notations in the check register and defacing the check by clearly marking it as "VOID". All voided checks shall be retained to aid in preparation of bank reconciliations.

Stop payment orders may be made for checks lost in the mail or other valid reasons. Stop payments are submitted to the bank by accounting personnel with this authority.

Record-Keeping Associated with Independent Contractors

LEARN shall obtain a completed Form W-9 or equivalent substitute documentation from all vendors to whom payments are made. A record shall be maintained of all vendors to whom a Form 1099 is required to be issued at year-end. Payments to such vendors shall be accumulated over the course of a calendar year.

PAYROLL AND RELATED POLICIES

Classification of Workers as Independent Contractors or Employees

It is the policy of LEARN to consider all relevant facts and circumstances regarding the relationship between LEARN and the individual in making determinations about the classification of workers as independent contractors or employees. This determination is based on the degree of control and independence associated with the relationship between LEARN and the individual. Facts that provide evidence of the degree of control and independence fall into three categories:

1. Behavioral control
2. Financial control
3. The type of relationship between the parties

Facts associated with each of these categories that will be considered by LEARN in making employee/contractor determinations shall include:

1. Behavioral control:
 - a. Instructions given by LEARN to the worker that indicates control over the worker (suggesting an employee relationship), such as:
 - (1) When and where to work
 - (2) What tools or equipment to use
 - (3) What workers to hire or to assist with the work
 - (4) Where to purchase supplies and services
 - (5) What work must be performed by a specified individual
 - (6) What order or sequence to follow
 - b. Training provided by LEARN to the worker (i.e. employees typically are trained by their employer, whereas contractors typically provide their own training)
2. Financial control:
 - a. The extent to which the worker has unreimbursed business expenses (i.e. employees are more likely to be fully reimbursed for their expenses than is a contractor)
 - b. The extent of the worker's investment in the facilities/assets used in performing services for LEARN (greater investment associated with contractors)
 - c. The extent to which the worker makes services available to the relevant market
 - d. How LEARN pays the worker (i.e. guaranteed regular wage for employees vs. flat fee paid to some contractors)

- e. The extent to which the worker can realize a profit or loss.

3. Type of Relationship:

- a. Written contracts describing the relationship that LEARN and the individual intend to create
- b. Whether LEARN provides the worker with employee-type benefits, such as insurance, paid leave, etc.
- c. The permanency of the relationship
- d. The extent to which services performed by the worker are a key aspect of the regular business of LEARN

If an individual qualifies for independent contractor status, the individual will be sent a Form 1099 if total compensation paid to that individual for any calendar year, on the cash basis, is \$600 or more. The amount reported on a Form 1099 is equal to the compensation paid to that person during a calendar year (on the cash basis). Excluded from “compensation” are reimbursements of business expenses that have been accounted for by the contractor by supplying receipts and business explanations.

If an individual qualifies as an employee, a personnel file will be created for that individual and all documentation required by the LEARN personnel policies shall be obtained. The policies described in the remainder of this section shall apply to all workers classified as employees.

Payroll Administration

LEARN operates on a bi-weekly payroll. For all LEARN employees, a personnel file is established and maintained by Human Resources with current documentation, as described in the LEARN's Employee Handbook.

A Personnel Action Form (PAF) is submitted to the PM for all of the following:

- 1. New hires
- 2. Terminations
- 3. Changes in salaries and pay rates
- 4. Voluntary payroll deductions
- 5. Court-ordered payroll deductions

Employees change voluntary payroll deductions and changes in income tax withholding status by logging into their individual electronic payroll account. Documentation of all changes in payroll data shall be maintained in each employee's personnel file.

Payroll Taxes

The Accounting Department is responsible for ensuring all required tax forms are properly completed and submitted, and that all required taxes are withheld and paid. The Accounting Department may utilize the services of an outside payroll service center for the processing of payroll, as determined by the CFO.

Preparation of Timesheets

Each hourly paid employee must submit to the Accounting Department a signed and approved timesheet and the goal is to receive by noon on the Monday before payroll. Timesheets shall be prepared in accordance with the following guidelines:

1. Each timesheet shall reflect all hours worked during the pay period (time actually spent on the job performing assigned duties), whether compensated or not.
2. Employees shall identify and record hours worked based on the nature of the work performed;
3. Compensated absences (vacation, holiday, sick leave, etc.) should be clearly identified as such;
4. Timesheets shall be signed by the employee prior to submission.

Salaried employees submit timesheets for supplemental duties.

After preparation, timesheets shall be approved by Campus Principal/Department Directors or their designees, prior to submission to the Accounting Department. Corrections identified by an employee's supervisor (Department Director) shall be authorized by the employee by placing the employee's initials next to the change.

Processing of Timesheets

Processing of timesheets in the accounting department is performed by the Payroll Manager. The Payroll Manager and support team checks all timesheets for mathematical accuracy, and then exports all timesheets into the payroll system.

The Payroll Manager may not change or correct timesheets without approved notification from the respective employee's supervisor or from the Payroll Manager's supervisor.

Tampering with, altering, or falsifying time records, recording time on another employee's time record or willfully violating any other timesheet policy or procedure may result in disciplinary action, up to and including discharge.

Review of Payroll

All payroll information is sent to payroll@learncharter.org. The Payroll Manager and support team enters the payroll into our Paycom payroll processing software. The Payroll Manager reviews all information processed and checks the labor distribution reports prior to submission of payroll. The Senior Accountant enters the payroll entry which is reviewed by the Senior Director with the attached labor distribution documentation. The CFO signs the monthly close check list that includes payroll entry after review.

Distribution of Payroll

Most employees receive direct deposits and all payroll information is accessed through employee's web based accounts. Any "live" payroll checks shall be mailed for delivery to the employee's latest address on file.

POLICIES PERTAINING TO SPECIFIC ASSET AND LIABILITY ACCOUNTS

CASH AND CASH MANAGEMENT

Cash Accounts

General Checking Account (currently 3 operating accounts):

These primary operating account provides for routine business check disbursements. All cash and credit card deposits, whether received at the LEARN office, are made to these accounts.

BMO Operating Account (Deposits for credit cards, and CPS, State and District Funds)

BMO Operating Account (Deposits for L10 credit card deposits)

BMO Operating Account (All check/cash deposits, except those listed above)

Cash transfers are done on an as needed basis to cover disbursements. Excess funds in this account are transferred into short-term investments or higher interest-bearing cash equivalents.

Payroll Account:

The payroll account is separate from the operating account. The payroll account is managed as a zero balance account. As such, only the amount needed to cover each payroll is transferred into this account from the operating account, based on the amount calculated and communicated by the outside payroll service center.

Authorized signers on the payroll account will be the same as those on the operating account.

Bank Reconciliations

Bank account statements are downloaded each month via on-line banking for business.

After this review is complete, the entire bank statement is forwarded to the accounting department, where reconciliation between the bank balance and general ledger balance is prepared by someone who is not an authorized check signer (Senior Accountant with review by Senior Director).

All bank reconciliations, including any adjusting journal entries resulting from preparing bank reconciliations, are reviewed and posted by the Senior Director on a monthly basis. The CFO approves entries by the Senior Director. The bank statement is reviewed for unusual or unexplained items, such as unusual endorsements on checks, indications of alterations to checks, etc. Unusual or unexplained items shall be reported immediately to the audit committee.

Bank reconciliations and copies of resulting journal entries are filed in the current year's accounting files on the shared directory.

Cash Flow Management

The CFO monitors cash flow needs on a weekly basis to eliminate idle funds and to ensure that payment obligations can be met. Cash transfers between accounts are performed on an as-needed basis.

Stale Checks

LEARN has very few stale-dated non-business checks. LEARN is reviewing the re-class of checks that are more than 6 months old that have not cleared the Organization's bank. These checks will be recorded as a liability and LEARN will follow the Illinois Unclaimed Property Act.

Wire Transfers

The CEO, and CFO are the only LEARN employees authorized to transact wire transfers from LEARN bank accounts. To prevent anyone other employees from transacting wire transfers, on-line banking for business requires the use of passcodes and the calculation of a test-key for each wire transfer. Any ACHs that are initiated by the Senior Director are approved by the CFO and the the CEO is notified of the transaction. Passcodes issued are assigned by the bank and are changed periodically.

Confirmations of all wire transfers are available via on-line banking for business and supporting documentation is provided by the CFO to the Senior Director and Senior Accountant.

PREPAID EXPENSES

Accounting Treatment

It is the policy of LEARN to treat payments of expenses that have a time-sensitive future benefit as prepaid expenses and to amortize these items over the corresponding time period. For purposes of this policy, payments of less than \$1,000 shall be expensed as paid and not treated as prepaid expenses, regardless of the existence of a future benefit.

Prepaid expenses with future benefits that expire within one year from the date of the financial statements shall be classified as current assets. Prepaid expenses that benefit future periods beyond one year from the financial statement date shall be classified as non-current assets.

Procedures

As part of the account coding process performed during the processing of accounts payable, all incoming vendor invoices shall be reviewed for the existence of time-sensitive future benefits. If future benefits are identified, the payment shall be coded to a prepaid expense account code.

The accounting department shall maintain a schedule of all prepaid expenses. The schedule shall indicate the amount and date paid, the period covered by the prepayment, the purpose of the prepayment, and the monthly amortization. This schedule shall be reconciled to the general ledger balance as part of the monthly closeout process.

LEARN Charter Network - Investment Policy Statement (Approved By Board - April2025)

I. Introduction

The purpose of this Investment Policy Statement (IPS) is to maintain guidelines for LEARN's investment portfolio (the "Portfolio"). The statement also incorporates accountability standards that will be used for monitoring the progress of the Portfolio's investment program and for evaluating the recommendations of the manager(s) hired on behalf of LEARN.

II. Investing Decisions – A Responsibility of the Finance and Operations Committee and ultimate approval of the board of directors.

The Finance and Operations Committee (the "Committee") is acting in a fiduciary capacity with respect to the Portfolio, and is accountable to the Board of LEARN, for overseeing the investment of all assets owned by, or held in trust for, the Portfolio.

III. Investment Objective Policy

- A. The Portfolio is to be invested with the objective of liquidity and yield maximization, while maintaining asset preservation.
- B. Periodic cash flow, either into or out of the Portfolio, will be used to better align the investment portfolio to the target asset allocation outline in the asset allocation policy in Section IV. A. herein.

IV. Portfolio Investment Policies

A. Asset Allocation Policy

1. The Committee expects that actual returns and return volatility may vary from expectations and return objectives across short periods of time. While the Committee wishes to retain flexibility with respect to making periodic changes to the Portfolio's asset allocation, it expects to do so only in the event of material changes to the Portfolio, to inflows/outflows of the portfolio, and/or to the capital markets and assets classes in which the Portfolio invests.
2. Portfolio assets will be managed as a balance between major components: a cash portion for liquidity needs defined as operating cash, and cash portion for reserves is defined as cash needs equal to 3 months and a mix of higher yielding/longer duration CDs, fixed income and equities. Equities will only be used in the Endowment Funds. The cash portion for liquidity needs is defined as working capital which shall be an amount equal to three months of network expenses as defined by the Investment Committee at least annually. The role of cash is to help offset seasonal cash flows variances and to account for the risks associated with having the majority of LEARN's revenues payable by three entities; namely, CPS, Illinois State Board of Education and School District 187.
3. Outlined below are the strategic allocation guidelines determined by the Committee to be the most appropriate, given the Fund's long-term objectives and short-term constraints. Portfolio assets will, under normal circumstances, be allocated across broad asset and sub-assets classes in accordance with the following guidelines:

Asset Class	Duration	Target Allocation
Cash	Average <= 3 months	Up to 3 months of Network expenses
CDs, Investment Grade Fixed Income	Average 1-3 years	Balance
Equity Investments	Only in Endowment Fund	

Definition of Cash and Cash Equivalents - LEARN considers all highly liquid debt instruments purchased with an initial maturity of three months or less and used to support daily operations to be cash and cash equivalents.

Endowment Policy - LEARN accepts endowments to support the mission and operations of the organization and to establish procedures to ensure that the principal is not utilized. Endowments can be invested in equities.

Donor-restricted endowments are funds established in accordance with donor restrictions to exist and maintain their value in perpetuity. These funds are classified as part of net assets with donor restrictions. All spending from endowment funds will comply with any donor restrictions.

"Board Designated Funds" functioning as endowments are funds voluntarily created by the Board of Directors from unrestricted funds that function like an endowment, but without any legal or donor restrictions to hold the fund in perpetuity. Board approval is required to both establish these funds and to remove such designation. The Board has authority to move these funds to other asset classes as needed. These funds are classified as part of net assets without donor restrictions.

Endowment Spending Policy determines the annual flow of unrestricted funds from the

endowment to mission support via the operating and capital budgets. The purpose is also to provide a predictable stream of operational funding to programs supported by endowments and to maintain the purchasing power of endowment assets. Therefore, It is intended that there will be no draw downs against the Endowment as long as the organization is meeting its cash equivalent and cash reserves as defined as Section 4A3. This policy must be reviewed annually and any changes are to be approved by the Board of Directors. Outside managers should be properly vetted and voted on by the Committee prior to giving them capital to manage. Appropriate fees and trading costs, past investment performance and ethical behavior should be the criteria for hiring.

B. Diversification Policy

1. Diversification across and within asset classes is the primary means by which the Committee expects the Portfolio to avoid undue risk of large losses over long time periods.
2. With the exception of fixed income investments explicitly guaranteed by the U.S. government, no single investment security shall represent more than 5% of total Portfolio assets.
3. The majority of the assets of the Portfolio that are not designated as working capital should be held at independent financial institutions unrelated to that institution that LEARN utilizes as their primary bank used for general business needs.
4. With regards to the assets not deemed necessary for liquidity needs, no investment pool at a single investment company or financial institution shall comprise more than 20% of total Portfolio assets.
5. With respect to fixed income investments, for individual bonds, the minimum average credit quality of these investments shall be of a solid investment grade ($\geq$ or equal to Standard & Poor's AA- or Moody's Aa3).

C. Rebalancing

1. It is the expectation that the Portfolio's actual asset allocation will vary from its target asset allocation as a result of the varying periodic returns earned on its investments in different asset and sub-asset classes. The Portfolio will be rebalanced to its target normal asset allocation under the following procedures:
 - a. The Treasurer and CFO will act as the investment coordinators (coordinators). The coordinators will use incoming/outgoing cash flows of the Portfolio to realign the current weightings closer to the target weightings for the Portfolio.
 - b. The coordinators will review the Portfolio semiannually (June 30 and December 31) to determine the deviation from target weightings. During each semiannual review, the following parameters will be applied: 1) If any asset class within the portfolio is ± 5 percentage points from target weighting, the Portfolio will be rebalanced; 2) If any investment pool at a single investment company/financial institution has increased or decreased by greater than 20% of its target weighting, the fund will rebalance.
2. The coordinators may provide a rebalancing recommendation at any time.
3. The coordinators shall act within a reasonable period of time to evaluate deviation from these ranges.

4. Other

Unless expressly authorized by the Committee, the Portfolio and its investment managers are prohibited from:

1. Purchasing hedge funds, venture capital, private equity, illiquid assets, commodities and/or investment real estate. Note that restricted investments include other "like" high-risk investments not explicitly stated.

2. Purchasing securities on margin or executing short sales.
3. Purchasing or selling derivative securities for speculation or leverage.
4. Engaging in investment strategies that have the potential to amplify or distort the risk of loss beyond a level that is reasonably expected, given the objectives of the Portfolio.
5. The exclusion of “high-risk” investments should be revisited once the non-liquidity portion of the Portfolio exceeds nine months of expenses.

V. Monitoring Portfolio Investments and Performance

The Committee will monitor the Portfolio’s investment performance against the Portfolio’s stated investment objectives formally at least once per year. The Committee will assess the Portfolio and its underlying investments as follows:

- A. The Portfolio’s composite investment performance (net of fees) will be judged against the Portfolio’s absolute long-term real return objective and a composite benchmark consisting of the following unmanaged market indexes weighted according to the expected target asset allocations stipulated by the Portfolio’s investment guidelines:
 1. Investment Grade Fixed Income: SHY ETF
 2. Cash: Citigroup 3-Month T-Bill Index
- B. The performance of professional investment managers hired on behalf of the Portfolio will be judged against the following standards:
 1. A market-based index appropriately selected or tailored to the manager’s agreed-upon investment objective and normal investment characteristics of the manager’s portfolio.
 2. The performance of other investment managers having similar investment objectives.
- C. In keeping with the Portfolio’s overall long-term financial objective, the Committee will evaluate Portfolio and manager performance over a suitably long-term investment horizon, generally across full market cycles, or, at a minimum, on a rolling five-year basis.
- D. Investment reports shall be provided on a (calendar) quarterly basis or as more frequently requested by the Committee. External managers will formally review their portfolio structure, strategy and investment performance with the Committee at least once per year and with the full Board as needed or requested.

Accounting Treatment

All purchased investments shall initially be recorded at cost. All investments acquired by donation to LEARN shall initially be recorded at their fair market value as of the date of donation. Donated investments shall be recorded as unrestricted, temporarily restricted, or permanently restricted income and net assets based on the existence or absence of such restrictions, as defined earlier.

Subsequent to acquisition, it shall be the policy of LEARN to carry all equity securities with readily determinable fair market values and all debt securities at their market values. Adjustments to market value shall be made in the accounting records and financial statements of LEARN on a monthly basis. Adjustments to market value result in unrealized gains and losses on investments. Such gains and losses resulting from contributed investments shall be classified as unrestricted, temporarily restricted, or permanently restricted based on the existence or absence of explicit restrictions on such appreciation and depreciation from the donor, as defined earlier.

The Senior Director (with review by CFO) will reconcile the portfolio statements to the general ledger investment accounts.

FIXED ASSET MANAGEMENT

Capitalization Policy

Physical assets acquired with unit costs in excess of \$1,000 are capitalized as fixed assets on the financial statements. Items with unit costs below this threshold shall be expensed in the year purchased, unless part of a project which costs exceed \$1,000.

Capitalized fixed assets are accounted for at their historical cost and all such assets, except land and certain works of art and historical treasures, are subject to depreciation over their estimated useful lives, as described later.

Contributed Assets

Assets with fair market values in excess of \$1,000 (per unit) that are contributed to LEARN shall be capitalized as fixed assets on the financial statements. Contributed items with market values below this threshold shall be expensed in the year contributed.

Capitalized contributed assets are accounted for at their market value at the time of donation and all such assets, except land and certain works of art and historical treasures, are subject to depreciation over their estimated useful lives, as described later.

Establishment and Maintenance of a Fixed Asset Listing

All capitalized fixed assets shall be recorded in a fixed asset schedule. This schedule shall include the following information with respect to each asset:

1. Date of acquisition
2. Cost
3. Description (including color, model, and serial number)
4. Location of asset
5. Depreciation method
6. Estimated useful life
7. Source of the funding if applicable

Receipt of Newly-Purchased Equipment and Furniture

At the time of arrival, all newly-purchased equipment and furniture shall be reviewed for obvious physical damage. If an asset appears damaged or is not in working order, it shall be returned to the vendor immediately. In addition, descriptions and quantities of assets per the packing slip or bill of lading shall be compared to the assets delivered. Discrepancies should be resolved with the vendor immediately.

Depreciation and Useful Lives

All capitalized assets are maintained in the special fixed assets account group and are not to be included as an operating expense. Fixed assets are depreciated over their estimated useful lives using the straight-line method.

In the year of acquisition, depreciation is recorded based on the number of months the asset is in service, starting the month after placed in service.

Estimated useful lives of capitalized assets shall be determined by the Accounting Department in conjunction with the department or employee that shall utilize the asset. The following is a list of the estimated useful lives of each category of fixed asset for depreciation purposes:

Furniture and fixtures	Up to 10 yrs
Computer hardware and peripherals	2-5 yrs
Computer software	2-3 yrs
Leased assets	life of lease
Leasehold Improvements	remaining lease term

Alternatively, at the direction of the CFO, capitalized assets may be depreciated over useful lives expressed in terms of units of production or hours of service in place of the preceding useful lives expressed in terms of time.

For accounting and interim financial reporting purposes, depreciation expense will be recorded on a monthly basis.

Repairs of Fixed Assets

Expenditures to repair capitalized assets shall be expensed as incurred if the repairs do not materially add to the value of the property or materially prolong the estimated useful life of the property.

Expenditures to repair capitalized assets shall be capitalized if the repairs increase the value of property, prolong its estimated useful life, or adapt it to a new or different use. Such capitalized repair costs shall be depreciated over the remaining estimated useful life of the property. If the repairs significantly extend the estimated useful life of the property, the original cost of the property shall also be depreciated over its new, extended useful life.

Dispositions of Fixed Assets

In the event a non-expendable asset is sold, scrapped, donated or stolen, adjustments need to be made to the fixed asset listing and property log. If money is received for the asset, then the difference between the money received and the "book value" (purchase price less depreciation) of

the asset will be recorded as a loss if the money received is less than the book value and a gain if the money received is more than the book value.

Write-Offs of Fixed Assets

The CFO approves the disposal of all capitalized fixed assets that may be worn-out or obsolete. Property that is discovered to be missing or stolen will be reported immediately to the Chief Talent Officer and Director of Facilities and the Senior and/or CFO. If not located, this property will be written off the books with the proper notation specifying the reason.

LEASES

Classification of Leases

It is the policy of LEARN to classify all leases in which the Organization is a lessee as either capital or operating leases. LEARN shall utilize the criteria described in Financial Accounting Standards Board Accounting Standards Codification 840 in determining whether a lease is capital or operating in nature. Under those criteria, a lease shall be treated as a capital (finance) lease if, at the time of entering into the lease, any of the following factors are present:

1. The lease transfers ownership to LEARN at the end of the lease term;
2. The lease contains a bargain purchase option;
3. The lease term is equal to 75% or more of the estimated economic life of the leased property;
or
4. The present value of the minimum lease payments is 90% or more of the fair value of the leased property (using, as the interest rate, the lesser of LEARN's incremental borrowing rate or, if known, the lessor's implicit rate).

All leases that do not possess any of the four preceding characteristics shall be treated as operating leases. In addition, all leases that are immaterial in nature shall be accounted for as operating leases.

Accounting for Leases

Operating lease right-of-use assets (ROU) and lease liabilities are recognized at the lease commencement date based on the present value of the lease payments over the lease term. ROU assets also include adjustments related to lease payments made and lease incentives received at or before the commencement date. The ROU assets resulting from operating leases are disclosed as right-of-use asset and the related liabilities are included in lease liabilities in the consolidated

statement of financial position. At lease commencement, lease liabilities are recognized based on the present value of the remaining lease payments and discounted using the risk-free rate. Operating lease cost is recognized on a straight-line basis over the lease term as occupancy in the accompanying statements of functional expenses. Lease and non-lease components of office lease agreements are accounted as a single component. Lease terms may include options to extend or terminate the lease when it is reasonably certain that LEARN will exercise that option. LEARN determines if an arrangement is a lease at inception. All leases are recorded on the consolidated statement of financial position except for leases with an initial term less than 12 months for which LEARN made the short-term lease election.

LEARN shall also maintain a control list of all leases. This list shall include all relevant lease terms.

ACCRUED LIABILITIES

Identification of Liabilities

The accounting department shall establish a list of commonly incurred expenses that may have to be accrued at the end of an accounting period. Some of the expenses that shall be accrued by LEARN at the end of an accounting period are:

- Salaries and wages
- Payroll taxes
- Interest on notes payable

In addition, LEARN shall record a liability for deferred revenue (revenue received but not yet earned) in accordance with the revenue recognition policies described elsewhere in this manual. Adjustments to deferred revenue accounts shall be made monthly.

NOTES (BONDS) PAYABLE

Record-Keeping

It is the policy of LEARN to maintain a schedule of all notes payable, mortgage obligations, lines of credit, and other financing arrangements. This schedule shall be based on the underlying loan documents and shall include all of the following information:

1. Name and address of lender
2. Date of agreement or renewal/extension
3. Total amount of debt or available credit
4. Amounts and dates borrowed
5. Description of collateral, if any
6. Interest rate
7. Repayment terms
8. Maturity date
9. Address to which payments should be sent
10. Contact person at lender

Accounting and Classification

An amortization schedule shall be maintained for each note payable. Based upon the amortization schedule, the principal portion of payments due with the next year shall be classified as a current liability in the statement of financial position of LEARN. The principal portion of payments due beyond one year shall be classified as long-term/non-current liabilities in the statement of financial position.

Demand notes and any other notes without established repayment dates shall always be classified as current liabilities. Unpaid interest expense shall be accrued as a liability at the end of each accounting period.

A detailed record of all principal and interest payments made over the entire term shall be maintained with respect to each note payable. Periodically, the amounts reflected as current and long-term notes payable per the general ledger shall be reconciled to these payment schedules and the amortization schedules, if any, provided by the lender. All differences shall be investigated.

Non-Interest-Bearing Notes Payable

As a charitable organization, LEARN may from time to time receive notes payable that do not require the payment of interest, or that require the payment of a below-market rate of interest for the type of obligation involved. In such cases, it shall be the policy of LEARN to record contribution income for any unpaid interest.

For demand loans, recording of interest expense and contribution income shall be performed at the end of each accounting period, based on the outstanding principal balance of the loan during that period, multiplied by the difference between a normal interest rate for that type of loan and the rate, if any, that is required to be paid by LEARN.

POLICIES ASSOCIATED WITH FINANCIAL AND TAX REPORTING

FINANCIAL STATEMENTS

Standard Financial Statements of the Organization

Preparing financial statements and communicating key financial information is a necessary and critical accounting function. Financial statements are management tools used in making decisions, in monitoring the achievement of financial objectives, and as a standard method for providing information to interested parties external to the organization. Financial statements may reflect year-to-year historical comparisons or current year budget to actual comparisons.

The basic financial statements of LEARN that are maintained on an organization-wide basis shall include:

1. **Statement of Financial Position** - reflects assets, liabilities and net assets of the organization and classifies assets and liabilities as current or non-current/long-term
2. **Statement of Activities** - presents support, revenues, expenses, and other changes in net assets of the organization, by category of net asset (unrestricted, temporarily restricted and permanently restricted)
3. **Statement of Cash Flows** - reports the cash inflows and outflows of the organization in three categories: operating activities, investing activities, and financing activities
4. **Statement of Functional Expenses** – presents the expenses of the organization in both a natural, or objective, format and by function (i.e. which program or supporting service was served)

Frequency of Preparation

The objective of the accounting department is to prepare accurate financial statements in accordance with generally accepted accounting principles and distribute them in a timely and cost-effective manner.

Review and Distribution

All financial statements and supporting schedules shall be reviewed and approved by the CFO prior to being issued by the Accounting Department.

After approval by the CFO, the following financial summaries are distributed:

- By the 20th of each month - Campus Principals, Department Directors and any other employee with budget-monitoring responsibilities receive a detail of Actual Expenditures to Date versus Budget. A copy of this monthly report is sent to the CEO and Chief Schools Officer.
- On a quarterly basis, a complete set of LEARN financial statements (summary of revenues and expenses, balance sheet, monthly cash flow analysis, debt summary, fiscal year forecast and supplemental schedules) shall first be reviewed in detail by the CEO and then distributed to the entire board of directors at the scheduled board meetings. Quarterly financial statements distributed to the board and CEO shall include an additional supplemental schedule prepared or compiled by the CFO. The purpose of this schedule is to provide explanations for material budget variances in accordance with LEARN's budget monitoring policies described later in this manual (under the "Financial Management Policies" section).
- On a monthly basis, the Assistant Controller reviews and monitors spending and collection of federal, state and local funding. Throughout the fiscal year, meetings/reports are prepared and reviewed with Principals to ensure proper classification and recording of government funding.

Annual Financial Statements

Annual audited financial statements shall be provided to the full Board of Directors. LEARN's Finance Committee will review in detail prior to submitting to the Board of Directors.

GOVERNMENT RETURNS

Overview

To legitimately conduct business, LEARN must be aware of its tax and information return filing obligations and comply with all such requirements of federal, state and local jurisdictions. Filing requirements of LEARN include, but are not limited to, filing annual information returns with IRS, state charitable solicitation reports, annual reports for corporations, property tax returns, income tax returns, sales tax returns, information returns for retirement plans, annual reporting of compensation paid, and payroll tax withholding tax returns.

Filing of Returns

It is the policy of LEARN to become familiar with the obligations in each jurisdiction and to comply with all known filing requirements. The CFO shall be responsible for identifying all filing requirements and assuring that LEARN is in compliance with all such requirements.

It is also the policy of LEARN to file complete and accurate returns with all authorities. LEARN shall make all efforts to avoid filing misleading, inaccurate or incomplete returns.

Filings made by LEARN include, but are not limited to, the following returns:

1. **Form 990** - Annual information return of tax-exempt organizations, filed with IRS. Form 990 for LEARN is due on the fifteenth day of the fifth month following year-end. An automatic 3-month extension of time to file Form 990 may be obtained filing Form 8868. Upon expiration of the first 3-month extension, a second 3-month extension may be requested using Form 8868. Also 990-N for LEARN CHARTER TITLE HOLDING CORPORATION.
2. **Form 990-T** - Annual tax return to report LEARN's unrelated trade or business activities (if any), filed with IRS. Form 990-T is due on the fifteenth day of the fifth month following year-end. An automatic 6-month extension of time to file Form 990-T may be obtained by filing Form 8868.
3. **Form 5500** - Annual return for LEARN's employee benefit plans. Form 5500 is due July 31, but a request for extension of time to file may be filed.
4. **Payroll Tax and Payroll Information Returns** - Annual report of employee and non-employee compensation, based on calendar-year compensation, on the cash basis. These information returns are due to employees and independent contractors by January 31 and to federal government by February 28.
5. **Form 1065/1120** - Annual returns filed for other related entities.

LEARN's fiscal and tax year-end is June 30. All annual tax and information returns of LEARN (Form 990, Form 990-T) are filed on the accrual basis of reporting.

Federal and all applicable state payroll tax returns are prepared by the Organization's external Payroll Administrator - PAYCOM.

It is the policy of LEARN to comply with all state payroll tax requirements by withholding and remitting payroll taxes to the state of residency of each LEARN employee.

Public Access to Information Returns

Under regulations that became effective in 1999, LEARN is subject to federal requirements to make the following forms "widely available" to all members of the general public:

1. The three most recent annual information returns (Form 990), [excluding the list of significant donors (Schedule B) that is attached to the Form 990, but including the accompanying Schedule A], and
2. LEARN's original application for recognition of its tax-exempt status, filed with IRS, and all accompanying schedules and attachments.

It is the policy of LEARN to adhere to the following guidelines in order to comply with the preceding public disclosure requirements:

Anyone appearing in person at the offices of LEARN during normal working hours making a request to inspect the forms will be granted access to a file copy of the forms. In addition, LEARN shall respond to all email or regular mail requests in the same manner. The CFO shall be responsible for maintaining this copy of each form and for making it available to all requesters.

UNRELATED BUSINESS ACTIVITIES

Identification and Classification

It is the policy of LEARN to properly identify and classify income-producing activities that are unrelated to the Organization's tax-exempt purpose using the guidelines described in the Internal Revenue Code and underlying regulations. Such income accounts shall be segregated in separate accounts in the general ledger of LEARN in order to facilitate tracking and accumulation of unrelated trade or business activities.

Reporting

It is the Policy of LEARN to file IRS Form 990-T to report taxable income from unrelated trade or business activities, as applicable. Form 990-T is not subject to any public access or disclosure requirements. Accordingly, it is the policy of LEARN not to distribute copies of Form 990-T to anyone other than management of the Organization.

FINANCIAL MANAGEMENT POLICIES

BUDGETING

Overview

Budgeting is an integral part of managing any organization in that it is concerned with the translation of organizational goals and objectives into financial and human resource terms. A budget should be designed and prepared to direct the most efficient and prudent use of the organization's financial and human resources. A budget is a management commitment of a plan for present and future organizational activities that will ensure survival. It provides an opportunity to examine the composition and viability of the organization's programs and activities simultaneously in light of the available resources.

Preparation and Adoption

It is the policy of LEARN to prepare an annual budget on the accrual basis of accounting. To prepare the Organization budget, the Senior Director and/or CFO shall gather proposed budget information from all Campus Principals/Department Directors and others with budgetary responsibilities and prepares the first draft of the budget. The CFO meets with each Principal/Department Head to discussed proposed budget amounts.

After appropriate revisions and a compilation of all campus and CMO budgets by the CFO, a draft of the organization-wide budget, as well as individual campus budgets, is presented to the CEO for discussion, revision, and initial approval.

The revised draft is then submitted to the Finance Committee of the Board of Directors, and finally to the entire Board of Directors for adoption.

As feasible, it is the policy of LEARN to adopt a final budget before the beginning of the Organization's fiscal year. The purpose of adopting a final budget at this time is to allow adequate time for the accounting department to input the budget into the accounting system and establish appropriate accounting and reporting procedures (including any necessary modifications to the chart of accounts) to ensure proper classification of activities and comparison of budget versus actual once the year begins.

Forecasting

Throughout the year the CFO works with the Principals/Department Heads to prepare forecasts for the entire network to plan for changes that have occurred since the budget.

ANNUAL AUDIT

Role of the Independent Auditor

It is the policy of LEARN to arrange for an annual audit of the Organization's financial statements to be conducted by an independent accounting firm. The independent accounting firm selected by LEARN will be required to communicate directly with the Organization's Finance Committee upon the completion of their audit. In addition, members of the Finance Committee and Executive Committee are authorized to initiate communication directly with the independent accounting firm.

Audited financial statements, including the auditor's opinion, will be submitted and presented to the Finance Committee and then presented to the Board of Directors.

How Often to Review the Selection of the Auditor

LEARN shall review the selection of its independent auditor in the following circumstances:

1. When a fresh perspective and new ideas are desired
2. To ensure competitive pricing and a high quality of service (this is not a requirement to change auditors; simply to re-evaluate the selection)

Selecting an Auditor

The selection of an accounting firm to conduct the annual audit is a task that should be taken very seriously. The following factors shall be considered by LEARN in selecting an accounting firm:

1. The firm's reputation in the nonprofit community
2. The depth of the firm's understanding of and experience with not-for-profit organizations and federal reporting requirements under OMB Circular A-133
3. The firm's demonstrated ability to provide the services requested in a timely manner
4. The ability of firm personnel to communicate with Organization personnel in a professional and congenial manner

If LEARN decides to prepare and issue a written Request for Proposal (RFP) to be sent to prospective audit firms, the following information shall be included, if applicable:

1. Period of services required
2. Type of contract to be awarded (fixed fee, cost basis, etc.)
3. Complete description of the services requested (audit, management letter, tax returns, etc.)
4. Identification of meetings requiring their attendance, such as staff or Board of Director meetings
5. Organization chart of LEARN
6. Chart of account information
7. Financial information about the organization

8. Copy of prior year reports (financial statements, management letters, etc.)
9. Identification of need to perform audit in accordance with OMB Circular A-133
10. Other information considered appropriate
11. Description of proposal and format requirements
12. Due date of proposals
13. Overview of selection process (i.e. whether finalists will be interviewed, when a decision shall be made, etc.)
14. Identification of criteria for selection

Minimum Proposal Requirements from prospective CPA firms shall be:

1. Firm background
2. Biographical information (resumes) of key firm member who will serve LEARN
3. Client references
4. Information about the firm's capabilities
5. Firm's approach to performing an audit
6. Copy of the firm's most recent quality/peer review report, including any accompanying letter of findings
7. Other resources available with the firm
8. Expected timing and completion of the audit
9. Expected delivery of reports
10. Cost estimate including estimated number of hours per staff member
11. Rate per hour for each auditor
12. Other information as appropriate

In order to narrow down the proposals to the top selections, the CFO shall review the proposals with a member of the finance committee to discuss the proposal. Copies of all proposals shall be forwarded to each member of the Finance Committee. After the CFO narrows down the field of prospective auditors to three firms, final interviews of each firm are conducted by the Finance Committee, who makes the final recommendation to the board of directors for approval.

Preparation for the Annual Audit

LEARN shall be actively involved in planning for and assisting with the Organization's independent accounting firm in order to ensure a smooth and timely audit of its financial statements. In that regard, the accounting department shall provide assistance to the independent auditors in the following areas:

Planning - The Senior Director/CFO is responsible for delegating the assignments and responsibilities to accounting staff in preparation for the audit. Assignments shall be based on the list of requested schedules and information provided by the independent accounting firm.

Involvement - Organization staff will do as much work as possible in order to assist the auditors and, therefore, reduce the cost of the audit.

Interim Procedures - To facilitate the timely completion of the annual audit, the independent auditors may perform selected audit procedures prior to the Organization's year-end. By performing significant portions of audit work as of an interim date, the work required subsequent to year-end is reduced. Organization staff will as much as possible in order to provide requested schedules and documents and to otherwise assist the auditors during any interim audit fieldwork that is performed.

Throughout the audit process, it shall be the policy of LEARN to make every effort to provide schedules, documents and information requested by the auditors in a timely manner.

Concluding the Audit

Upon receipt of a draft of the audited financial statements of LEARN from its independent auditor, the Senior Director and CFO shall perform a detailed review of the draft, consisting of the following procedures:

1. Carefully read the entire report for typographical errors
2. Trace and agree each number in the financial statements and accompanying footnotes to the accounting records and/or internal financial statements of LEARN
3. Review each footnote for accuracy and completeness

Any questions or errors noted as part of this review shall be communicated to the independent auditor in a timely manner and resolved to the satisfaction of the CFO.

It shall also be the responsibility of the CFO to review and respond in writing to all management letter or other internal control and compliance report findings and recommendations made by the independent auditor.

Finance Committee Responsibilities in relation to the Audit

In accordance with the LEARN by-laws, there shall be a Finance Committee which provides detail of number of members and term.

The Finance Committee's responsibilities include, but shall not be limited to, the following:

1. Appointment of, and communication with, the Organization's independent auditors
2. Review and approval of the annual, audited financial statements
3. Discussion of internal control matters with the independent auditor
4. Responding to any reported instances of fraud involving LEARN or its employees
5. Conducting a quarterly analysis of the Organization's financial statements
6. Making policy and other recommendations to the LEARN board of directors regarding matters arising out of the audit

In fulfilling these duties and responsibilities, the Finance Committee is entitled to examine any and all documents within the control of LEARN and its employees.

INSURANCE

Overview

It is fiscally prudent to have an active risk management program that includes a comprehensive insurance package. This will ensure the viability and continued operations of LEARN.

It is the policy of LEARN to maintain adequate insurance coverage for general liability, as well as coverage for property, employee benefits, auto, directors and officers, employment practices, workers compensation, cyber, crime and fidelity and student accidents.

LEARN shall maintain a detailed listing of all insurance policies in effect. This listing shall include the following information, at a minimum:

1. Description (type of insurance)
2. Agent and insurance company, including all contact information
3. Coverage and deductibles
4. Premium amounts and frequency of payment
5. Policy effective dates
6. Date(s) premiums paid

RECORD RETENTION

Policy

It is the policy of LEARN to retain records as required by law and to destroy them when appropriate. The destruction of records must be approved by the CFO. Data is currently maintained at an off-site storage facility and vendor. The formal records retention policy of LEARN is as follows:

Accident reports/claims (settled Cases)	7 Years
Accounts payable ledgers and schedules	7 Years
Accounts receivable ledgers and schedules	7 Years
Audit reports	Permanently
Bank reconciliations	3 Years
Bank Statements	3 Years
Chart of Accounts	Permanently
Cancelled Checks	7 Years
Contracts, mortgages, notes and leases:	
Expired	7 Years
Still in effect	Permanently
Correspondence:	
General	2 Years
Legal and important matters only	Permanently
Routine with customers and/or vendors	2 Years
Deeds, mortgages and bills of sales	Permanently
Depreciation schedules	Permanently
Duplicate deposit slips	3 Years
Employment applications	3 Years
Expense analyses/expense distribution schedule	7 Years
Financial statements:	
Year end	Permanently
Other	Optional
Garnishments	7 Years
General ledgers/year end trial balance	Permanently
Insurance policies (expired)	3 Years
Insurance records (policies, claims, etc.)	Permanently
Internal audit reports	3 Years +
Internal reports	3 Years
Inventories of products, materials and supplies	7 Years
Invoices (to customers, from vendors)	7 Years
Journals	Permanently
Minute books of directors, bylaws and charters	Permanently
Notes receivable ledgers and schedules	7 Years
Payroll records and summaries	7 Years
Personnel records (terminated)	7 Years
Petty cash vouchers	3 Years
Physical inventory tags	3 Years
Property records (incl. depreciation schedules)	Permanently
Purchase orders:	

Purchasing department copy	7 Years
Other copies	1 Year
Receiving sheets	1 Year
Retirement and pension records	Permanently
Requisitions	1 Year
Student Records	7 Years
Subsidiary ledgers	7 Years
Tax returns and worksheets, examination reports and other documents relating to determination of income tax liability	Permanently
Time sheets/cards	7 Years
Trademark registrations and copyrights	Permanently
Training manuals	Permanently
Voucher register and schedules	7 Years
Withholding tax statements	7 Years

FUNCTIONAL EXPENSE ALLOCATIONS

Overview

As one of its financial management objectives, LEARN strives to determine the actual costs of carrying out each of its program service and supporting activities. In this regard, it is the policy of LEARN to charge expenses to the appropriate category of program service or supporting activity. Expenses that serve multiple functions or are not readily identifiable with one function shall be allocated between functions whenever possible.

Program and supporting service functions of LEARN are:

Programs:

1. School Operations

Supporting Services:

1. Management and general
2. Fundraising

Direct Charging of Costs

Certain internal costs shall be directly charged to the appropriate LEARN function based upon underlying documentation.

With the exception of salaries, which are recorded with each payroll cycle, all other costs identified above shall be initially charged to one account when incurred, then allocated and recorded to the appropriate functions via annual journal entries.

Allocation of Overhead Costs

On a monthly basis or by fiscal year end, an allocation of overhead to each campus/program service and supporting activity area shall be recorded via a journal entry. Overhead in general shall be allocated based on a per pupil basis or as defined in the budget.

POLICIES PERTAINING TO FEDERAL AWARDS

ADMINISTRATION OF FEDERAL AWARDS

Definitions

There are several types of agreements through which LEARN may receive financial assistance from a donor/grantor agency:

Grant: A financial assistance award given to the organization to carry out its programmatic purpose.

Contract: A mutually binding legal agreement where the organization agrees to provide supplies or services and the donor agrees to pay for them.

Cooperative Agreement: A legal agreement where the organization implements a program with the direct involvement of the donor.

Throughout this manual, federal assistance received in any of these forms will be referred to as a federal "award."

Preparation and Review of Proposals

Individual departments are responsible for preparing proposals for projects that the department intends to pursue. However, all proposals shall be reviewed by the CFO prior to submission to government agencies or other funding sources. Final proposals shall be reviewed and approved in writing by the CEO.

Post-Award Procedures

After an award has been made, the following steps shall be taken:

1. Verify the specifications of the grant or contract. The Accounting Department shall review the terms, time periods, award amounts and expected expenditures associated with the award. All reporting requirements under the contract or award shall be summarized.
2. Create new general ledger fund account numbers. New accounts shall be established for the receipt and expenditure categories in line with the grant or contract budget.
3. Gather documentation. In the shared directory, a file is established for each grant or contract. The file contains the proposal, all correspondence regarding the grant or contract, the final signed award document and all reports submitted to the funding sources.

Compliance with Laws, Regulations and Provisions of Awards

LEARN recognizes that as a recipient of Federal funds, the Organization is responsible for compliance with all applicable laws, regulations, and provisions of contracts and grants. To ensure that the Organization meets this responsibility, the following policies apply with respect to every grant or contract received directly or indirectly from a Federal agency:

1. For each Federal award, an LEARN employee within the department responsible for administering the award will be designated as "Grant/Project Manager" (GPM).
2. Each GPM shall be familiar with grant requirements.
3. The GPM or CFO shall take the following steps to identify all applicable laws, regulations, and provisions of each grant and contract, if applicable:
 - a. Read each award and prepare a summary of key compliance requirements and references to specific laws and regulations.
 - b. Review regulations for compliance requirements unique to the award and for compliance requirements common to all Federal awards.
 - c. If applicable, review the section of the Catalog of Federal Domestic Assistance applicable to the award.
4. The CFO shall forward copies of applicable laws regulations to the GPM (such as OMB Circulars, pertinent sections of compliance supplements, and other regulations).
5. The GPM and/or the CFO shall identify and communicate any special changes in policies and procedures necessitated by Federal awards as a result of the review of each award.
6. The GPM shall take all reasonable steps necessary to identify applicable changes in laws, regulations, and provisions of contracts and grants. Steps taken in this regard shall include, but not be limited to, reviewing subsequent grant and contract renewals, reviewing "OMB Documents", and communications with Federal awarding agency personnel.
7. The GPM shall cooperate with the Organization's Independent Auditors by informing the CPA firm as to applicable laws, regulations, and provisions of contracts and grants and communicating known instances of noncompliance with laws, regulations, and provisions of contracts and grants to the auditors.

Expenditure Reporting

LEARN strives to provide management, staff and funding sources with timely and accurate financial reports applicable to federal awards. These reports include monthly and cumulative expenditures, a project budget, and a balance remaining column.

LEARN shall prepare and submit financial reports as specified by the financial reporting clause of each grant or contract award document. Preparation of these reports shall be the responsibility of Assistant Controller, subject to review and approval by CFO.

The following policies shall apply to the preparation and submission of billings to federal agencies under awards made to LEARN:

1. It is the policy of LEARN to make best effort to request reimbursement after expenditures have been incurred, unless an award specifies another method.
2. Each award normally specifies a particular billing cycle; therefore, a schedule is established for each grant and contract to ensure that reimbursement is made on a timely basis along with any other reporting that is required in addition to the financial reports, based on best efforts.
3. Requests for reimbursement of award expenditures will use the actual amounts as posted to the general ledger as the source for all invoice amounts.
4. All financial reports required by each federal award will be prepared and filed on a timely basis. To the extent LEARN's year-end audit results in adjustments to amounts previously reported to federal agencies, revised reports shall be prepared and filed in accordance with the terms of each federal award.

LEARN (Assistant Controller) shall maintain separate expenditure reports that shall be reconciled to the general ledger on a monthly basis.

At the time invoices (requests for reimbursement) are prepared, revenue and accounts receivable shall be recorded on the books of LEARN by Senior Accountant.

If a federal award authorizes the payment of cash advances to LEARN, the CFO may request that a request for such an advance be made. Upon receipt of a cash advance from a federal agency, LEARN shall reflect a liability equal to the advance. As part of the monthly close-out and invoicing process, the liability shall be reduced, and revenue recognized, in an amount equal to the allowable costs incurred for that period.

Procurement Under Federal Awards

LEARN contracts with an E-rate and Food Service Consultants to help with the bidding process for federal/non-federal expenditures related to technology services and food service procurement, as per state and federal requirements. For example, LEARN's Food Service Consultant handles the bid requirements, preparation and approval, publication, distribution of bids, evaluation and award. LEARN outsources IT Network Services and when applicable, the firm assists LEARN in identifying purchase requirements for technology.

Procurement of goods and services whose costs are charged to federal awards received by LEARN are subject to all of the specific LEARN purchasing policies described earlier, under "Purchasing Policies and Procedures." In addition, procurements associated with Federal awards are subject to the following supplemental policies:

1. LEARN shall avoid purchasing items that are not necessary for the performance of the activities required by a Federal award.
2. Where appropriate, an analysis shall be made of lease and purchase alternatives to determine which would be the most economical and practical procurement for the Federal government.
3. Documentation of the cost and price analysis associated with each procurement decision shall be retained in the procurement files pertaining to each Federal award. (LEARN contracts with an E-rate and Food Service Consultants to help with the bidding process for technology services and food service procurement, as per state and federal requirements. LEARN outsources IT Services and the firm assists LEARN in identifying purchase requirements for technology.)
4. For all procurements in excess of the small purchase acquisition threshold (currently \$5,000), procurement records and files shall be maintained that include all of the following (LEARN contracts with an E-rate and Food Service Consultants to help with the bidding process for technology services and food service procurement, as per state and federal requirements. These consultants maintain supporting contractor selection data.):
 - a. The basis for contractor selection.
 - b. Justification for lack of competition when competitive bids or offers are not obtained.
 - c. The basis for award cost or price.
5. For all procurements in excess of the small purchase acquisition threshold (currently \$5,000) and between \$10,000 and \$250,000, price rate quotations must be obtained from more than one qualified source before vendor selection is made and procurement records and files shall be maintained and shall include:
 - a. The basis for contractor selection

- b. Listing of price rate quotations obtained from qualified sources
 - c. The basis for award cost or price
6. For all procurements in excess of the small purchase acquisition threshold (currently \$5,000) and over \$250,000, a competitive proposal process must be utilized unless an exception applies. Procurement may be made by noncompetitive proposal or solicitation of a proposal from a single source if:
- a. the item is available only from one source
 - b. public exigency or emergency will not permit delay for competitive proposals
 - c. the federal entity expressly authorizes noncompetitive proposals in response to written request; or
 - d. after solicitation of a number of sources, competition is determined inadequate.
7. LEARN and consultants shall make all procurement files available for inspection upon request by a Federal Awarding Agency.
8. All contracts with vendors shall require the vendor has not been suspended or disbarred from doing business with any federal agency. No listed on the government wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at [2 CFR 180](#) that implement Executive Orders 12549 ([3 CFR part 1986](#) Comp., p. 189) and 12689 ([3 CFR part 1989](#) Comp., p. 235), "Debarment and Suspension," shall be selected as a contractor by LEARN for a procurement under federal award.
9. All contracts in excess of \$5,000, or the simplified acquisition threshold, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.
10. All contracts in excess of \$10,000 shall address termination for cause and for convenience by LEARN including the manner by which LEARN will be affected and the basis for settlement.
11. Except as otherwise provided under [41 CFR Part 60](#), all contracts that meet the definition of "federally assisted construction contract" in [41 CFR Part 60-1.3](#) must include the equal opportunity clause provided under [41 CFR 60-1.4\(b\)](#), in accordance with [Executive Order 11246](#), "Equal Employment Opportunity" ([30 FR 12319](#), 12935, [3 CFR Part, 1964-1965 Comp.](#), p. 339), as amended by [Executive Order 11375](#), "Amending [Executive Order 11246](#) Relating to Equal Employment Opportunity," and implementing regulations at [41 CFR part 60](#), "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."
12. When required by Federal program legislation, all prime construction contracts in excess of \$2,000 awarded by LEARN shall include a provision for compliance with the [Davis-Bacon](#)

[Act](#) ([40 U.S.C. 3141-3144](#), and [3146-3148](#)) as supplemented by Department of Labor regulations ([29 CFR Part 5](#), “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”). In accordance with the statute, prime construction contractors will be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors will be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract will be conditioned upon the acceptance of the wage determination.

LEARN will report all suspected or reported violations to the Federal awarding agency. The contracts shall also include a provision for compliance with the Copeland “Anti-Kickback” Act ([40 U.S.C. 3145](#)), as supplemented by Department of Labor regulations ([29 CFR Part 3](#), “Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States”).

13. If the Federal award meets the definition of “funding agreement” under [37 CFR § 401.2](#) (a) and LEARN wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that “funding agreement,” LEARN and any subrecipient shall comply with the requirements of [37 CFR Part 401](#), “Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements,” and any implementing regulations issued by the awarding agency.
14. Contracts and subgrants of amounts in excess of \$150,000 shall contain a provision that requires compliance with all applicable standards, orders or regulations issued pursuant to the [Clean Air Act](#) ([42 U.S.C. 7401-7671q](#)) and the [Federal Water Pollution Control Act](#) as amended ([33 U.S.C. 1251-1387](#)).
15. Contractors that apply or bid for an award exceeding \$100,000 shall file the required certification that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by [31 U.S.C. 1352](#). Those contractors shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award.
16. All contractors shall comply with applicable provisions 2 C.F.R. [§§ 200.323](#), [200.216](#), [200.322](#).
17. All contracts with vendors will be reviewed by the Senior Director and CFO prior to signing by a LEARN official in order to assure that all appropriate provisions have been included in the contract.

In addition, no employee, officer, or agent of LEARN shall participate in the selection, award or administration of a contract supported by Federal funds if a real or apparent conflict of interest would be involved. Such a conflict would arise when the employee, officer, or agent, any member of her or his immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in the firm selected for an award. Such a conflict would also arise whenever a contractor develops or drafts or assists with developing or drafting specifications, requirements, statements of work (scope of services) or Requests for Proposals for a procurement and seeks to compete for the procurement. Any contractor with such a conflict will be prohibited from competing for the subject procurement.

Stevens Amendment: Consistent with the Stevens Amendment requirements, statements, press releases, request for proposals, bid solicitations and related documents LEARN publishes describing LEARN projects or programs funded in whole or in part with federal money, clearly state that the resulting activities were supported in whole or in part by federal funding.

Currently, LEARN projects, programs and activities include those that are funded in whole or in part by the following federal programs: Title I (Various), Title II – Teacher Professional Development, Title III - Bilingual, Title IV – Science & Math, Federal Special Education IDEA, Early Childhood Development (Pre-Kindergarten), MCASP-Math, Charter School Programs (CSP) and School Child Nutrition Program.

If LEARN completes a Request for Proposal (RFP) or bid for a specific activity or an initiative that is funded by federal funding, LEARN should include a statement on the bid documents that states:

A portion of the program or activity described herein is supported by federal funding as part of [insert federal funding program source].

Equipment and Furniture Purchased With Federal Funds

LEARN may occasionally purchase equipment and furniture that will be used exclusively on a program funded by a Federal agency. In addition to those policies on Asset Management described earlier, equipment and furniture charged to Federal awards will be subject to certain additional policies as described below.

For purposes of Federal award accounting and administration, "equipment" shall include all assets within the capitalization threshold utilized by LEARN, described under Asset Management.

All purchases of "equipment" with federal funds shall be approved in advance in writing by the federal awarding agency. In addition, the following policies shall apply regarding equipment purchased and charged to federal awards:

1. Any equipment that is owned by the Federal government and given to LEARN for use in a program shall be marked as such.

2. Adequate insurance coverage will be maintained with respect to equipment and furniture charged to Federal awards.
3. At the conclusion of the award, LEARN shall gain an understanding with the federal agency regarding disposition of the equipment.
4. The LEARN Grant Manager shall determine whether a specific award with a Federal agency includes additional equipment requirements or thresholds and requirements that differ from those described above.

Standards for Financial Management Systems

In accordance with Uniform Guidance, codified in [2 CFR Part 200](#), it is the policy of LEARN to maintain a financial management system that provides for the following:

1. Accurate, current and complete disclosure of the financial results of each federally-sponsored project or program in accordance with the reporting requirements of Circular A-110 and/or the award.
2. Records that identify adequately the source and application of funds for federally-sponsored activities. These records shall contain information pertaining to Federal awards, authorizations, obligations, unobligated balances, assets, outlays, income and interest.
3. Effective control over and accountability for all funds, property and other assets. LEARN shall adequately safeguard all such assets and assure they are used solely for authorized purposes.
4. Comparison of outlays with budget amounts for each award. Whenever possible, financial information shall be related to performance and unit cost data.
5. Processes to minimize the time elapsing between the transfer of funds to LEARN from the U.S. Treasury and the issuance or redemption of checks, warrants or payments by other means for program purposes by the recipient.
6. Processes for determining the reasonableness, allocability and allowability of costs in accordance with the provisions of the applicable Federal cost principles and the terms and conditions of the award.
7. Accounting records including cost accounting records that are supported by source documentation.

Budget and Program Revisions

It is the policy of LEARN to request prior approval from Federal awarding agencies for any of the following program or budget revisions, if applicable:

1. Change in the scope or objective of the project or program, even if there is no associated budget revision requiring prior written approval.
2. Change in a key person (project director, etc.) specified in the application or award document.
3. The absence for more than three months, or a 25 percent reduction in time devoted to the project, by the approved project director or principal investigator.
4. The need for additional Federal funding.
5. The transfer of amounts budgeted for indirect costs to absorb increases in direct costs, or vice versa, if approval is required by the Federal awarding agency.
6. The inclusion, unless waived by the Federal awarding agency, of costs that require prior approval in accordance with Uniform Guidance, codified in [2 CFR Part 200](#).
7. The transfer of funds allotted for training allowances (direct payment to trainees) to other categories of expense.
8. Unless described in the application and funded in the approved awards, the subaward, transfer or contracting out of any work under an award (However, this provision does not apply to purchases of supplies, materials, equipment or general support services).

Close Out of Federal Awards

LEARN shall follow the close out procedures as described in the grant agreements as specified by the granting agency.

CHARGING OF COSTS TO FEDERAL AWARDS

Overview

It is the policy of LEARN that only costs that are reasonable, allowable and allocable to a Federal award shall be charged to that award directly or indirectly. All unallowable costs shall be appropriately segregated from allowable costs in the general ledger in order to assure that unallowable costs are not charged to Federal awards.

Segregating Unallowable From Allowable Costs

The following steps shall be taken to identify and segregate costs that are allowable and unallowable with respect to each federal award:

1. The budget and grant or contract for each award shall be reviewed for costs specifically allowable or unallowable.
2. Accounting personnel shall be familiar with the allowability of costs provisions of Uniform Guidance, codified in [2 CFR Part 200, §§ 200.400 – 200.476](#), "Cost Principles for Non-Profit Organizations".
 - a. The list of specifically unallowable costs found in Attachment B (Selected Items of Cost), such as alcoholic beverages, bad debts, contributions, fines and penalties, lobbying, etc.
 - b. Those costs requiring advance approval from Federal agencies in order to be allowable in accordance with Attachment B, such as foreign travel, equipment purchases, etc.
3. No costs shall be charged directly to any Federal award until the cost has been determined to be allowable under the terms of the award and/or Uniform Guidance, codified in [2 CFR Part 200](#).
4. For each Federal award, an appropriate set of general ledger accounts shall be established in the chart of accounts of LEARN to reflect the categories of allowable costs identified in the award or the award budget.
5. All items of miscellaneous income or credits, including the subsequent write-offs of uncashed checks, rebates, refunds, and similar items, shall be reflected for grant accounting purposes as reductions in allowable expenditures if the credit relates to charges that were originally charged to a Federal award or to activity associated with a Federal award. The reduction in expenditures shall be reflected in the year in which the credit is received (i.e. if the purchase that results in the credit took place in a prior period, the prior period shall not be amended for the credit.)

Criteria for Allowability

It is the policy of LEARN that all costs must meet the following criteria in order to be treated as allowable direct or indirect costs under a Federal award:

1. The cost must be "reasonable" for the performance of the award, considering the following factors:
 - a. Whether the cost is of a type that is generally considered as being necessary for the operation of the organization or the performance of the award;

- b. Restraints imposed by such factors as generally accepted sound business practices, arm's length bargaining, Federal and state laws and regulations, and the terms and conditions of the award;
 - c. Whether the individuals concerned acted with prudence in the circumstances;
 - d. Consistency with established policies and procedures of the Organization, deviations from which could unjustifiably increase the costs of the award.
- 2. The cost must be "allocable" to an award by meeting one of the following criteria:
 - a. The cost is incurred specifically for a Federal award;
 - b. The cost benefits both the Federal award and other work, and can be distributed in reasonable proportion to the benefits received; or
 - c. The cost is necessary to the overall operation of the Organization, but, where a direct relationship to any particular program or group of programs cannot be demonstrated.
- 3. The cost must conform to any limitations or exclusions Uniform Guidance, codified in [2 CFR Part 200](#) or the Federal award itself.
- 4. Treatment of costs must be consistent with policies and procedures that apply to both Federally financed activities and other activities of the Organization.
- 5. Costs must be consistently treated over time.
- 6. The cost must be determined in accordance with generally accepted accounting principles.
- 7. Costs may not be included as a cost of any other federally financed program in the current or prior periods.
- 8. The cost must be adequately documented.

Direct Costs

Direct costs include those costs that are incurred specifically for one award or non-Federal function. LEARN identifies and charges these cost exclusively to each award or program.

Each invoice shall be coded with the appropriate account number reflecting which program received direct benefit from the expenditure. Invoices are approved by the appropriate project director and reviewed by the CFO.

If applicable time sheets or personnel activity reports or payroll registers, described earlier, are also submitted reflecting employees' work and which programs directly benefited from their effort. Time sheets or personnel activity reports or payroll registers shall serve as the basis for charging salaries directly to Federal awards and non-Federal functions.

Equipment purchased for exclusive use on a federal award and reimbursed by a federal agency shall be accounted for as a direct cost of that award (i.e. such equipment shall not be capitalized and depreciated).

Indirect Costs – (Currently Not Applicable)

Indirect costs are those costs that either benefit more than one award (overhead costs) or non-federal function or that are necessary for the overall operation of LEARN (management and general costs).

If applicable, LEARN would maintain an annual indirect cost budget. Each year a new indirect cost budget is prepared and submitted to LEARN's Cognizant Agency for approval. The indirect cost rate approved is used when determining the overhead applied to each federal award.

Examples of the types of expenditures normally included in the indirect cost pool are:

1. General administration
2. Salaries and benefits of the executive officers, finance, accounting and administrative personnel
3. Depreciation of equipment and buildings
4. Office rent and maintenance
5. General office repairs and maintenance

If applicable, LEARN's independent auditor has the responsibility of reviewing LEARN's indirect cost rates. These rates are submitted to LEARN's Oversight Agency and will be binding on all other federal agencies and their contracting officers unless specifically prohibited by statute.

Accounting for Specific Elements of Cost

LEARN shall utilize the following methods of charging specific elements of cost to federal awards as direct or indirect costs (based on specific grant amounts awarded and as applicable):

Salaries and Wages – Salaries and wages shall be charged directly and indirectly based on the functions performed by each employee, as documented on each employee's timesheet, as follows:

Direct costs – The majority of the employees of LEARN charge their time directly since their work is specifically identifiable to specific grants or other (non-federal) programs or functions of the organization.

Indirect costs – The following staff may charge 100 percent of their salary costs indirectly:

Secretary/receptionist
Director of Administration
Office manager
Accounting department staff

Mixed charges – The following employees may charge their salary costs to both direct and indirect activities:

Chief Executive Officer
Administrative assistants

Compensated absences (vacation leave earned, sick leave used, and holiday pay) are considered part of salary costs. The accounting system of LEARN records salaries associated with compensated absences as a direct or indirect cost in the same manner that salary costs are recorded.

Employee Benefits – LEARN incurs costs for the following statutory and non-statutory employee benefits:

FICA
Unemployment insurance
Worker's compensation
Health insurance
Dental insurance
Life Insurance
Contributions to pension plan

Since the LEARN accounting system tracks employee benefit costs by individual employee, each such benefit cost shall be charged directly and indirectly in the same proportion as each individual's salary.

Occupancy Expenses – Monthly rent expense and related pass-through expenses shall be allocated directly and indirectly, based on approximate square footage of space utilized, as follows:

Direct costs – The cost of space occupied by staff whose salaries are directly charged to federal awards is charged directly to those same awards

Indirect costs – The costs of space occupied by staff whose salaries are indirectly charged may be also charged indirectly. The cost of space for staff whose salaries are charged on a mixed basis (directly and indirectly) shall be allocated on a mixed basis in the same ratio as their salaries are allocated.

The cost of space associated with common areas, such as hallways, restrooms, and conference rooms, may be accounted for as an indirect cost.

Utilities – Utilities costs incurred by LEARN include electricity and water. Such utilities costs shall be charged directly and indirectly in the same proportion as occupancy costs.

Supplies and Materials – To the maximum extent possible, office supplies and materials are charged directly to the grant or program/function that uses the supplies or materials, based on the completion of a supplies usage form. All supplies and materials used by staff who are engaged in indirect activities shall be charged indirectly.

Postage and Shipping – To the maximum extent possible, postage and shipping costs shall be charged directly to the grant or program/function that benefits from the postage or shipping costs, based on the postage log and the UPS/FedEx shipping logs.

Photocopying and Printing – Photocopying costs include all paper and copy supplies, copier maintenance charges and the actual lease cost of the copier. Photocopying costs shall be charged directly and indirectly based on the user codes input into the copier prior to making photocopies.

All printing costs are charged directly to the benefiting grant or program/function.

Communications – If applicable, communications costs include the costs of local telephone service and long-distance telephone charges, including charges associated with telephone calls, facsimile transmissions, and Internet dial-up connections.

Currently Not Applicable - Local telephone service costs maybe charged directly and indirectly based upon the number of telephone units assigned to LEARN. Each telephone unit of LEARN is identified to either a direct or an indirect activity, as determined annually based on an approximation of time charges of employees associated with each telephone unit. No telephone units shall be charged as mixed-use units due to the immateriality of the costs involved. For example, if LEARN has 100 telephone units and 15 of those units are assigned to employees who work directly on a particular grant, 15 percent of each month's local telephone service costs shall be allocated to that grant. Long-distance telephone calls maybe charged either directly or indirectly based upon whether a direct or indirect activity benefits from the transmission.

Outside Services – LEARN incurs outside service costs for its annual audit, legal fees, and for staff development specialists. Outside service costs maybe charged as follows:

Audit fees – Cost of the financial statement audit and preparation of Form 990 maybe charged as an indirect cost. Additional audit costs associated with that portion of the audit associated with OMB Circular A-133 shall be charged directly to the audited programs, based on estimates received from the independent CPA firm.

Legal fees – Legal fees maybe charged directly to the program/function that benefits from the services. Legal fees that are not identifiable with specific direct grants or programs shall be charged indirectly.

Staff Development Specialists – Costs associated with staff development specialists shall be charged directly to the program/function that benefits from the services. Fees that are not identifiable with specific direct grants or programs shall be charged indirectly.

Insurance – To the extent that insurance premiums are associated with insurance coverage for specific grants or programs, those premium costs shall be charged directly. All insurance costs that are not identifiable with specific direct grants or programs (such as the Organization’s general liability coverage) shall be charged indirectly.

Credits – The applicable portion of any credits resulting from cash discounts, volume discounts, refunds, and write-off of stale outstanding checks, trade-ins, scrap sales or similar credits shall be credited directly or indirectly in the same manner as the purchase that resulted in the credit.

Cost Sharing and Matching (Currently Not Applicable)

It is the policy of LEARN to value contributed services and property that are to be used to meet a cost sharing or matching requirement at their fair market values at the time of contribution, unless award documents or Federal agency regulations identify specific values to be used.

LEARN shall claim contributions as meeting a cost sharing or matching requirement of a Federal award only if all of the following criteria are met:

1. They are verifiable from LEARN records
2. They are not included as contributions for any other federally-assisted project or program.
3. They are necessary and reasonable for proper and efficient accomplishment of project or program objectives.
4. They are allowable under Uniform Guidance, codified in [2 CFR Part 200](#).
5. They are not paid by the Federal government under another award, except where authorized by Federal statute to be used for cost sharing or matching.
6. They are provided for in the approved budget when required by the Federal awarding agency.
7. They conform to all provisions of Uniform Guidance, codified in [2 CFR Part 200](#).
8. In the case of donated space, the space is subject to an independent appraisal to establish its value.

If applicable, contributed services used for cost sharing or matching purposes shall be valued at rates consistent with those rates paid for similar work in the Organization (match up experience and skill level), including an estimate of reasonable fringe benefits. In cases in which the required skills are not found in the Organization, rates used shall be consistent with those paid for similar work in the labor market in which LEARN competes.

Appendix

**LEARN Charter School
CARDHOLDER AGREEMENT**

Introduction

LEARN Charter School (the “Organization”) has entered into an agreement with BMO Harris – Spending Dynamics (“BMO”) that provides designated employees with a corporate credit card (“BMO Card”). The purpose of the credit card is to pay for travel and meals related to school and employee specific events.

Purchases and reimbursements for educational materials, supplies, capital expenditures and extracurricular activities should go through the requisition and procurement system for proper coding and timely reporting.

Purchases of an extremely time sensitive nature can be charged with approval from the CFO.

Cardholders must follow the policies contained in this Cardholder Agreement (the “Agreement”) and the Organization’s other financial policies and procedures.

Policy violations, which include failure to submit receipts in the manner described below or use of the BMO Card for personal expenses, will result in revocation of Cardholder privileges.

General Policy Guidelines

Issuance: A BMO Credit Card may be issued to you, as a designated employee, at the sole discretion of the Organization.

Ownership and Cancellation of the BMO Card: The BMO Card remains the property of BMO. However, the Cardholder is *ultimately responsible for all expenses charged to the Card*. BMO or the Organization may suspend or cancel Cardholder privileges at any time. The Cardholder will surrender the BMO Card upon request to the Organization’s Chief Financial Officer or any authorized agent of BMO.

Spending Limits: All purchases on the BMO Card must be made within the campus or department budget and pre-established card spending limits. **All purchases greater than \$1,000 require pre-approval by the CFO via email BEFORE you are able to use your BMO Card to make the purchase. All email approvals must be attached to the receipts when completing the monthly reconciliation.**

NO PERSONAL EXPENSES ARE TO BE CHARGED TO THE BMO CARD.

BMO Card Abuse and Restrictions: As noted above, violations of the BMO Card policies will result in revocation of Cardholder privileges. Policy violations include, but are not limited to:

- Making purchases for personal use;
- Making purchases that are an inappropriate use of Organization funds (e.g. food and drink purchases that are not approved prior to purchase); Please note that these purchases must tie to school, organization and/or employee events;
- Failing to submit proper supporting documentation (i.e. receipts) to the Organization’s Finance Department on a timely basis (as detailed below);
- Failing to return the BMO Card when reassigned or terminated or upon request.

Usage

Your BMO Card must always be treated with the same level of care as your own personal credit cards. Keep your BMO Card in a secure location. Since you, as the Cardholder, are ultimately responsible for the card, you should know where it is and what purchases are being made at all times.

Guard the BMO Card number carefully! Do not post the account number at your desk, save it on your computer, or write it in your day planner. Ensure that all charge receipts are properly secured. If you will be absent from the office for an extended period of time, your manager may request that a new BMO Card be issued to a different employee for the duration of the absence.

Just like your personal credit cards, if the BMO Card or number is lost or stolen, BMO must be notified immediately at 1-855-825-9234 **AND** you must immediately email the Organization's Chief Financial Officer.

Your card number should not be distributed to other non-cardholders for use.

Receipts

It is the Cardholder's responsibility to obtain point-of-sale original transaction receipts (or to print receipts from online purchases) from the merchant or supplier for all transactions, every time the BMO Card is used.

These receipts should show the sales tax charged as a separate line item and all efforts should be made to qualify for an exemption from paying sale tax by providing the vendor with the appropriate tax-exempt certificate. The Organization's Finance Department will email the Cardholder the BMO statement of activity on a monthly basis.

All individual cardholder signed reconciliations, spreadsheets and receipts, must be compiled, reviewed and delivered to the Organization's Finance Department by the due date listed in the email from the Finance Department.

FAILURE TO FOLLOW ALL POLICIES NOTED ABOVE WILL RESULT IN AN INFRACTION OF THIS CREDIT CARD AGREEMENT.

A PERMANENT REVOCATION OF CARDHOLDER PRIVILEGES WILL OCCUR IF THE USER FAILS TO TURN IN A RECEIPT FOR ALL TRANSACTIONS TWICE.

THERE WILL BE NO EXCEPTIONS TO THESE POLICIES.

Returns or Exchanges / Disputed Items

It is the Cardholder's responsibility to follow-up on any erroneous charges, returns, or adjustments, and to ensure that proper credit is given on subsequent statements.

You may dispute a charge you disagree with that is posted on your monthly BMO Card statement. Reasons to dispute a charge include, but are not limited to, goods lost in transit from the vendor,

charges posted incorrectly, goods returned or damaged, or an incorrect item or quantity of items received.

The below steps should be followed when a Cardholder notes a discrepancy on his or her monthly BMO Card statement or has a dispute with a vendor:

1. Cardholder should call BMO Customer Service (1-855-825-9234) immediately to report the discrepancy or dispute so BMO can issue the proper credits to the Cardholder's account.
2. The Cardholder should also report the dispute via email to the Organization's Chief Financial Officer

Lost/Stolen BMO Cards

If the BMO Card is lost or stolen, contact BMO Customer Service at 1-855-825-9234. The Cardholder is also required to contact the Organization's Chief Financial Officer to report the lost/stolen BMO Card.

If you receive a new card, please alert the Finance Department of the new expiration date.

The undersigned Cardholder applicant and manager request that an BMO Card be issued to the applicant. The Cardholder applicant has read the above Agreement and agrees to be bound by these terms and conditions.

Cardholder

Date

President and CEO

Date

Instructions for Cardholder:

- Read and sign agreement.
- Retain one copy of this agreement for your records.
- Forward the original signed agreement to the Finance Department.
- Final Executed document will be scanned and emailed to each Cardholder.

**LEARN Charter School Network (LEARN)
Code of Ethics and Conflict of Interest Policy
Effective June 10, 2010**

For Officers and Board Members

Article I – Purpose

1. The purpose of this Board conflict of interest policy is to protect LEARN's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or board member of LEARN or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
3. This policy is also intended to identify "independent" board members.

Article II -- Definitions

1. **Interested person** -- Any officer or board member (or family member of any of the foregoing), who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Family Member** is a spouse, parent, child or spouse of a child, brother, sister, or spouse of a brother or sister, of an interested person.
3. **Financial interest** -- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which LEARN has a transaction or arrangement,
 - b. A compensation arrangement with LEARN or with any entity or individual with which LEARN has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which LEARN is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

4. **Independent Board Member** -- A board member shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS 990 form.

Article III -- Procedures

1. **Duty to Disclose** -- In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.

2. **Recusal of Self** -- Any board member may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. **Determining Whether a Conflict of Interest Exists** -- After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.

4. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the Board or Executive Committee shall determine whether LEARN can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in LEARN's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

5. Violations of the Conflicts of Interest Policy

a. If the Board or Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the Board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V – Compensation

a. A voting member (or family member) of the Board who receives compensation, directly or indirectly, from LEARN for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member (or family member) of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from LEARN for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member (or family member) of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from LEARN, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

1. Each officer and board member shall annually sign a statement which affirms such person:

a. Has received a copy of the conflict of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands LEARN is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.

3. If at any time during the year, the information in the annual statement changes materially, the board member shall disclose such changes and revise the annual disclosure form.

4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII – Periodic Reviews

To ensure LEARN operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to LEARN's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VIII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, LEARN may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Signature: _____

Name:

Date:

FRAUD PREVENTION POLICY

Policy Statement

LEARN Charter School Network is committed to the prevention of fraud and the promotion of an anti-fraud culture. It operates a zero-tolerance attitude to fraud and requires all senior staff, all staff and volunteers to act honestly and with integrity at all times, and to report all reasonable suspicions of fraud.

LEARN Charter School Network expects all Board members, district employees, volunteers, consultants, vendors, contractors and other parties that maintain a relationship with LEARN schools to act with integrity, due diligence, and in accordance with law in their duties involving LEARN resources. LEARN is entrusted with public funds, and no one connected with LEARN shall do anything to erode the trust.

LEARN Charter School Network will investigate all instances of actual, attempted or suspected fraud and will seek to recover any losses and pursue appropriate sanctions against the perpetrators. This may include criminal prosecution, disciplinary action, legal proceedings and professional sanctions.

This policy applies to all staff (full time, part time, contract, temporary and casual), consultants, volunteers and the school's Board Members and to any matter which is related to LEARN's business and does not relate to private acts of an individual not connected to the business of LEARN. The policy outlines a procedure for employees to report actions that an employee reasonably believes violate a law, or regulation or that constitutes fraudulent accounting or other practices.

Definitions

Fraud is defined as the intentional, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury.

Fraud includes the following conduct, actions or inaction, but is not limited to: Any dishonest or fraudulent act, forgery or alteration of any document or account belonging to the Schools, forgery or alteration of a check, bank draft, or any other financial document, misappropriation of funds, supplies, equipment, or other assets of the Schools, impropriety in the handling or reporting of money or financial transactions, disclosing confidential and proprietary information to outside parties, accepting or seeking anything of material value from contractors, vendors, or persons providing goods or services the Schools, destruction, removal or inappropriate use of records, furniture, fixtures, and equipment or any similar or related irregularity.

Examples might include:

- ▯ Sending fake invoices for goods and services that were not ordered or received
- ▯ Use of the school's purchase card to buy personal items
- ▯ Intercepting a school check and amending the name of the payee and/or the amount
- ▯ Theft of CTA Ventra Cards

- Theft of Gift Cards
- Submitting false claims for sickness or expenses.
- Employee falsification of time reports

Delegation of Responsibility

The LEARN Board of Directors is responsible to oversee LEARN's financial performance, including its assets, making sure the school's money is appropriated according to financial policies and measures are in place to prevent losses or misuse, including arrangements for preventing and detecting fraud.

The LEARN Board of Directors delegates the responsibilities to enforce this policy and to prevent and detect fraud as follows:

The Chief Financial Officer is responsible for:

- Developing, implementing, and maintaining adequate systems of internal control that prevent and detect fraud, financial impropriety, or fiscal irregularities within the district, subject to review and approval by the Chief Executive Officer or the Board.
- Maintaining a sound system of internal controls that is designed to identify potential risks, evaluate the nature and extent of those risks, and manage them effectively.
- Testing the system of internal control and seeking independent assurance when appropriate.
- Regularly reviewing the school's anti-fraud policy and compliance with it to ensure it remains effective and relevant to the needs of the school.
- Reporting compliance with the policy on at least an annual basis to the Board of Directors.
- Reporting allegations of actual, attempted, or suspected fraud to the Chief of Talent, Board Chair or Chief Executive Officer.
- Ensuring all allegations of fraud are investigated appropriately, in compliance with relevant policies, procedures and legislation and commencing disciplinary and/or legal action where appropriate.

Ensuring the appropriate authorities are notified, pursuant to applicable law, when cases of fraud, embezzlement or theft have been identified

LEARN Administrators and Staff are responsible for:

- Familiarizing themselves with the types of fraud that might affect the school.
 - Ensuring they adhere to the agreed upon policies and procedures, thereby protecting the school's reputation and assets from fraud.
- Reporting allegations of actual, attempted, or suspected fraud to the Chief Financial Officer, Chief of Talent, or Board Chair.
- Assisting in the investigation of suspected fraud when requested to do so, for example by providing witness statements.

Reporting Procedures

Executive Team and staff engagement is an important element of the school's stance on fraud. The Executive Team will deal with any financial irregularities immediately.

Any school level LEARN employee who discovers or suspects fraudulent activity, or actual, attempted, or suspected fraud should immediately report their concerns to their Principal. However, if the concerns relate to the Principal staff should report their concerns to Chair of the Board of Directors. Any member of the administrative staff at the LEARN Network level should immediately report any concerns about suspected fraudulent activity, or actual, attempted, or suspected fraud to their direct manager. However, if the concerns relate to a member of the Executive Team, staff should report their concerns to the Chair of the Board of Directors.

Reporting individuals should use the referral form at the Appendix to capture the necessary information. Any LEARN employee who seeks to report a concern about suspected, actual or attempted fraudulent activity or fraud may remain anonymous. An individual who makes a report shall be advised not to contact the individual(s) accused of fraud and not to discuss the matter with anyone unless asked to do so or otherwise permitted by LEARN's Board of Directors or counsel.

If an employee or the reporting individual has questions or concerns about fraudulent activity or fraud, he/she/they may send a certified letter to the Chief of Talent or should consult with a member of the LEARN Charter Network Executive Team:

Donna Moore, Chief Financial Officer

Tel: 773-584-4300 Email: dmoore@learncharter.org

Senior Director Human Resources

Tel: 773-584-4300 Email: msmith@learncharter.org

Greg White, CEO

Tel: 773-584-4300 Email: gwhite@learncharter.org

Katie MacCarthy, Board Chair

Email: kmaccarthy@learncharter.org

LEARN does not tolerate reprisals, victimization or harassment and will take all reasonable action to protect any individual who seeks to report suspected, attempted, or actual fraudulent activity or fraud. LEARN will take reasonable steps to minimize any difficulties a reporting individual may experience due to the reporting. If the reporting individual must serve as a witness and required to give evidence in criminal or disciplinary proceedings, LEARN will advise or arrange for them to receive advice and support about the process being followed.

Once an investigation is initiated, all inquiries concerning the activity under investigation from the suspected individual(s), his or her attorney or representative(s), or any other inquirer are directed to the Board of Directors or legal counsel. No information concerning the status of an investigation shall be given out.

Investigation Procedures

The LEARN Board of Directors shall have the primary responsibility for the investigation of all suspected fraudulent acts as defined in the policy. The Board may delegate this responsibility to a Board Committee. The Board may utilize whatever internal and/or external resources considered necessary to conduct the investigation. Any party against whom an allegation is made shall not participate in the investigation.

The Board of Directors will have free and unrestricted access to all of the School's records and premises and the authority to examine, copy, and/or remove all or any portion of the contents of files, desks, cabinets, and other storage facilities on the premises without prior knowledge or consent of any individual who may use or have custody of any such items or facilities when it is within the scope of their investigations.

If an investigation substantiates that fraudulent activities have occurred, the Board or relevant Committee will issue reports to appropriate designated personnel and to the Board of Trustees. Individuals caught committing fraud can be prosecuted under the [Fraud Act 2006](#) if they make a false representation, fail to disclose information or abuse their position. Decisions to prosecute or to refer the examination results to the appropriate law enforcement and/or regulatory agencies for independent investigation shall be made in conjunction with legal counsel and senior management, as are final dispositions of the case.

WHISTLEBLOWER AND NON-RETALIATION POLICY

LEARN is committed to operating in furtherance of its tax-exempt purposes and in compliance with all applicable laws, rules and regulations, including those concerning accounting and auditing, and prohibits fraudulent practices by any of its board members, officers, employees, or volunteers.

If an employee has a reasonable belief that an employee or LEARN has engaged in any action that violates any applicable law, or regulation, including those concerning accounting and auditing, or constitutes a fraudulent practice, the employee is expected to immediately report such information to the appropriate LEARN staff or Board member as set forth under the Fraud Prevention policy.

All reports will be reviewed promptly and will be investigation conducted. In conducting its investigations, LEARN will strive to keep the identity of the reporting individual as confidential as possible, while conducting an adequate review and investigation.

The Public Interest Disclosure Act 1998 protects employees who raise concerns about certain matters of public interest in good faith. LEARN will not retaliate against an employee in the terms and conditions of employment because that employee: (a) reports to a supervisor, Human Resources, the President & CEO, the Board of Directors or to a federal, state or local agency what the employee believes in good faith to be a violation of the law; or (b) participates in good faith in any resulting investigation or proceeding, or (c) exercises his/her or their rights under any state or federal law(s) or regulation(s) to pursue a claim or take legal action to protect the employee's rights.

It is a violation of this policy to retaliate against or penalize any individual for reporting fraud or abuse, or for cooperating or participating in any investigation or proceeding. Appropriate disciplinary action will be taken against those found retaliating against such individual.

In addition, LEARN will not, with the intent to retaliate, take any action harmful to any employee who has provided to law enforcement personnel or a court truthful information relating to the commission or possible commission by LEARN or any of its employees of a violation of any applicable law or regulation.

LEARN may take disciplinary action (up to and including termination) against an employee who in management's assessment has engaged in retaliatory conduct in violation of this policy.

Supervisors will be trained on the Fraud Prevention Policy and LEARN'S prohibition against retaliation in accordance with this policy.

Fraud Reporting Form

If you have any concerns about fraud, please contact Chief of Talent or LEARN'S Board Members or print and complete this form and send it to the address shown below.

You do not need to give your name. All the information provided will be treated in confidence.

Name of the person(s) or
organization you suspect:

Address: (if known)

Place of work / department /
job title: (If known)

Please provide details of your suspicions. You should include as much information as possible. For example, what was said in telephone or other conversations, dates, times and places, vehicles used, as well as the names of any other parties involved: (Continue on a separate page if necessary and attach any additional evidence you may have)

Your details: **(please leave blank if you wish to remain anonymous)**

Name:

Telephone number or contact
address:

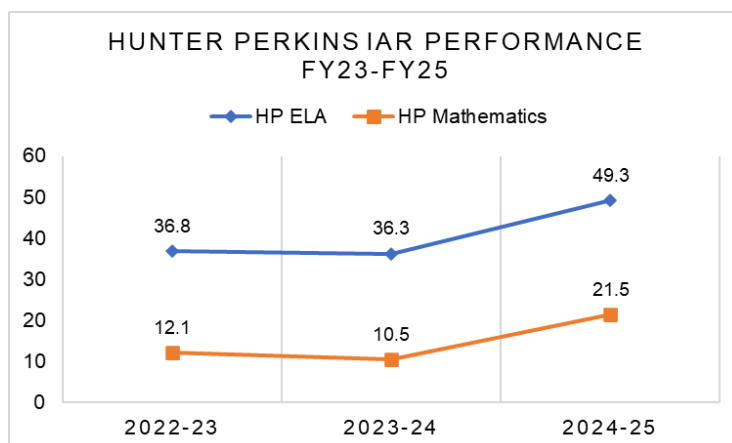
Please return this form in an envelope marked Private & Confidential to **Chief of Talent 5th floor**
3021 W. Carroll Ave, Chicago, IL 60612



In response to question #19 on the INCS eligibility questionnaire, LEARN's Hunter Perkins had a rating of comprehensive on its 2023 Illinois Report Card due to the performance of their diverse learners. The reason that the sub-group of diverse learners fell behind was that Hunter Perkins struggled to fill its special education teaching positions resulting in multiple empty positions over the last two years. The state rating has improved to targeted in 2025 and we expect that it will improve to commendable by spring 2026. All special education teaching positions are filled as of this school year and we are already seeing the benefits of being fully staffed. Recent MAP testing results show that the diverse learners at Hunter Perkins have improved over the past several months. We anticipate that their performance will accelerate resulting in a strong performance on the spring IAR tests.

LEARN Hunter Perkins Diverse Learner MAP Scores – Winter 2024 to Winter 2025				
Fiscal Year	Math	Met Goal - Math	ELA	Met Goal - ELA
FY25	21.8%	48.7%	24.6%	48.7%
FY26	23.9%	45.5%	26.8%	62.7%

Hunter Perkins' overall performance is well within the commendable range and continues to improve. In FY25, Hunter Perkins improved their ELA proficiency by 36% on the spring IAR to 49% outperforming the district average of 43% despite the fact that more than 80% of its students come from low income households. Hunter Perkins doubled its math performance to 22% year-over-year and outperformed comparable schools in its surrounding community by more than 10 percentage points. The campus has also lowered its rate of chronic absenteeism by 27% so far this school year.



Hunter Perkins alumni graduate high school at a rate of 90%, and 70% of their Black, low-income alumni matriculate to 4 year colleges, more than two times the average for Black and low-income students statewide. Hunter Perkins remains in high demand with a wait list of over 150 families.

RENEWAL OF CHARTER AND CHARTER SCHOOL
AGREEMENT

BETWEEN

THE BOARD OF EDUCATION OF THE CITY OF CHICAGO

AND

LAWNDALE EDUCATIONAL AND REGIONAL NETWORK CHARTER SCHOOL

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THIS RENEWAL OF CHARTER AND CHARTER SCHOOL AGREEMENT (“Agreement”) dated July 1, 2024 (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 Lawndale Educational and Regional Network Charter School, 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 Board’s mission is to provide a high-quality public education for every child, in every neighborhood and the Board has laid out a vision for the future of Chicago's students, parents, and communities; and

WHEREAS, the Board's charter selection process seeks to charter schools that share its mission, vision, and aspirations for students by creating new and innovative educational techniques and programs within the public school system;

WHEREAS, the Charter Schools Law was enacted to promote new options within the public school system and to provide pupils, educators, community members, and parents with the stimulus to strive for educational excellence; and

WHEREAS, the Charter Schools Law has the following goals:

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, the Board, as the Charter authorizer, and consistent with the Charter Law, has developed and maintained chartering policies and practices consistent with recognized principles and standards for quality charter authorizing in all major areas of authorizing responsibility, including: organization capacity and infrastructure; soliciting and evaluating charter applications, performance contracting, on-going charter school oversight and evaluation, and Charter renewal decision-making; and,

WHEREAS, the Board has a duty to monitor and oversee the performance and legal compliance of charter schools; and

WHEREAS, the Charter School and the Board must work cooperatively and collaboratively to achieve the goals set forth in the Charter Law; and

WHEREAS, on July 15, 2001, the Charter School entered into a Charter School Agreement with the Board for a term commencing July 15, 2001 and ending July 15, 2006, with the Charter School opening in the fall of 2001, 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 with the Board and subsequently approved and certified by the State Board through June 30, 2021, no new written renewal agreement was executed by Parties for the period from July 1, 2021, to June 30, 2024;

WHEREAS, on July 26, 2023, the Charter School submitted an application to the Board (the "Application") to renew its Charter School Agreement, a copy of which Application is incorporated by reference as described in Exhibit A hereto;

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, 2028, 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 "LEARN 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.

C. Non-Discrimination Policy. A charter school shall be subject to all applicable 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 education services.

D. Age, Grade Range. The Charter School shall provide instruction to students in grades K through 8th.

E. Maximum Enrollment, Attendance Boundary, Application Process.

i. Maximum Enrollment. The Charter School's enrollment shall be no more than 4,136 students (the "Maximum Enrollment Number") 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 respond to the Board's proposed attendance boundary. Establishment of an attendance boundary for the Charter School is within the discretion of the Board and the Board agrees to abide by the School Attendance Boundaries adopted June 22, 2005 (05-0622-PO1) as may be amended and Section 27A-4(d) of the Charter School Law (105 ILCS 5/27A-4(d)), as may be amended. 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, English language proficiency or inquire about or demand proof of immigration or citizenship status, except as required by law. 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. Nor shall the Charter School offer or otherwise market or advertise monetary gifts (including gift cards) to applicants or potential applicants or their parents/legal guardians or family members as a part of the application process. Nor shall the Charter School offer monetary gifts to students or parents/legal guardians or family members of students who are currently enrolled in the Charter School who refer others to the Charter School.
 - a. Lottery. If the number of eligible applicants for enrollment on the Charter School's application deadline date in any year exceeds

the 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 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.

- b. 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.
- c. Lottery Verification to the Board. Within thirty (30) days 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 Section 27A-4(h) of the Charter Schools Law, the Board may administer the Charter School's lottery directly.

- d. 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.
- iv. Application Process For GoCPS. Both parties acknowledge and agree that the Board shall operate the high school application process on behalf of the Charter School including, but not limited to, its lottery in accordance with the terms and conditions set forth in the GoCPS Application Process which is attached herein as Appendix 1.

Lottery. As noted herein above, the Charter School's lottery shall be as set forth in Appendix 1.

F. Student Transfers, Dropouts, & Aged-Out Students.

1. 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. If reasonable efforts to obtain a transfer form from the student's parent/guardian are unsuccessful, the Charter School shall obtain alternative documentation to verify that a student's transfer is voluntary, including but not limited to the procedure outlined below in Section 4(F)(4) Removal from enrollment. The Charter School must maintain records of its signed student transfer forms or or alternative documentation that verifies student transfers in accordance with the Illinois School Student Records Act and any regulations promulgated thereunder and must produce those records to I&I upon request.
2. Dropout Students. The Charter School shall accurately

document all students who abandon their Charter School and its course of study, and fail to transfer to another charter school or re-enroll into a public school or private school outside the charter school network ("Dropout.") The Charter School documentation shall be comprehensive and should include: (1) last date of student was present at Charter School, (2) leave codes; and (3) every attempt Charter School made to contact students. The Charter School shall provide the documentation to the Board quarterly.

3. Aged-out Students. The Charter School shall accurately document every student who exceeds the threshold of 21 years of age ("Aged-out") and provide the documentation to the Board quarterly. Students that receive special education and related services shall not be considered Aged-out until the student exceeds the threshold of 22 years of age.
4. Removal from Enrollment: The Charter School shall not cause a student to be unenrolled in the Charter School due to the student's attendance or truancy records. The Charter School shall not transfer or unenroll a student without following the below procedures outlined:
 - a. Obtaining the expressed written consent of the parent/legal guardian of the student. If expressed written consent of the parent/legal guardian of the student is obtained, the Charter School shall not refuse or otherwise fail to release a student for outstanding fees or assets, including but not limited to, failure to return a computer.
 - b. In cases where consent cannot be garnered, the Charter School shall obtain alternative documentation to verify that a student's transfer is voluntary, including but not limited to a request for records from the student's receiving or new school or an acceptance letter or other proof of application, admission or enrollment from the student's new school or program.
 - c. In cases where a student has stopped attending, the Charter School shall make every effort to re-engage the student. If all contact with the student and the student's family has been lost, the Charter School shall

follow the procedures in accordance to guidance documents regarding the lost child/unable to locate process.

G. 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.

H. 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.

I. 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.

J. Academic Year; School Days; Hours of Operation. Instruction shall commence in the 2024-2025 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.

K. School Calendar. No later than the May 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.

L. 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.i.

i. A Charter School that has adopted the CPS Conduct Code must enter all disciplinary infractions into Aspen. The Charter School may elect to develop its own system of student discipline effective at the beginning of any academic year, provided that the Charter School shall submit its proposed disciplinary code, that comply with the procedures outlined in this subparagraph K(i)(a-d), 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. In addition, the Charter School must provide all suspension data and misconduct reports to the Office of Innovation and Incubation on a quarterly basis.

- a. **In-School and Out-of-School Suspensions:** The Charter School's disciplinary code must explicitly state when a student would receive a suspension, including the duration of the consequence according to the infraction selected based on the behavior.

Prior to the start of an In- or Out-of-School Suspension, the Charter School must provide parents/guardians written notice of the infraction, a description of the behavior, and dates of the suspension. The Charter School must inform a student of their specific behavioral infraction, the applicable code within the Charter School's disciplinary policy, and provide a student with an opportunity to explain their perspective prior to being given a suspension. The Charter School must provide information regarding the process to appeal the suspension in the notice. The Charter School may not impose additional academic work on a student in connection with the disciplinary infraction or as a disciplinary consequence.

During the days of the suspension, the Charter School must

accurately record a suspended student's attendance as an In-School Suspension or Out-of-School Suspension (as appropriate) in Aspen regardless of other reporting platforms the Charter School may utilize. If the Charter School does not use Aspen to log discipline infractions, the Charter School must enter an In-School Suspension or Out-of-School Suspension (as appropriate) in the Charter School's student information system. In such case, the Charter may provide the Board access to the Charter School's student information system.

As required by the the Individuals with Disabilities in Education Act and Section 504 of the Rehabilitation Act of 1973, the Charter School acknowledges that students with special needs may receive no more than 10 days of Out-of-School suspension in a school year. The Charter School must count each suspension day against the 10 day maximum of Out-of School suspension for students with special needs who are placed in In-School suspension and do not receive all services detailed in their service plan.

The Charter School may only issue Out-of-School Suspensions when all criteria for out-of-school suspensions in accordance with the Illinois School Code and IDEA are met. If a student receives an Out-of-School Suspension that has a duration of 4 days or greater, the Charter School must provide the student a detailed plan for reintegration into school prior to the student's return. The Charter School must treat Out-of-School Suspensions as excused absences and the suspended student must be given adequate time to make up any assignments from missed instruction. Student academic performance cannot be negatively impacted as a result of a suspension.

- b. Students with IEPs and 504 Plans may not be suspended out of school for more than 10 cumulative school days a year without a manifestation determination review (MDR). The school must provide the parent or guardian with a written copy of the Notice of Procedural Safeguards at least three (3) business days prior to holding the MDR. At the MDR, the IEP or 504 team must:
 - i. Determine whether the misconduct is related to the

student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP or 504 Plan. The behavior is a manifestation of the student's disability if:

1. The conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or
 2. The conduct in question was the direct result of the school's failure to implement the student's IEP or 504 Plan.
- ii. Review, and revise, if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan ("BIP") to address the misconduct. The BIP must address the misconduct for which the student is being disciplined.

If the student's behavior is not manifestation of the disability, school officials may apply the Conduct Code, taking into consideration the student's special education and disciplinary records. In no event may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services. If the student's behavior is a manifestation of the disability, a disciplinary change in placement may not occur.

- c. **K-2 Suspensions:** 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 an 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 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.

- d. **Expulsions:** 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. CPS reserves the right to review an expulsion to determine if the student's due process was infringed upon resulting in actual harm. Actual harm shall be defined as a negative outcome that unfairly compromises a student's physical, mental, or emotional well-being.

To ensure adequate due process rights are afforded to students, if a student is documented to be incarcerated, detained, hospitalized on an inpatient basis, or otherwise incapacitated in such a way that would prevent them from being free to attend disciplinary proceedings, the Charter School shall delay disciplinary proceedings to accommodate the student's attendance.

Sexual Misconduct allegations between students are investigated by the Office of Student Protections or referred back to the school for investigation. Students can only be referred for expulsion if there is a substantiated finding in the matter.

- e. **Physical Restraint Time Out:** The Charter School must report any use of Physical Restraint and/or Time Out (PRTO) to the Board's student information system within 24 hours of the PRTO.
 - 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.

M. Student-Facing Policies. Upon request, the Charter School shall provide the Board with copies of any and all student-facing policies currently being used by the Charter School including, but not limited to, parent handbooks, and attendance, truancy, and disciplinary policies.

N. 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), Title 23 of the Illinois Administrative Code Part 228, and any regulations promulgated thereunder. As part of these requirements, 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 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, immigration or citizenship status, 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);
- 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;
- 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;
- 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, and health examinations and immunizations, respectively;
- 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) regarding breastfeeding accommodations for pupils;
- xix. Sections 10-20.63 and 34-18.56 of the Illinois School Code (105 ILCS 5/10-20.63; 105 ILCS 5/34-18.56) regarding availability of feminine hygiene products;
- xx. Section 26-18 of the Illinois School Code (105 ILCS 5/26-18) regarding chronic absenteeism report and support;
- xxi. Section 10-19.05 of the Illinois School Code (105 ILCS 5/10-19.05), regarding daily pupil attendance calculation;
- xxi. The Seizure Smart School Act (Illinois School Code (105 ILCS 150);
- xxii. Section 22-30 of the Illinois School Code (105 ILCS 5/22-30) regarding self-administration and self-carry of asthma medication and epinephrine auto-injectors, administration of undesignated epinephrine auto-injectors, administration of an opioid antagonist, administration of undesignated asthma medication, asthma episode emergency response protocol;
- xxiii. All non-curricular health and safety regulations of the State of Illinois and applicable health and safety regulations of the City of

Chicago including, without limitation, those laws specifically identified by the State Board as being applicable to charter schools, with the list of such regulations 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); and

xxiv. All Federal and State of Illinois orders and agreements, including desegregation orders, orders regarding special education, orders 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.

xxv. Public Act 103-0416 regarding union neutrality, whereby the Charter School agrees (1) to be neutral regarding the unionization of any of its employees such that the Charter School will not at any time express a position on the matter of whether its employees will be unionized and such that the charter school will not threaten, intimidate, discriminate against, retaliate against, or take any adverse action against any employees based on their decision to support or oppose union representation; (2) to provide any bona fide labor organization access at reasonable times to areas in which the Charter School's employees work for the purpose of meeting with employees to discuss their right to representation, employment rights under the law, and terms and conditions of employment; and (3) that union recognition shall be through a majority card check verified by a neutral third-party arbitrator mutually selected by the charter school and the bona fide labor organization through alternate striking from a panel of arbitrators provided by the Federal Mediation and Conciliation Service.

Notwithstanding the above, Charter School represents that there are ongoing, colorable questions regarding the validity of Public Act 103-0416, including but not limited to preemption under the U.S. Constitution and federal law. Public Act 103-0416 has yet to be fully adjudicated on the question of whether the Public Act is consistent with applicable state and federal law, therefore the parties do not have guidance on how Public Act 103-0416 shall be enforced. There is currently legal action pending regarding the aforementioned subject matter and while such legal action is pending, CPS shall remain neutral about the legal questions regarding Public Act 103-0416 until and unless there is a full adjudication and final order issued by a court of competent jurisdiction that addresses or otherwise affects implementation of the Act. CPS will follow that guidance as to the enforcement of Public Act 103-0416 pursuant to the final order issued by a court of competent jurisdiction.

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 Report cited on the signature page of this Agreement, as may be amended, including the Accountability Plan attached hereto as Exhibit C, and the additional specific terms and conditions set forth in Attachment 1 and Technical Requirements Guide that will be published by the Office of Innovation and Incubation from time to time, as well as all other attachments, exhibits and appendices 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.

vi. The name and contact information of each governing board member shall be listed on the Charter School's website.

Every six (6) months the Charter School shall submit to the Board the approved documentation of every governing board meeting held ("minutes") since its last submission of its approved board meeting minutes and any advertised copies of such meeting notices. Such documentation may be provided via link to Charter School website. The minutes must comply with the Open Meetings Act and the Charter School must also make the minutes publicly available for review consistent with applicable law.

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 (i) names, (ii) job positions, and (iii) Illinois employee identification numbers and/or last four digits of the social security numbers of all applicable employees. Such lists shall also indicate, for each individual employed in an instructional position, (iv) 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 evidence of certification (or other qualification if applicable) as noted hereinabove no later than five (5) business days before the individual's initial date of employment.

F. Course Assignment Data. To ensure the Board's compliance with the P-20 Longitudinal Education Data System Act, the Charter School shall maintain and report critical data as set forth in the guidance documents regarding Course Assignment Data.

G. Background Checks and Adjudication Process. Both 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 (individually "Prospective Staff" and "Current Staff", and 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 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. 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 volunteers. The Charter School shall require all prospective volunteers to complete the required CPS volunteer application forms and satisfying the requirements of the applicant review process annually as outlined in the Volunteer Policy.

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 licensed under Article 21B of the Illinois School Code, 105 ILCS 5/21B-5 *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. The Charter School must complete the Board’s Safe Schools Training curriculum designated for charter schools. 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 licensure. In the event that the Charter School employs or otherwise utilizes or any of its subcontractors employs or otherwise utilizes non-licensed 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.

H. Students in Temporary Living Situations (STLS). 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 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.

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 at 773-553-3335 or 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 include conflicts of interest provisions in accordance with Section 27A-10.5 of the Charter Schools Law. Any material changes to 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 5.1. below) after the Effective Date of this Agreement shall be submitted to the Board or its designee and may be subject to review and evaluation 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.

In addition, the Charter School shall have a governance structure that prohibits any one person from holding both a directorship and an executive position or other position with substantial financial decision-making authority to eliminate the structural risk of conflicts of interest, self-dealing, and other mis- or malfeasance inherent in holding both positions.

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. Any material changes to its Ethics Policy after the Effective Date of this Agreement shall be submitted to the Board or its designee and may be subject to review and evaluation 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.

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, 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; Title IX of the Education Amendments of 1972 ("Title IX") Protections.

- i. Charter School shall comply with the Board's Final New Comprehensive Non-Discrimination, Harassment, Sexual Harassment, Sexual Misconduct and Retaliation Policy (Section 102.8A) adopted on September 23, 2020 and authorized by Board Report 22-0928-P02, as may be amended or replaced from time to time; and
- ii. The Charter School shall adopt and maintain its own policy in the following area: Reporting of Child Abuse, Neglect and Inappropriate Relations between Adults and Students, as may be amended which shall include, without limitation, grooming behaviors. By the Effective Date, and thereafter no later than July 1 of each subsequent year, the Charter School shall submit to the Board a copy of this policy, with a summary of any revisions from the previous year's version if necessary.
- iii. 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 an allegation of misconduct pertaining to any of the above referenced policies in paragraph 5.n 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's Chief Portfolio Officer 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.

- iv. The Charter School shall adhere and comply with the procedures set forth in The Handling Of Title IX And Sexual Misconduct Allegations attached hereto as Exhibit D.
- v. The Charter School shall cooperate in all investigations by the district's Inspector General and Office of Student Protections and comply with all directives from the district's Title IX Officer. Notwithstanding the authority reserved to the Office of the Inspector General to conduct investigations as set forth herein, the Board will make reasonable best efforts to provide Charter School with updates upon request regarding any ongoing investigation that involves the Charter School, its staff or students and will make reasonable best efforts to report the outcome of all such investigations to 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. The auditor must test for all requirements set forth by the annual Audit Memo which is published by I&I by May 1st of each year. 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 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, beginning with November 1, 2024.

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, beginning with December 1, 2024.

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, 2020; 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 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 based on per pupil rates and methodologies 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. Per pupil rates shall be defined as the tuition rates each year that the Board establishes and the Charter School's resulting annual tuition payments which shall be in accordance with Charter Schools Law.

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 and 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 but the Administrative Fee shall not exceed 3% of the per capita tuition charge payment.

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 February 1 of the prior academic year, multiplied by one-fourth the estimated annual tuition payment. If both parties agree 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 calculated annual tuition payment.

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 calculated annual tuition payment.

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 calculated annual tuition payment 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 the deduction amount shall be only one-fourth of the calculated annual tuition payment 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 calculated annual tuition payment multiplied by the net enrollment increase.

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 calculated annual tuition payment.

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-half of the calculated annual tuition payment 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-half of the calculated annual tuition payment 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-half of the calculated annual tuition payment multiplied by the net enrollment increase.

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.

Enrollment shall exclude students who are not scheduled or have not attended a single day at the Charter School as of the enrollment count day. Enrollment counts used in funding calculations 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.

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. 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. 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.

The Charter School may receive supplemental aid from the Board so the Charter School shall continue to provide the Board with eligibility data on an annual basis on students who qualify for free and reduced-price 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. 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 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.

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. The Charter School acknowledges and agrees that the Board retains the right to share with the Chicago Teachers' Pension Fund the personnel information provided to the Board pursuant to section 5E Pension of this Agreement.

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.

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 Aspen & SSM Systems (collectively, the "ASP&SSM Systems"), or such

other system as may be subsequently implemented by the Board.

The Board shall provide the Charter School with the necessary ASP & SSM Systems access, software and training to allow Charter School personnel to use the Board's ASP&SSM Systems 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.

The Charter School shall provide to the Board access to accurate parent and/or guardian emergency contact information, including the name, relationship to student, phone number, mailing address, and email address, for each enrolled student. Such parent and guardian emergency contact information shall be made available to the Board upon request or in real-time as the contact information becomes available or updated. The Charter School shall follow the procedures of the guidance documents regarding Enrollment/Demographic Info/Transfer.

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 incurred by the Board from conducting the Charter School's Background Checks or (ii) overpayments by the Board 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 to 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 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 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" and collectively "Attendance Centers"):

Name	Address	Grades	Maximum Enrollment
Romano Butler	1132 S. Homan	K-8	660
Excel	3021 W. Carroll	K-6	525
Charles and Dorothy Campbell	212 S. Francisco	K-6	600
South Chicago	8914 S. Buffalo	K-8	596
Hunter Perkins	1700 W. 83rd Street	K-8	655
Middle School	3021 W. Carroll	K-8	575
7th	3021 W. Carroll	K-5	525

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: a proper/appropriate certificate of occupancy for a school that serves K-12 students ("Certificate of Occupancy"), all applicable zoning and construction permits, and health and safety approvals for each Attendance Center; and (i) an executed copy of the lease agreement for each Attendance Center, if occupied under a lease agreement; or (ii) evidence of title to each Attendance Center, 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), Certificates of Occupancy, zoning 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, 2024 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.

B. Change in Location; Additional Attendance Centers. The Charter School may request to change the physical location of an existing Attendance Center, and provided that the Charter School fulfills certain conditions of the Board and provides such documentation as outlined in paragraph 7.a. hereinabove, and any additional information as requested by the Board with respect to such proposed physical location, the Board may not unreasonably withhold approval of such a request. 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 documentation as outlined in paragraph 7.a. hereinabove and any additional information as requested by the Board with respect to such proposed 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. If the change in location of an Attendance Center is due to an emergency where the Attendance Center has been made untenable by fire, flooding, tornado, earthquake or

other casualty or where its Certificate of Occupancy 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 undertake either of the following:

i. If the Charter School decides to repair the damage to the Attendance Center caused by the emergency, the Charter School shall perform the actions below:

a. (1) Promptly identify another location for temporary occupancy, (2) provide written notification to I&I of the facility address, (3) provide a signed lease or letter of intent, (4) provide documentation regarding the condition of the facility, and (5) request a walk-through of the facility with CPS representatives prior to relocating to the temporary facility; and

b. (1) Promptly repair any damage to the Attendance Center caused by the emergency, and (2) develop and execute a plan 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. 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 original 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 such Attendance Center, the Charter School shall provide promptly 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 such documentation as outlined in paragraph 7.a. and 7.d.i.A. hereinabove and any additional information as requested by the Board 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. The Charter School shall ensure at all times that its Attendance Centers (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 and any regulations promulgated thereunder; the Rehabilitation Act of 1973, 29 U.S.C. §701 *et seq.*, as amended and any regulations promulgated thereunder; 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.

E. ADA Plans. The Charter School shall submit a facility plan for each Attendance Center which shall comply 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 (individually “ADA Plan” and collectively “ADA Plans”). The ADA Plan shall at a minimum: identify any existing architectural accessibility barriers that do not comply with the above-referenced laws; describe the method by which the barriers will be remediated; and the timeline for removal of the barriers. Such ADA Plans shall be submitted to I&I for the Board’s approval which shall not be unreasonably withheld. The 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) the Individuals with Disabilities Education Act (20 U.S.C. §1401 *et seq.*, as amended) (“IDEA”) and any regulations promulgated thereunder. The Charter acknowledges and agrees that the Board is the Local Education Agency (“LEA”) as defined in the IDEA; (ii) Article 14 of the Illinois School Code (105 ILCS 5/14-1.01 *et seq.*, as amended) and any regulations promulgated thereunder; and (iii) 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 (iv) the students’ IEPs; (v)

the Board's procedural manual and guidance documents regarding educating students with disabilities in the Chicago Public Schools, as may be amended from time to time, which is incorporated herein by reference; (vi) any and all Federal court orders applicable to students with disabilities in the Chicago Public Schools; (vii) 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 (viii) all non-curricular health and safety regulations of the State of Illinois and applicable health and safety regulations of the City of Chicago including, without limitation, those laws specifically identified by the State Board as being applicable to charter schools as referenced in paragraph 5.a.xxiii 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 (ix) the students' Section 504 Plans ("Section 504 Plans"), and (x) the Board policies and procedures regarding students' Section 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, in particular for IEP and Section 504 Plan training, respectively. 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.

Failure to inform the Board of the Charter School's inability to hire, or subcontract for, its special education teachers or paraprofessionals 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.

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 Section 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 and Section 504 Plan training, at least 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.

Failure to inform the Board of the Charter School's 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 that at all times a case manager has been identified to serve at the Attendance Center. In addition to the duties common to a case manager, the case manager must serve as the Attendance Center's Section 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 those meetings. In order to serve as the Local School District Representative at such IEP meetings, 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 in the field of special education is preferred. The case manager of each Attendance Center (or case manager representative if case manager is not available) must attend all CPS case manager meetings, in particular for IEP and Section 504 Plan 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. Case managers shall provide special education teachers and paraprofessionals with monthly training from such meetings, as well as indicate to the Board or its designee the method for providing such training.

E. Funding for Special Education and Supports. Funding for special education and Section 504 Plan services for the Charter School's students with disabilities shall be provided to the Charter School based on the rates and funding methodology as set forth in the Budget Book adopted by the Board each fiscal year. The Charter School shall be expected to meet the needs of all of its students' IEPs and Section 504 Plans in accordance and compliance with this Agreement and all applicable Federal and State laws and any regulations

promulgated thereunder.

F. Additional Resources. Notwithstanding the provisions of this paragraph 8 hereinabove, the Board shall provide necessary additional resources specifically assistive technologies (as required by students' IEPs and/or Section 504 Plans) 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 Section 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.

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 and any other resolutions adopted by the Board related to the Charter School Accountability Policy, including, without limitation, Board Resolution No. 22-0224-RS3. Said policies and resolutions, as may be amended or replaced 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. The Board shall make reasonable efforts to solicit input from the Charter School regarding proposed changes to the Accountability Plan and shall provide written notice to the Charter School and make a reasonable effort to do so 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 that have been properly noticed consistent with this Paragraph shall be incorporated herein by reference and made a part of this

Agreement as if fully set forth herein.

The Board approved the Continuous Improvement and Data Transparency Policy (the "CIDT") adopted April 26, 2023 (23-0426-PO4). After CPS completes the CIDT process for charter schools and posts the relevant metrics and indicators on the CPS website, the Charter School shall publish a Board-generated report on the Charter School's website. Additionally, the Board-generated report shall be communicated via email by the Charter School to the Charter School's families within a period of 30 days from the date of the school's receipt.

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 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 ASP&SSM Systems, 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. The Board will make an effort to 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 E 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, 2028, and no earlier than July 1, 2027, 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 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. Also 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.

The Board may not arbitrarily or capriciously revoke the charter and terminate the Agreement. Except for extenuating circumstances outlined in this paragraph 13, if the Board revokes the charter and terminates the Agreement, it must ensure that all students currently enrolled in the Charter School are placed in schools that are higher performing than that Charter School, as defined in the State's federal Every Student Succeeds Act accountability plan. In determining whether extenuating circumstances exist, the Board must detail, by clear and convincing evidence, that factors unrelated to the Charter School's accountability designation outweigh the Charter School's academic performance.

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 termination at least fourteen (14) calendar 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 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 by mutual consent 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 Indemnatee or from any act or omission of the Charter School required by law or this Agreement.

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 Indemnatee 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 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. 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, 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; Electronic Signatures.

This Agreement may be signed in counterparts, which shall together constitute the original Agreement. Signatures received by facsimile or other electronic means by either of the parties to the other shall have the same effect as original signatures. This Agreement shall not be binding on either party until and unless it is fully executed by both parties.

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.

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 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: Lawndale Educational and Regional Network Charter School
3021 West Carroll Avenue
Chicago, IL 60612
Attn: Board Chair

If to the Board: Chicago Board of Education
Office of Innovation & Incubation
42 West Madison Street, 3rd Floor
Chicago, Illinois 60602
Attn: Zabrina Evans, Executive Director
Email: zmevans2@cps.edu

With a copy to: Chicago Board of Education
Law Department
One North Dearborn Street, Suite 900
Chicago, Illinois 60602
Attn: Ruchi Verma, 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 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, attachments and appendices referenced herein are hereby incorporated into and made a part of this Agreement.

[Rest of this page left intentionally blank.]

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

Signed by:
By: Sean B. Harden
Sean B. Harden, President

LAWNDALE EDUCATIONAL AND REGIONAL
NETWORK CHARTER SCHOOL

By: [Signature]
Name: Gregory White
Title: President + CEO 2/14/25

ATTEST:

DocuSigned by:
By: [Signature]
Susan J. Narrajos, Secretary

ATTEST:

By: _____
Name: _____
Title: _____
Dated: _____

Dated: March 31, 2025 | 3:45:29 PM CDT

Signed by:
By: Pedro Martinez
Pedro Martinez, Chief Executive Officer

Board Report: 24-0125-EX8

Approved as to legal form: SU JE
DocuSigned by:
Ruchi Verma

Ruchi Verma, General Counsel

Attachments:

Attachment 1 - Additional Specific Terms and Conditions

Exhibit A - Application

Exhibit B - Insurance Requirements

Exhibit C - Accountability Plan

Exhibit D - The Handling Of Title IX And Sexual Misconduct Allegations

Exhibit E- Comprehensive Management Services Contract Requirements

Appendix 1 - GoCPS Application Process

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:

- Due to their Summative Designations, LEARN - Hunter Perkins, LEARN - Middle, and LEARN - South Chicago must participate in the Innovation & Incubation Academic Support process. This process requires schools to complete a Self-Reflection template, the District-managed Continuous Improvement Work Plan (CIWP), and participate in joint progress monitoring and Continuous Improvement activities. The Academic Support process runs annually, offering campuses the opportunity to exit based on criteria defined by Innovation and Incubation. Campuses not meeting the annual exit criteria will remain in Academic Support until they meet them.
- All campuses must demonstrate progress toward implementing the Recommendations codified in the Special Education Renewal Site Visit Report by the Office of Diverse Learner Supports and Services (ODLSS).
- On an annual basis throughout the term, all applicable campuses must meet state and federal rules governing English Learners as demonstrated by a rating of Partial or higher on formal compliance reports from the Office of Language and Cultural Education (OLCE). Chicago Public Schools has designated OLCE to conduct school visits and determine school compliance with state and federal rules regarding English Learner programs.
- On a bi-annual basis throughout the term, each applicable campus must submit a facility deficiency repair plan to communicate the status of the facility and ADA issues identified in the Facilities Assessment Reports for the campuses.

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.

EXHIBIT A

APPLICATION

The following documents are hereby incorporated by reference as if set forth fully herein and collectively constitute the Application:

1. The renewal Application of the Charter School dated July 26, 2023, as approved by the Board on January 25, 2024.

EXHIBIT B

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 its 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 coverages 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 One Million and 00/100 Dollars (\$1,000,000.00) 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. The aggregate limit must apply for each Attendance Center and must be unimpaired. The policy shall not exclude corporal punishment coverage. The policy must include (and not limit or exclude) Sexual Abuse & Molestation coverage, unless a separate policy is obtained for such coverage pursuant to subparagraph 1.d. hereof.

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, combined single limit for bodily injury and property damage.

- d. Sexual Abuse & Molestation Insurance: 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. The aggregate limit must apply for each Attendance Center. If coverage is claims-made, the policy shall have a retroactive date effective upon the Effective Date of the Agreement and have an 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 charter operations. Notwithstanding the provisions of this subparagraph 1.d. hereinabove, if the Commercial General Liability coverage includes coverage for Sexual Abuse and Molestation (and does not exclude or limit such coverage), then the requirements of this subparagraph 1.d. shall not apply.
- e. School Board Legal/Professional Liability Insurance: 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 coverage.
- f. Umbrella/Excess Liability Insurance: Umbrella or Excess Liability Insurance to provide additional limits for underlying workers' compensation/employers' liability, general liability, automobile liability, sexual abuse & molestation, cyber, privacy & network security (if available) and professional (if available) insurance coverages with limits of not less than:
 - i. Two Million and 00/100 Dollars (\$2,000,000.00) for one Attendance Center of the Charter School; provided, however, if the Attendance Center occupies a Board facility or site with a pool (whether indoor or out, operational or not, or used or not by any person or entity), this amount increases to Four Million and 00/100 Dollars (\$4,000,000.00); and

- ii. Two Million and 00/100 Dollars (\$2,000,000.00) for each additional Attendance Center of the Charter School; provided however, the requirements of subparagraphs 1.f.i. and 1.f.ii. combined shall be capped at Ten Million and 00/100 Dollars (\$10,000,000.00); and
 - iii. In such an amount, which in combination with the underlying policies in paragraph 1.f, will result in total insurance limits of not less than Ten Million Dollars and 00/100 Dollars (\$10,000,000.00) for each underlying policy, if a vehicle (whether owned, non-owned or hired) that is not a Board-approved bus vendor is used to transport students. Pursuant to Section 12-707.01 (c) of the Illinois Vehicle Code, this requirement may be met by securing surplus line insurance as defined under Section 445 of the Illinois Insurance Code. If the Excess or Umbrella Liability coverage requirement is met by securing surplus line insurance, that coverage must be effected through a licensed surplus line producer acting under the surplus line insurance laws and regulations of the State of Illinois. The bus vendor's insurance certificate shall be 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 the Charter School are named as additional insured on a primary, non-contributory basis without recourse or right of contribution from the Board.
- g. Catastrophic Accident Insurance: Catastrophic Accident Insurance covering any Charter School that enrolls grades 9 through 12 with aggregate benefit limits of Three Million and 00/100 Dollars (\$3,000,000.00) 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 Fifty Thousand and 00/100 Dollars (\$50,000.00). These benefit limits are to be in excess of any and all other insurance, coverage or benefit, in whatever form or designation. (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 or Crime Insurance. Fidelity bond coverage or crime insurance policy 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 the 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 Insurance: Cyber Liability, Privacy and Network Security Insurance to cover 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 charter operations. 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 (and, if occupying a Board facility, the City of Chicago in Trust for Use of Schools ("City") and the Public Building Commission of Chicago ("PBC") as their interests may appear in their capacity as titleholders), harmless from and against all liability, injury,

loss, claims, cost, damage and expense with respect to any injury to, or 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 and subcontractors 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 all of its insurance policies and coverages referenced herein above (if available) endorsed to provide that the Board of Education of the City of Chicago, a body politic and corporate (and, if occupying a Board facility, the City and the PBC as their interests may appear in their capacity as titleholders), and their 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 (or, if occupying a Board facility, the City or the PBC as their interests may appear in their capacity as titleholders).

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 charter operations if satisfactory proof of insurance is not provided prior to the commencement of services. The certificate must provide that 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.

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 charter operations 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 (or, if occupying a Board facility, the City or PBC in their capacity as titleholders) 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 such subcontractors. The Charter School will maintain a file of subcontractors' 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 (and, if occupying a Board facility, the City and PBC as their capacity as titleholders).

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 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.
211 W. Wacker Drive - Suite 220
Chicago, IL 60606
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

CHARTER ACCOUNTABILITY PLAN – STARTING IN 2024-2025 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 and any other resolutions adopted by the Board related to Charter School Accountability, including, without limitation, Board Resolution No. 22-0223-RS3. Said policies and resolutions, as may be amended or replaced 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 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.

Charter schools will receive a status based on ISBE's designations aligned to ESSA:

1. All schools designated "Exemplary" or "Commendable" by ISBE will be deemed to have met or be making reasonable progress toward student academic achievement standards in accordance with Section 27A-9(c)(2) of the Illinois School Code.
2. All schools designated "Targeted" or "Comprehensive" by ISBE are subject to contract revocation or non-renewal for failure to meet or make reasonable progress toward student academic achievement in accordance with Section 27A-9(c)(2) of the Illinois School Code and will be placed on the Intensive Academic Support List. However, no school designated as "Targeted" or "Comprehensive" will have its charter revoked or non-renewed based solely on this status.

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

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 accountability policies during the administration period agreed upon by the Chicago Public Schools and the Charter School.

Additional Student Performance Indicators and Data Required

Additional metrics may also be assessed including, but not limited to, 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 ISBE's summative designations, including but not limited to:

- ELA & Math Proficiency (ES & HS)
- Science Proficiency (ES & HS)
- EL Progress to Proficiency (ES & HS)
- 4, 5, and 6-year HS Graduation Rate (HS)
- ELA & Math Growth (ES)
- Chronic Absenteeism (ES & HS)
- Climate Survey Participation (ES & HS)
- 9th Grade On-Track (HS)
- College and Career Readiness (HS)
- P-2 Indicator (ES)
- Elementary/Middle Indicator (ES)
- Fine Arts Indicator (ES & HS)

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 based on assessments mandated and other metrics measured by the State of Illinois.

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 Charter 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)	Both 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 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, or Total Net Assets are 20% or more 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
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 compliance chart from the Office of Innovation and Incubation (“I&I”).

Indicator	Exceeds Standards	Meets Standards	Does Not Meet 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 (all references to statutes herein below are to the statutes as they may be amended):

- 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 non-curricular health and safety requirements applicable to public schools under the laws of the State of Illinois and the City of Chicago 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 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,
 - 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 I&I'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

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 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.

Nothing in this policy shall prohibit the Charter School from being subject to non-renewal or revocation based on the totality of factors, except that no school's charter shall be revoked or non-renewed based solely on academic accountability standards. 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 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 (except that no school's charter shall be revoked or non-renewed based solely on academic accountability standards). 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.

School renewal recommendations will be based on the academic, financial, and operational performance during the entirety of a school's contract term, or the last

three years, whichever is longer. The district will also use an equity lens as set forth in the CPS Equity Framework and consider community impact when making renewal recommendations.

If a charter school seeks to renew its contract, the CEO will make recommendations concerning the Charter School's ability to meet or make reasonable progress toward student academic achievement standards to the Board. A charter school campus will be considered to be meeting or making reasonable progress toward achievement of the content standards or pupil performance standards if the Charter School receives an ISBE Summative Designation of Exemplary or Commendable.

Charter school operators who operate two or more charter schools or campuses will have each school or campus evaluated individually for renewal or non-renewal.

When the Board considers revoking a charter, it may take into account whether the Charter School has failed to implement its academic remediation plan and adhere to the timeline as defined by the Board.

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.

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EXHIBIT D

THE HANDLING OF

TITLE IX AND SEXUAL MISCONDUCT ALLEGATIONS

WHEREAS, the terms “**Title IX**” and “**Sexual Misconduct**” are broad terms that apply to conduct by Covered Individuals as defined below or by students that include all misconduct covered under Title IX (i.e., sexual harassment, sexual assault, dating violence, domestic violence, stalking, sex and gender discrimination which includes, without limitation, sexual orientation and sex/gender identity) and/or Sexual Misconduct (i.e., grooming, inappropriate touching, sexual electronic communication, sexual bullying, sexual exploitation, and exposure/voyeurism/masturbation) including any failure to report misconduct and retaliation by or against parties to Title IX and/or Sexual Misconduct reports;

WHEREAS, the Board believes it is in the best interest of all CPS students, including those students attending charter schools, to empower the CPS Office of the Inspector General’s Sexual Allegations Unit (“**OIG**”) to conduct investigations into allegations of Title IX and Sexual Misconduct involving Charter School board members, directors, employees (part- or full-time), contractors, subcontractors, agents, volunteers and advisory parent council members, if any (individually and collectively the “**Covered Individuals**”);

WHEREAS, the CPS Office of Student Protections & Title IX (“**OSP**”) is the department responsible for coordinating the district’s responses to all incidents of Title IX and Sexual Misconduct involving CPS students and coordinates supportive measures for all CPS students involved in Title IX and Sexual Misconduct;

WHEREAS, OSP investigates the most serious and complex allegations of student-to-student Title IX and Sexual Misconduct and supports school administrators in the investigation of all other allegations of student-to-student Sexual Misconduct;

WHEREAS, OSP, led by the CPS-designated Title IX Coordinator, is responsible for collecting data, analyzing data, and complying with Title IX of the Education Amendments of 1972, as amended (“**Title IX**”) as required by the federal Office for Civil Rights;

WHEREAS, the Charter School agrees to comply with the Board’s Final New Comprehensive Non-Discrimination, Harassment, Sexual Harassment, Sexual Misconduct and Retaliation Policy adopted on September 23, 2020, as may be amended or replaced from time to time (“**CPS Title IX & Sexual Misconduct Policy**”); and the Charter School shall comply with the below as follows:

1. **CHARTER SCHOOL REPORTING TO OIG.** The Charter School must immediately report to OIG at 1-833-TELL CPS (835-5277) all allegations (including anonymous, vague, or non-credible allegations) of conduct by a Covered Individual with a student, former student, or minor involving actual, attempted or suspected sexual misconduct.
 - a. The Charter School shall fully cooperate with OIG investigations including, without limitation, (1) providing access to all necessary information, policy, documents, video footage, students and personnel and (2) refraining from conducting a parallel investigation without first discussing the need for such investigation with OIG staff.
 - b. The CPS Office of Innovation & Incubation shall inform the Charter School when it determines that a Covered Individual poses danger to students and therefore recommends removing the Covered Individual from the school during the pendency of the investigation (“**Interim Recommendation**”).
 - c. The OIG shall provide its final investigative report to the Charter School.
 - d. The Charter School shall remain solely responsible for all personnel decisions related to Covered Individuals; however, within 30 calendar days of receiving a final investigative report, or within 3 business days of receiving an Interim Recommendation, the Charter School shall provide to OIG information related to disciplinary or other actions taken as a result of OIG investigations.
 - e. OSP and its partners shall offer support, referrals, and guidance to any Charter School student involved in an OIG investigation..
2. **GATEKEEPER: CHARTER SCHOOL REPORTING TO OSP.** The Charter School shall report the following to OSP at 1-773-535-4400:
 - a. all allegations (including anonymous, vague, or non-credible) of conduct by a Covered Individual with a student, former student, or a minor child involving actual, attempted or suspected Title IX and/or Sexual Misconduct, Retaliation, including any alleged failure to report or address such conduct, except for allegations of gender discrimination; and
 - b. all allegations (including anonymous, vague, or non-credible) of conduct that concerns only students or does not concern a Covered Individual involving actual, attempted or suspected Title IX and/or Sexual Misconduct; and

- c. all allegations of Title IX sex and gender discrimination that impacts students.

The Charter School shall fully cooperate with OSP in responding promptly to any investigations that are being conducted by OSP including, without limitation, providing access to all necessary information, documents, video footage, students, and personnel. OSP and its partners shall offer support, referrals, and guidance to any Charter School students involved in the investigations. The Charter School shall remain responsible for all decisions related to student consequences or discipline; however, the Charter School shall provide information related to the consequences or disciplinary actions taken as a result of allegations reported to OSP.

3. **APPOINTMENT OF STUDENT PROTECTIONS SCHOOL REPRESENTATIVE.** The Charter School shall appoint at least one person for each Charter School campus to serve as its **"Student Protections School Representative(s)"**. The Student Protections School Representatives are required to attend 1 to 2 annual training sessions provided by OSP. The Student Protections School Representative(s) must be a full-time staff member at the Charter School working in a role that is not clinical or classroom based. In addition, the Title IX School Representative(s) must work directly with OSP to communicate information related to sexual misconduct prevention, reporting, and response to staff and students, work with OSP and OIG to help the school respond to incidents of sexual misconduct, and support students affected by sexual misconduct.
4. **INVESTIGATIONS BY OIG.** OSP shall report any allegations covered under Section 4.a. herein above reported by the Charter School to OIG, who will be responsible for investigating such allegations.
 - a. The Charter School shall fully cooperate with OIG investigations including, without limitation, (i) providing access to all necessary information, policy, documents, personnel and disciplinary files, video footage, students, personnel and other related individuals (ii) assisting with that investigation only as requested and directed by OIG when the investigation involves the Charter School's contractors, subcontractors, and other non-employee individuals or entities; (iii) refraining from conducting a parallel investigation without first discussing the need for such investigation with OIG staff--any terminations or reinstatements before the OIG's determination of responsibility in Title IX investigations are prohibited.
 - b. OSP, working with CPS Office of Innovation & Incubation ("**I&I**"), shall inform the Charter School when it determines that a Covered Individual poses danger to students and therefore recommends removing the Covered Individual from the school during the pendency of the investigation ("**Interim Recommendation**"). Within three (3) business days of receiving

an Interim Recommendation, the Charter School must inform OSP and I&I whether the Charter School has accepted the Interim Recommendation.

- c. The OIG shall provide its final investigative report for each case to the Charter School with a copy to OSP.
 - d. The Charter School shall remain solely responsible for all personnel decisions related to Covered Individuals for Title IX and Sexual Misconduct cases.
 - e. For Title IX cases, after the Charter School's Title IX Decision Maker as defined below issues a final written determination regarding whether the CPS Title IX & Sexual Misconduct Policy was violated and, if so, the appropriate discipline/sanction, the Charter School shall provide to OIG and copy to OSP and I&I within ten (10) business days of the final determination. The complainant or respondent shall have a right to appeal a written determination. An appeal must be heard and a determination of the appeal must be rendered by a second Title IX Decision Maker detailed below. It shall be the Charter School's responsibility to document all information and maintain records of the Title IX process including, without limitation, maintaining evidence and investigative reports following an OIG investigation as well as maintaining all decisions and appeals.
 - f. For Sexual Misconduct and other non-Title IX cases, within thirty (30) calendar days of receiving a final investigative report, the Charter School shall provide to OIG and copy to OSP and I&I all information related to disciplinary or other actions taken as a result of OIG investigations.
 - g. OSP and its partners shall offer support, referrals, and guidance to any Charter School student involved in an OIG investigation.
5. **INVESTIGATIONS BY OSP/CHARTER SCHOOL.** OSP shall investigate allegations covered under Section 4.b. and 4.c. herein above reported by the Charter School unless OSP authorizes the Charter School to investigate an incident.
- a. The Charter School shall fully cooperate with OSP in responding promptly to any investigations that are being conducted by OSP including, without limitation, providing access to all necessary information, policy, documents, personnel and disciplinary files, video footage, students, personnel and other related individuals.
 - b. The Charter School shall remain responsible for all decisions related to student consequences or discipline for Title IX and Sexual Misconduct cases; however, the Charter School shall provide information related to the consequences or disciplinary actions taken as a result of allegations to OSP.

- c. For Title IX cases, after the Charter School's Title IX Decision Maker as defined below issues a final written determination regarding whether the CPS Title IX & Sexual Misconduct Policy was violated and, if so, the appropriate discipline/sanction, the Charter School shall provide copies to OSP and I&I within ten (10) business days of the final determination. The complainant or respondent shall have a right to appeal a written determination. An appeal must be heard and a determination of the appeal must be rendered by a second Title IX Decision Maker detailed below. It shall be the Charter School's responsibility to document all information and maintain records throughout the Title IX process including, without limitation, all decisions and appeals.
 - d. OSP and its partners shall offer support, referrals, and guidance to any Charter School students involved in the investigations.
- 6. **INVESTIGATIONS BY CHARTER SCHOOL.** The Charter School must immediately report to OSP and investigate any and all allegations of Title IX sex and gender discrimination that impact Covered Individuals. The Charter School must and timely report the outcome and findings of each investigation to OSP and I&I. The Charter School shall remain solely responsible for all personnel decisions related to Covered Individuals for Title IX and Sexual Misconduct cases.
- 7. **APPOINTMENT OF TITLE IX DECISION MAKERS AND STUDENT PROTECTIONS SCHOOL REPRESENTATIVE.**
 - a. The Charter School shall appoint two (2) different individuals to serve as Title IX decision makers for each Charter School or campus (individually the "**Title IX Decision Maker**" and collectively, the "**Title IX Decision Makers**"). Each Title IX Decision Maker shall be free from conflict of interest and bias. The two Title IX Decision Makers shall be: (i) a Title IX Decision Maker who shall have the authority to make the determination regarding whether the CPS Title IX & Sexual Misconduct Policy was violated and what discipline/sanction is appropriate, and (ii) a separate Title IX Decision Maker who makes the final appeal determination, if an appeal is made by a complaint and/ or respondent. The Charter School shall provide to OSP a list of names for its Title IX Decision Makers within five (5) business days of any appointment by the Charter School. Any updates to the list shall be sent to OSP within five (5) business days of such change. The Title IX Decision Makers are required to attend at least one (1) annual training session provided by OSP.
 - b. The Charter School shall appoint at least one person for each Charter School campus to serve as its "**Student Protections School Representative(s)**". The

Charter School shall provide to OSP a list of names for its Student Protections School Representative(s) within five (5) business days of any appointment by the Charter School. Any updates to the list shall be sent to OSP within five (5) business days of such change. The Student Protections School Representative can also be a Title IX Decision Maker. The Student Protections School Representatives are required to attend 1 to 2 annual training sessions provided by OSP. The Student Protections School Representative(s) must be a full-time staff member at the Charter School working in a role that is not clinical or classroom based. In addition, the Student Protections School Representative(s) must work directly with OSP to communicate information related to Sexual Misconduct prevention, reporting, and response to staff and students, work with OSP and OIG to help the school respond to incidents of Sexual Misconduct, and support students affected by Sexual Misconduct.

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EXHIBIT E

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 and approval. 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 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 prospective and existing employees, agents, contractors, subcontractors 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, subcontractors 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.

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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APPENDIX 1

GOCPS APPLICATION PROCESS

BACKGROUND

The Board has desired to develop a common online, mobile-friendly application platform for all public high schools and CPS programs throughout Chicago including charter schools (“Go CPS Application” (formerly known as High School Application Redesign or HS Application Redesign)). The application and transfer processes for the GoCPS Application shall be centralized at the CPS Office of Access and Enrollment (“OAE”).

The key benefits to having a single, common high school application has been as follows:

- To simplify the process for families and increase equality of access,
- To provide more transparent admissions decisions and enrollment offers,
- To know students’ school decisions earlier which enables having the right resources in the right schools on day one,
- To provide additional data on students’ preferences to inform strategy and planning for the district.

This GoCPS Application Process summarizes the joint understanding of this common application and transfer processes for the GoCPS Application as well as outlines the respective roles and responsibilities of the Board and the Charter School concerning the execution of this GoCPS Application.

I. DESIGN FEATURES FOR GOCPS APPLICATION AND TRANSFER PROCESSES

a. Applicants

All 8th grade students applying to the 9th grade (each individually, an “Applicant” and together, the “Applicants”) shall be invited to apply through the the GoCPS Application process in which all 8th grade students apply to the 9th grade for the upcoming fall high school admissions (each, an “**Application Period**”) shall be centralized and managed by OAE for all district-operated high schools and charter high schools authorized by the Board. OAE shall provide the timeline and all other relevant information to the Charter School regarding such application process at least thirty (30) calendar days prior to the start of each Application Period.

b. Application Format

The application shall be available in online, mobile and paper formats.

c. School Admissions, Selection Rules and Sibling and Attendance Boundary Priorities

All schools shall meet with OAE and provide information on their admissions criteria, selection rules and student priorities. In subsequent years, schools shall inform OAE of any changes in the summer prior to the start of the school year. Schools shall also establish whether certain students shall receive priority in admissions in accordance with Charter Schools Law.

d. Ranked Preferences

Applicants shall be asked to rank their school or if applicable, campus preferences. There shall be two lists of choices, one for selective enrollment high schools (CPS' eleven (11) selective enrollment high schools) and choice enrollment high schools and CPS programs which shall include charter campus(es), if any. All applicants shall be asked to rank up to twenty (20) choice enrollment schools or campuses in order of preference.

E. Matching Rounds and Offers

Applicants' ranked preferences, schools' or campuses' selection rules, and/or sibling/attendance boundary priorities shall be inputted into a computer algorithm that shall process the data and match students with their highest possible choice.

There shall be one matching round each year. , An Applicant can receive two (2) offers: a selective enrollment school offer and a choice enrollment school/campus offer. The Applicant shall choose which offer they prefer by the decision deadline. If the Board receives no response , the Applicant shall be unmatched and assumed to attend their neighborhood school

After the matching round, all schools and all Applicants can participate in rolling waitlists.

1. A list of schools or campuses that still have available seats shall be shared with those families, and seat availability information shall be available in the online application platform.
2. If an Applicant with a match in the first round chooses to apply through rolling waitlists and receives a match, his or her first round offer shall be rescinded as no Applicant can be admitted to two schools simultaneously.

F. OversubscriptionNumber

To achieve the objective of (i) giving Applicants their highest possible choice in light of Applicant movement between when offers are extended and the start of the new school year and (ii) ensuring that schools are able to manage budgets in light of annual student attrition, charter high schools will be allowed to extended more offers to Applicants than available seats at their schools ("**Oversubscribing**") subject

to Board approval based upon an agreed-upon percentage over and above the maximum student enrollment number (total school enrollment number) specified in Charter School's Agreement. Consistent with current charter enrollment practices, the goal is for the charter schools to start the school year with a target enrollment count that both meets the demand for available seats and also accounts for annual attrition. Analysis of historical enrollment, summer attrition and conversations between OAE and the Charter School shall determine the number of offers to extend for applicants. This target number shall be established in collaboration with the Charter School and shall be described as the overbooking number ("**Oversubscription Number**").

For example, when the Board sets an OversubscriptionNumber for a charter school or campus and the school or campus enrolls more students by the 20th day of the school year than the maximum student enrollment number specified in a school's charter agreement, the Board shall provide funding to that charter school for those additional students up to the maximum student enrollment number prescribed by the Board to that school or campus.

If the Charter School replicates and has been approved by the Board to have flexibility with at-capacity campus enrollment, the Board shall establish a preliminary Overbooking Number for each campus and shall work with the Charter School to set the final Overbooking Number at each campus that will allow the final enrollment to remain within the overall network at-capacity enrollment number. When the campus enrolls more students by the 20th day of the school year than the maximum campus at-capacity number as specified in the Charter School's Agreement due to Overbooking, the Board shall provide funding to the Charter School for those additional students up to the final Overbooking Number for that campus. Once the campus elects to Overbook above the preliminary Overbooking Number specified by the Board but equal to the overall network at-capacity enrollment number, the campus must allow all students who were extended offers to attend that campus.

G. Waitlists

Waitlists shall still be maintained by the Charter School or its campuses, if applicable, in accordance with Section 27A-4(h) of the Charter Schools Law.

1. Applicants who apply to a charter school or campus and do not receive an offer shall be put on a waitlist based on their lottery number. After the first matching round, charter schools or campuses with available seats or very short wait lists can participate in the second matching round and the transfer/late arrivals process.
2. If seats become available after the first matching round and the charter school or campus has a waitlist, the school or campus shall work with

its waitlist, in sequential order, to contact families to determine the interest in the available seat. This process will be handled via the CPS student information systems and verified by OAE. Documentation with respect to the Charter School's waitlist that needs to be submitted to the Board shall be as specified in its Agreement and Charter Schools Law.

3. OAE shall monitor all waitlists to ensure fairness and equity.

H. Appeals Process

If there is an error in the data or other information submitted on the application that may have impacted the matching outcome (e.g., address error, sibling preference not noted, etc.) during the first round, applicants shall notify OAE, which shall review each case and determine the appropriate response.

I. Administrative Assignment

In the event an applicant does not apply or remains unmatched, the applicant shall be assigned to his or her neighborhood school at the end of the current school year in June. Applicants attending a school or campus with 8th and 9th grades shall be assigned to their current school or campus if they are unmatched after the second round. Please note that once an applicant becomes a student at a school or campus, the student shall be able to transfer to a school or campus with available seats but no waitlist in accordance with the CPS transfer process during the transfer windows as specified below.

J. Transfers/Late Arrivals

Transfers and late arrivals in the 9th grade year shall be processed centrally by OAE and with transparency consistent with the CPS transfer process. Student transfers will be managed by the Charter School via the CPS student information systems and transfers shall be verified and confirmed by OAE via a standardized document submission process during the next available transfer window.

Parents can use the online application portal, call the OAE hotline or to inform OAE of their desires to transfer their students as well as their school/campus preferences. Parents must still visit the student's current school to return books, uniforms, etc. Schools shall continue to complete any enrollment procedures needed (e.g., verifying home address, collecting any required forms and fees). Requests to change schools after the end of the 8th grade year in June shall be considered transfers.

There shall be several open transfer windows during the school year that reflect when the peak volume of transfers occurs today and the days when enrollment counts for budget purposes are performed by the Board. The transfer windows shall be as follows:

- the period from July 1st through the 20th day of the school year,
- a week before the December count,
- a week before the 10th day of the second semester, and
- a week before the April count.

Outside of the transfer windows, transfer requests shall be processed for specific situations in accordance with the CPS transfer process after verification by OAE.

Notwithstanding the foregoing, available seats at Charter School or its campus(es), if any, with waitlists shall not be available or visible to parents until the Charter School or its campus(es) has exhausted its wait list as described in Section III.G above.

K. Charter Campuses

If the Charter School has its lottery per campus, references in the GoCPS Application Process to “school” shall also include “campus” as well. Wherever the word “school” is used in the GoCPS Application Process, such name as used in this GoCPS Application Process shall also be deemed to mean and refer to, the word “campus”.

II. IMPLEMENTATION OF GOCPS APPLICATION

A. Seat Inventory

Schools or campuses shall also be asked to provide information on seat capacity and transfer preferences, whether they accept transfers and if there are any date cutoffs for transfers. The Charter School and OAE shall jointly determine the number of offers to extend based on historical school enrollment and attrition.

B. Access to Applicant Data and Application Information

Schools shall be able to view applicant information and reporting through the online application platform.

1. High schools shall be able to see the contact information (i.e., student name, address, parent name/addresses, student/parent emails, phone number, current elementary school) for applicants that have applied to their school or campus. Test scores, grades, IEP information, attendance and other admissions criteria data shall not be viewable to the schools. As offers are extended, schools shall be able to monitor offer acceptances. Contact information for applicants who are unmatched after the first or second rounds shall be viewable to the schools that the applicants did not apply only if applicants had provided consent to share their contact information at the time that they submitted their applications.

2. Elementary schools shall be able to view their students' application status, number of schools ranked and match status so they can ensure students have applied to an appropriate number of choices and whether they are still unmatched. If the Charter School replicates, they shall have access to such information across all of their campuses.
3. Applicant rankings of school choices shall not be viewable by schools so that applicants can freely indicate their true preferences without being influenced.

c. Sibling Preference and Verification

To ensure that all applicable laws and policies are followed regarding sibling preference, applicants can indicate on the application if they have a sibling attending the schools or campuses they have ranked. OAE provides schools or campuses with a list of applicants who are claiming to be siblings. Then schools or campuses shall verify whether one of their current students is a sibling to the applicant through student records of the enrolled sibling (i.e., address, parents' names) and the schools or campuses shall enter the information in the online application platform.

III. BOARD RESPONSIBILITIES

- A. The Board shall agree to make a substantial investment to ensure that the GoCPS Application is a success for all public high schools in Chicago including the Charter School by marketing to the public, hosting high school fairs, and providing webinars and training materials on the new process to the schools.
- B. The Board had adopted a resolution to include the Charter School as a participant in the GoCPS Application at its July 26, 2017 Board Meeting.
- C. The Board shall agree to provide project leadership and support along with CPS Application Data Specialists who shall be responsible for seat inventory, responding to questions and concerns of schools and supporting the overall execution of the new process.
- D. The Board shall agree to conduct all aspects of admissions' lotteries on behalf of the Charter School in accordance with Section 27A-4(h) of the Charter Schools Law.
- E. The Charter School shall have an Overbooking Number as determined by the Charter School and the Board on an annual basis as a part of the seat inventory process. The Board shall agree to provide funding to the Charter School for those additional students up to the Overbooking Number prescribed by the Board to the

Charter School or its campus(es), if any, as specified in Section I.F (Overbooking Number) of this GoCPS Application Process .

- F. The Board shall agree to assume the technical expenses of the GoCPS Application governed by this GoCPS Application Process . The Board shall not increase Charter School's administrative fees nor establish a new administrative fee or charge related to the GoCPS Application.
- G. In the event the Board provides district-run high schools with additional funds to offset 9th grade enrollment declines attributable solely to the availability and performance of the GoCPS Application, the Board shall provide additional funds in the same manner to the Charter School that experience 9th grade enrollment declines that can be attributed solely to the availability and performance of the GoCPS Application.
- H. To the fullest extent permitted by law, the Board shall indemnify the Charter School and its respective board members, directors, officers and employees, from and against any liabilities, losses, damages and expenses, including reasonable costs and attorney fees, arising out of any third party claims, causes of actions, suits, demands, obligations, settlements, judgments (collectively, "**Claims**") that arise out of or relate to a violation of Section 27A-4(h) of the Charter Schools Law [105 ILCS 5/27A-4(h)] by the Board, its members, officers, employees or agents, except to the extent those Claims arise out of or relate to the negligent acts or omissions of the Charter School.

The total liability by the Board for all enrollment ages, losses and causes of action (whether in contract, tort (including negligence), or otherwise) to the Charter School shall not exceed the greater of: (i) three times the amount of student-based budgeting ("**SBB**") funding attributed to any student or students who enrollment gives rise to any claim; or (ii) \$25,000.

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 GOCPS APPLICATION UNDER THIS GoCPS Application Process OR ANY SUBSEQUENT CLAIM BY ANY THIRD PARTY.

IV. CHARTER SCHOOL RESPONSIBILITIES

- A. The Charter School shall agree to participate in the GoCPS Application process and to not enroll applicants outside of the GoCPS Application.

- B. The Charter School that enrolls elementary and middle school students shall agree to educate their 8th grade students about the GoCPS Application process.
- C. The Charter School shall agree to comply with the CPS enrollment and transfer processes as documented in the Board's Policy on Enrollment and Transfer of Students in the Chicago Public Schools adopted April 26, 2017 (17-0426-PO1), as may be amended, and the Board's Admissions Policy for Magnet, Selective Enrollment and Other Options for Knowledge Schools and Programs adopted April 26, 2017 (17-0426-PO2), as may be amended.
- D. The Charter School shall agree to work with the Board to provide the necessary information and resources to the Board to continue to make GoCPS Application a success.
- E. The Charter School shall have an Overbooking Number as determined in collaboration with OAE on an annual basis as a part of the seat inventory process. The Charter School shall not be permitted to include Overbooking prior to the start of each Application Period as established by OAE.
- F. The Charter School shall agree to update its school's profile on the CPS.edu website on a regular basis.
- G. The Charter School shall agree to work with the CPS Application Data Specialists to ensure that all required school or campus level information is provided to the Board according to the annual published timeline as determined by the Board.

V. INDEPENDENT CONTRACTOR

Nothing in this GoCPS Application Process shall be considered to create the relationship of employer and employee or principal and agent between the parties hereto. In the performance of this GoCPS Application Process, the Charter School shall act as and shall be deemed at all times to be an independent contractor.

VI. NON-LIABILITY OF BOARD OFFICIALS

The Charter School agrees that no Board member, employee, agent, officer or official shall be personally charged by the Charter School, its members if a joint venture, or any subcontractors with any liability or expense under the GoCPS Application Process or be held personally liable under this GoCPS Application Process to the Charter School, its members if a joint venture, or any subcontractors.

VII. WAIVER

No delay or omission by any party hereto to exercise any right hereunder shall be construed as a waiver of any such right and each party reserves the right to exercise any such right from time to time as often and as may be deemed expedient.

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LEARN Hunter Perkins Needs Analysis

More than 15 years ago, community leaders, faith-based leaders, elected officials, and residents came together in what was called a Transitional Advisory Council to articulate a vision for a new K-8 charter school in Auburn Gresham. The council chose LEARN's college preparatory model in part for its success in accelerating student achievement in similar communities. LEARN's outreach team canvassed the community to talk with neighbors and held community meetings and a design charette to gather input on community educational needs and the school's design.

LEARN Hunter Perkins opened in 2011, and 15 years later, demand for seats remains high. In the 2025-2026 school year, Hunter Perkins had a waitlist of 150 students for a school that was over-enrolled at 494 students. Due to the demand, we plan to add additional capacity which will allow Hunter Perkins to increase enrollment by 90 seats over the next two school years while remaining under the district cap of 655 at the school.

LEARN's college preparatory model meets a clear need in the Auburn Gresham community, where educational attainment is low. Only 18% of residents hold a bachelor's degree or higher compared to the citywide average of 43%, according to the Chicago Metropolitan Planning Agency (CMAP). Median household income is \$45,490 compared to the city average of \$75,134 and 55% of residents qualify as low income.

The neighborhood high school, meanwhile, has an abysmal 50% attendance rate, according to the Illinois State Report Card. Hunter Perkins is located within the attendance boundary of Hirsch High School, which The Illinois State Board of Education gave a summative designation of "intensive," the lowest rating in the state's school accountability system.

LEARN Hunter Perkins offers what Auburn Gresham families want for their children: a path to a more prosperous future. Our longer school day and year, high-quality, standards-aligned curriculum, and research-based math and reading interventions and behavioral supports are designed to accelerate the learning of K-8 students from underserved communities.

Higher achievement in elementary school opens up greater possibilities for high school enrollment, but many students and families need support to access the best options. LEARN guides our 8th grade graduates to enroll in college-prep high schools, defined as a school where at least 75% of graduates matriculate to 4-year colleges or universities.

In 2025, 100% of LEARN 8th grade graduates in Chicago enrolled in a college-prep high school.

Then through our alumni program, we conduct ongoing high school visits to check on our graduates' academic progress, personal/social emotional wellness, and ensure students are on track for graduation. We also provide them with internship opportunities and college access programs for underrepresented, low-income, and first-generation college students.

Hunter Perkins alumni have gone on to graduate high school at a rate of 90%. What's more, 70% of their Black, low-income alumni matriculate to 4-year colleges, more than two times the average for Black and low-income students statewide.

Student Demographics

Hunter Perkins' currently serves a student population that is 82% low-income and 99% Black, according to the Illinois School Report Card. With the school expansion, we expect student demographics to remain the same due to the school's location in a racially isolated, low-income community on Chicago's far South Side.

Hunter Perkins enrollment reflects the demographics of its community. Auburn Gresham is 93% Black (non-Hispanic), 4% Hispanic or Latino, 1.5% Other/Multiple Races, .8 White (non-Hispanic), and .7% Asian, according to the Chicago Metropolitan Planning Agency. More than half of the residents of Auburn Gresham qualify as low income.

LEARN chooses to locate schools in underserved, high-poverty communities where students need the transformational program that LEARN offers to help break the cycle of poverty and create long term financial independence. We anticipate no impact on the demographics of other Chicago Public Schools in the racially, socio-economically isolated Auburn Gresham community.

Community & Family Engagement

Hunter Perkins was established 15 years ago in response to the community's vision for a new K-8 charter school. Today, school leaders at Hunter Perkins continually pursue parent input and community partnerships that help shape the school's design and what it can offer to students.

Hunter Perkins' principal holds quarterly parent coffee meetings to answer questions and hear parent concerns. When parents requested more extracurricular activities for students below the 6th grade, she worked with the network to provide new options. Now younger scholars can participate in dance with the South Chicago Dance Theatre, a camping program with YMCA Camp McLean, a STEAM (Science, Technology, Engineering, Art & Math) program with Afterschool Enrichment Solutions and sports including flag football, cheer, and basketball.

The school also partnered with nearby Foster Park to offer free swimming lessons to 1st and 2nd-graders during the school day. This is a critical offering as Black children are at elevated risk of

drowning death (2.6 more times likely than White children at ages 5-9 and 3.6 times higher for children 10-14), according to the Centers for Disease Control and Prevention.

Hunter Perkins forged a partnership with a nearby Kennedy-King Community College which is teaching coding to our 7th and 8th grade students, both in school and on the college campus as a combined enrichment and afterschool program.

School leaders also maintain strong relationships with community elected officials, which has benefited the school. In 2024, Sen. Willie Preston, secured a \$4.125 million Illinois Department of Commerce and Economic Opportunity grant for the construction of a gymnasium for Hunter Perkins, an amenity that our parents and the community advocated for and that will be shared with the Auburn Gresham community.

Fostering a Collaborative Culture

LEARN considers parents essential partners in their children's education, and Hunter Perkins strives to create a collaborative culture among parents, teachers, staff, and school leaders. In a first 90-day performance review the network conducted last year for Hunter Perkins' new principal, teachers overwhelmingly praised her for creating opportunities for them to build stronger relationships with parents. This happens through family engagement events including a Back-to-School night, father-daughter and mother-son dances, monthly "sip and paint" activities with lemonade and art activities, and a Black History Extravaganza.

The LEARN network considers the insights of LEARN parents vital to the operation of our charter network and includes two parent representatives on our Board of Directors.

The network has also engaged LEARN alumni to shape the design of our model. As part of LEARN's strategic planning process, we regularly interview alumni. Their feedback has been essential in adding Algebra 1 and foreign language to our curriculum and led to LEARN establishing its paid summer internship program. In summer 2025, 12 Hunter Perkins graduates participated, interning with partners including Greater Auburn Gresham Development Corporation, Chicago Summer Business Institute, Sen. Willie Preston's office, and Ald. David Moore's office.

Accommodating Families for Enrollment & Admission

LEARN's network recruitment team has a thorough recruitment process that ensures Hunter Perkins' full enrollment as well as equitable access to the admissions lottery. To attract families, we distribute flyers in English and Spanish throughout the community and speak directly with as many parents as possible. One of our most effective tools for enrollment is word of mouth from our existing families. Families promote Hunter Perkins to their neighbors, church members, relatives, and work colleagues.

Our recruitment team conducts outreach to families at food pantries, after school programs, daycare centers, and along the route of the Bud Billiken parade. Recruiters make cold calls, knock on doors, and distribute flyers at community events during non-standard workdays and hours. Households with school-aged children near the school receive periodic direct mail pieces in English and Spanish throughout the year and are invited to participate in an open house each fall. We publicize open enrollment on our website, social media platforms (Facebook, Instagram, LinkedIn, Twitter) and through email marketing campaigns.

Many community partners assist us by referring families, posting a note about our open houses and school lottery in newsletter or church bulletin, or by allowing us to leave flyers in their lobbies. These partners include Auburn Gresham Community Development Corp., hospitals, banks, businesses, rental properties, afterschool programs, and elected officials.

To ensure equitable opportunity to our program, parents are able to access enrollment support both in person at the school or virtually online during the school day and on selected nights. A language line is available to parents throughout the enrollment process.

An Instructional Model to Serve Targeted Student Populations

Hunter Perkins delivers the instructional model the Auburn Gresham community selected for its children—one designed to deliver a college-prep curriculum to all K-8 scholars with extra support for those who need it. All students with disabilities are included in the general education classroom with push-in or pull-out support from a special education teacher as required by their IEPs. The school's two English learners receive support in the general education classroom from a certified ESL instructional aide, based on their level of language proficiency following Chicago Public Schools guidelines.

Students who need additional support to master grade-level standards in English/language arts or behavioral supports are referred to Hunter Perkins Multi-Tiered System of Support team. This can include students with disabilities and English learners. As detailed in the Effectively Serving All Students section, the MTSS team tracks student progress and confers with teachers to adjust interventions.

Parents are important partners in this instructional model. The MTSS team including the classroom teacher confer with parents biweekly to monthly, depending on the level of support provided, to share progress and gather their input on their children's needs and our approach, and to address concerns.

School Location Supports Community Needs

Hunter Perkins at 1700 W 83rd St, Chicago, Illinois, is surrounded by a residential neighborhood with apartment buildings, bungalows, and sidewalks, making it a safe, walkable distance from the homes of many of our students. The school is located a block from the Ashland Avenue express bus that connects to the CTA Green line, three blocks from the Damen Avenue bus line,

and a half mile from the 79th street bus which connects to the CTA Red line. Hunter Perkins is also conveniently located between two parks. O'Halloran Playground just west of the school provides space for recess. Foster Park, two blocks to the east, hosts afterschool sports in addition to swimming lessons.

Transportation for Students with Special Needs

Alternative transportation is available to eligible students through Chicago Public Schools, including for some students with IEPs or 504 or in temporary living situations, depending on need. Hunter Perkins provides Request for Transportation forms to families of eligible students and submits information to CPS. Transportation for students experiencing homelessness or in foster care is also supported by a school social worker in collaboration with caregivers and the CPS Students in the Students in Temporary Living Situations (STLS) Program.

Addressing Segregation Concerns

Chicago Public Schools is no longer under a court-ordered desegregation consent decree. The decree was vacated in 2009 after the district argued that the small percentage of white students in the district (under 10%) made desegregation goals unattainable.

As explained above, Hunter Perkins' student population reflects the socio-economic isolation of its neighborhood. LEARN's model is designed to provide students in neighborhoods such as Auburn Gresham with the academic foundation and ambition to earn a college degree, and through our alumni program, the long-term support to achieve that ambition.



Annual Board Member Conflict-of-Interest Form

Purpose

Each board member of a charter or contract school governing board must complete this form **annually** to identify and resolve actual or potential conflicts of interest in the school. These disclosures protect the public and the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a governing board member.

In connection with any actual or possible conflict of interest, a governing board member must disclose the existence of their interest and should be given an opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers who are considering the proposed transaction or arrangement that creates the conflict.

Definitions

1. **Employee.** The school leader and all other employees of the charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
2. **Entity.** Any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
3. **Board.** The governing board of the charter or contract school.
4. **Management Organization.** Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.
5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: LEARN Charter School Network _____

Personal Information

Full Legal Name:	Catherine MacCarthy
Occupation/Company/Title:	Retired
Business Email Address:	katiemacCarthy@gmail.com
Business Phone Number:	847-732-6433

2012

1. When were you elected or appointed to the Board? _____
2. When did your current term as a Board member start and when does it expire?
April, 2025. April, 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.

Katherine McCarthy

Signature

05/17/2025

Date



Annual Board Member Conflict-of-Interest Form

Purpose

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Definitions

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4. **Management Organization.** Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.
5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: LEARN Charter School Network _____

Personal Information

Full Legal Name:	Vineeta D. Raketich
Occupation/Company/Title:	Vice Chair, Board Member
Business Email Address:	vraketich@learncharter.org
Business Phone Number:	312 504 8285

May 2011

1. When were you elected or appointed to the Board? _____
2. When did your current term as a Board member start and when does it expire?
4/1/24 - 3/31/27

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.

Vineeta D. Raketic

Signature

05/13/2025

Date



Annual Board Member Conflict-of-Interest Form

Purpose

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Definitions

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5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

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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: LEARN Charter School Network _____

Personal Information

Full Legal Name:	Guilherme F Silva
Occupation/Company/Title:	General Management / ITW / EVP
Business Email Address:	gsilva@itw.com
Business Phone Number:	224-661-7214

4/1/2025

1. When were you elected or appointed to the Board? _____
2. When did your current term as a Board member start and when does it expire?
4/1/2025 to 3/31/2028

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):
There were no votes on the Board's bylaws or Conflict of Interest Policy since my appointment to 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.

Guilherme Silva

Signature

05/16/2025

Date



Annual Board Member Conflict-of-Interest Form

Purpose

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3. **Board.** The governing board of the charter or contract school.
4. **Management Organization.** Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.
5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: LEARN Charter School Network _____

Personal Information

Full Legal Name:	Michelle Massenbugr
Occupation/Company/Title:	Program Coordinator
Business Email Address:	Michelle_Massenburg2007@yahoo.com
Business Phone Number:	312-990-9047

03/01/2025

1. When were you elected or appointed to the Board? _____
2. When did your current term as a Board member start and when does it expire?
March 1, 2025 & March 1, 2026

Nepotism *(Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

Yes ☐

No ☒

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

Yes ☐

No ☒

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

Yes ☐

No ☒

Narrative (please ensure that you include the number of the question that the response references):

Gifts (Provide a brief narrative in the space provided for any Yes response.)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any Entity engaged in any transaction with the School?

Yes ☐

No ☒

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any Entity soliciting work or business from your School?

Yes ☐

No ☒

Narrative (please ensure that you include the number of the question that the response references):

Conflict of Interest (Provide a brief narrative in the space provided for any Yes response)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

Yes ☐

No ☒

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

Yes ☐

No ☒

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes ☐

No ☒

4. Do you or any of your relatives have any contractual agreements with the School?

Yes ☐

No ☒

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

Yes ☐

No ☒

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes ☐

No ☒

7. Have you or any of your relatives leased or sold any real property to the School?

Yes ☐

No ☒

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☒

Narrative (please ensure that you include the number of the question that the response references):

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

Yes ☐

No ☒

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

Yes ☐

No ☒

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

Yes ☒

No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

Yes ☒

No ☐

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

Yes ☒

No ☐

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

Yes ☒

No ☐

Narrative (*please ensure that you include the number of the question that the response references*):

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

Michelle Masonburg

Signature

05/20/2025

Date



Annual Board Member Conflict-of-Interest Form

Purpose

Each board member of a charter or contract school governing board must complete this form **annually** to identify and resolve actual or potential conflicts of interest in the school. These disclosures protect the public and the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a governing board member.

In connection with any actual or possible conflict of interest, a governing board member must disclose the existence of their interest and should be given an opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers who are considering the proposed transaction or arrangement that creates the conflict.

Definitions

1. **Employee.** The school leader and all other employees of the charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
2. **Entity.** Any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
3. **Board.** The governing board of the charter or contract school.
4. **Management Organization.** Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.
5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: LEARN Charter School Network _____

Personal Information

Full Legal Name:	VINNI HALL
Occupation/Company/Title:	RETIRED
Business Email Address:	Vinni547@aol.com
Business Phone Number:	3123158137

appointment

1. When were you elected or appointed to the Board? _____
2. When did your current term as a Board member start and when does it expire?
3/31/26 _____

Nepotism *(Provide a brief narrative in the space below for any Yes response)*

1. Are you or any of your relatives currently employed at the School?

Yes ☐

No ☒

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

Yes ☐

No ☒

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

Yes ☐

No ☒

Narrative (please ensure that you include the number of the question that the response references):

Gifts (Provide a brief narrative in the space provided for any Yes response.)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any Entity engaged in any transaction with the School?

Yes ☐

No ☒

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any Entity soliciting work or business from your School?

Yes ☐

No ☒

Narrative (please ensure that you include the number of the question that the response references):

Conflict of Interest (Provide a brief narrative in the space provided for any Yes response)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

Yes ☐

No ☒

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

Yes ☐

No ☒

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes ☐

No ☒

4. Do you or any of your relatives have any contractual agreements with the School?

Yes ☐

No ☒

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

Yes ☐

No ☒

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes ☐

No ☒

7. Have you or any of your relatives leased or sold any real property to the School?

Yes ☐

No ☒

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☒

Narrative (*please ensure that you include the number of the question that the response references*):

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 Southland Charter High school

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.

Vinai M. Hall

Signature

05/14/2025

Date



Annual Board Member Conflict-of-Interest Form

Purpose

Each board member of a charter or contract school governing board must complete this form **annually** to identify and resolve actual or potential conflicts of interest in the school. These disclosures protect the public and the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a governing board member.

In connection with any actual or possible conflict of interest, a governing board member must disclose the existence of their interest and should be given an opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers who are considering the proposed transaction or arrangement that creates the conflict.

Definitions

1. **Employee.** The school leader and all other employees of the charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
2. **Entity.** Any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
3. **Board.** The governing board of the charter or contract school.
4. **Management Organization.** Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.
5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: LEARN Charter School Network _____

Personal Information

Full Legal Name:	Marco V. Quintana
Occupation/Company/Title:	Banker/Wintrust/SVP
Business Email Address:	muintana@wintrust.com
Business Phone Number:	708-207-3320

septermber 2015

1. When were you elected or appointed to the Board? _____
2. When did your current term as a Board member start and when does it expire?
4/1/24 - 3/31/27

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.

Marco Quintana

Signature

05/20/2025

Date



Annual Board Member Conflict-of-Interest Form

Purpose

Each board member of a charter or contract school governing board must complete this form **annually** to identify and resolve actual or potential conflicts of interest in the school. These disclosures protect the public and the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a governing board member.

In connection with any actual or possible conflict of interest, a governing board member must disclose the existence of their interest and should be given an opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers who are considering the proposed transaction or arrangement that creates the conflict.

Definitions

1. **Employee.** The school leader and all other employees of the charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
2. **Entity.** Any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
3. **Board.** The governing board of the charter or contract school.
4. **Management Organization.** Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.
5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: LEARN Charter School Network _____

Personal Information

Full Legal Name:	Alicia Marie Coleman
Occupation/Company/Title:	Senior Financial Analyst, Fortune Brands Inc.
Business Email Address:	alicia.coleman@fbinc.com
Business Phone Number:	847-484-4800

April 2021

1. When were you elected or appointed to the Board? _____
2. When did your current term as a Board member start and when does it expire?
April 2025 - March 2026

Nepotism (Provide a brief narrative in the space below for any Yes response)

1. Are you or any of your relatives currently employed at the School?

Yes ☐

No ☒

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

Yes ☐

No ☒

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

Yes ☐

No ☒

Narrative (please ensure that you include the number of the question that the response references):

Gifts (Provide a brief narrative in the space provided for any Yes response.)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any Entity engaged in any transaction with the School?

Yes ☐

No ☒

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any Entity soliciting work or business from your School?

Yes ☐

No ☒

Narrative (please ensure that you include the number of the question that the response references):

Conflict of Interest (Provide a brief narrative in the space provided for any Yes response)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

Yes ☐

No ☒

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

Yes ☐

No ☒

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes ☐

No ☒

4. Do you or any of your relatives have any contractual agreements with the School?

Yes ☐

No ☒

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

Yes ☐

No ☒

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes ☐

No ☒

7. Have you or any of your relatives leased or sold any real property to the School?

Yes ☐

No ☒

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☒

Narrative (please ensure that you include the number of the question that the response references):

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? **Provide a brief narrative in the space provided if response is Yes.**

Yes ☐

No ☒

2. Have you previously/do you currently serve on any other governing boards? **Provide a brief narrative in the space provided if response is Yes.**

Yes ☐

No ☒

3. Have you read and do you understand the Board's approved bylaws? **Narrative needed only if response is No.**

Yes ☒

No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? **Narrative needed only if response is No.**

Yes ☒

No ☐

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

Yes ☒

No ☐

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

Yes ☒

No ☐

Narrative (please ensure that you include the number of the question that the response references):

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.



Signature

05/19/2025

Date



Annual Board Member Conflict-of-Interest Form

Purpose

Each board member of a charter or contract school governing board must complete this form **annually** to identify and resolve actual or potential conflicts of interest in the school. These disclosures protect the public and the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a governing board member.

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4. **Management Organization.** Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.
5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: LEARN Charter School Network _____

Personal Information

Full Legal Name:	CHARLES CAMPBELL
Occupation/Company/Title:	RETIRED
Business Email Address:	campbellchuck01@gmail.com
Business Phone Number:	312-953-6461

1995

1. When were you elected or appointed to the Board? _____
2. When did your current term as a Board member start and when does it expire?
? _____

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.

Charles Campbell

Signature

05/06/2025

Date



Annual Board Member Conflict-of-Interest Form

Purpose

Each board member of a charter or contract school governing board must complete this form **annually** to identify and resolve actual or potential conflicts of interest in the school. These disclosures protect the public and the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a governing board member.

In connection with any actual or possible conflict of interest, a governing board member must disclose the existence of their interest and should be given an opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers who are considering the proposed transaction or arrangement that creates the conflict.

Definitions

1. **Employee.** The school leader and all other employees of the charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
2. **Entity.** Any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
3. **Board.** The governing board of the charter or contract school.
4. **Management Organization.** Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.
5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: LEARN Charter School Network _____

Personal Information

Full Legal Name:	Aaron Clubb
Occupation/Company/Title:	Recruiter/Club Search Partners/Managing Partner
Business Email Address:	aaron@clubbsearch.com
Business Phone Number:	3126077665

2019

1. When were you elected or appointed to the Board? _____
2. When did your current term as a Board member start and when does it expire?
2023 and expires 2026 _____

Nepotism (Provide a brief narrative in the space below for any Yes response)

1. Are you or any of your relatives currently employed at the School?

Yes ☐

No ☒

2. Are you or any of your relatives currently working at the School independently (e.g., as a contractor, consultant or agent)?

Yes ☐

No ☒

3. Do you or any of your relatives have a close personal relationship with the School or any individual(s) associated with the School that could make it difficult for you to execute your duties as a board member in an independent manner?

Yes ☐

No ☒

Narrative (please ensure that you include the number of the question that the response references):

Gifts (Provide a brief narrative in the space provided for any Yes response.)

1. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any Entity engaged in any transaction with the School?

Yes ☐

No ☒

2. Have you or any of your relatives received, directly or indirectly, any food, entertainment, service or other thing of value over \$50 (or \$100 cumulative from any one source) from any Entity soliciting work or business from your School?

Yes ☐

No ☒

Narrative (please ensure that you include the number of the question that the response references):

Conflict of Interest (Provide a brief narrative in the space provided for any Yes response)

1. Are you or any of your relatives an officer or member of an Entity that conducts business or has a relationship with the School?

Yes ☐

No ☒

2. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

Yes ☐

No ☒

3. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes ☐

No ☒

4. Do you or any of your relatives have any contractual agreements with the School?

Yes ☐

No ☒

5. Do you or any of your relatives have any ownership interest or derive any income from the School or any Management Organization associated with the Charter School?

Yes ☐

No ☒

6. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes ☐

No ☒

7. Have you or any of your relatives leased or sold any real property to the School?

Yes ☐

No ☒

8. To the best of your knowledge, are there any other situations not described in the previous questions which may create or give the appearance of a conflict of interest between you or any of

your relatives and the School, or would make it difficult for you to discharge the duties of your office in an independent manner?

Yes ☐

No ☒

Narrative (please ensure that you include the number of the question that the response references):

Other Questions

1. Other than your role as a governing board member of the School, do you currently serve as a public official? ***Provide a brief narrative in the space provided if response is Yes.***

Yes ☐

No ☒

2. Have you previously/do you currently serve on any other governing boards? ***Provide a brief narrative in the space provided if response is Yes.***

Yes ☒

No ☐

3. Have you read and do you understand the Board's approved bylaws? ***Narrative needed only if response is No.***

Yes ☒

No ☐

4. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

Yes ☒

No ☐

5. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)? ***Narrative needed only if response is No.***

Yes ☒

No ☐

6. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)? ***Narrative needed only if response is No.***

Yes ☒

No ☐

Narrative (*please ensure that you include the number of the question that the response references*):

2. I serve on the board of another non-profit, The Firehouse Community of Arts Chicago

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

Aaron Clubb

Signature

05/19/2025

Date



Document History

SignNow E-Signature Audit Log

All dates expressed in MM/DD/YYYY (US)

Document name:

Document created:

Document pages:

Document ID:

Document Sent:

Document Status:

CPS Board COI Form05/19/2025 21:01:0369978ee84abd94cc4a0afcd0e74a867d24453bee505/19/2025 21:01:05 UTCSigned05/19/2025 21:06:50UTC

Sender:

Signers:

CC:

sronkowski@learncharter.orgguest_signer_768846550293@no.reply

Client	Event	By	Server Time	Client Time	IP Address
SignNow Web Application	Uploaded the Document	sronkowski@learncharter.org	05/19/2025 21:01:03 pm UTC		10.50.90.31
SignNow Web Application	Signing link clicked	sronkowski@learncharter.org	05/19/2025 21:01:05 pm UTC		73.210.65.171
SignNow Web Application	Copied from Template	sronkowski@learncharter.org	05/19/2025 21:01:05 pm UTC		10.50.88.254
SignNow Web Application	Invite Sent to: guest_signer_768846550293@no.repl y	sronkowski@learncharter.org	05/19/2025 21:01:07 pm UTC		10.50.88.254
SignNow Web Application	Viewed the Document	guest_signer_768846550293@no.repl y	05/19/2025 21:01:10 pm UTC	05/19/2025 21:01:10 pm UTC	73.210.65.171
SignNow Web Application	Added a Checkbox	guest_signer_768846550293@no.repl y	05/19/2025 21:06:49 pm UTC	05/19/2025 21:06:48 pm UTC	73.210.65.171
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SignNow Web Application	Added a Text	guest_signer_768846550293@no.repl y	05/19/2025 21:06:49 pm UTC	05/19/2025 21:06:48 pm UTC	73.210.65.171
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SignNow Web Application	Added a Text	guest_signer_768846550293@no.repl y	05/19/2025 21:06:49 pm UTC	05/19/2025 21:06:48 pm UTC	73.210.65.171
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SignNow Web Application	Added a Checkbox	guest_signer_768846550293@no.repl y	05/19/2025 21:06:49 pm UTC	05/19/2025 21:06:48 pm UTC	73.210.65.171
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SignNow Web Application	Added a Checkbox	guest_signer_768846550293@no.repl y	05/19/2025 21:06:49 pm UTC	05/19/2025 21:06:48 pm UTC	73.210.65.171
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SignNow Web Application	Added a Text	guest_signer_768846550293@no.repl y	05/19/2025 21:06:50 pm UTC	05/19/2025 21:06:48 pm UTC	73.210.65.171
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SignNow Web Application	Sender sronkowski@learncharter.org received a signed document copy	sronkowski@learncharter.org	05/19/2025 21:06:58 pm UTC	05/19/2025 21:06:48 pm UTC	73.210.65.171



Annual Board Member Conflict-of-Interest Form

Purpose

Each board member of a charter or contract school governing board must complete this form **annually** to identify and resolve actual or potential conflicts of interest in the school. These disclosures protect the public and the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a governing board member.

In connection with any actual or possible conflict of interest, a governing board member must disclose the existence of their interest and should be given an opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers who are considering the proposed transaction or arrangement that creates the conflict.

Definitions

1. **Employee.** The school leader and all other employees of the charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
2. **Entity.** Any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
3. **Board.** The governing board of the charter or contract school.
4. **Management Organization.** Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.
5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: LEARN Charter School Network _____

Personal Information

Full Legal Name:	Jason Hutton
Occupation/Company/Title:	Human Resources/CASL/Vice President, Human Resources
Business Email Address:	jason.hutton@casl.org
Business Phone Number:	773-540-5816

Elected

1. When were you elected or appointed to the Board? _____
2. When did your current term as a Board member start and when does it expire?
1/1/2024 start 12/31/2027 end

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*):
No votes have been taken concerning any policies or amendments. I also serve as BOD member for TASC.

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.

Jason Hutton

Signature

05/15/2025

Date



Annual Board Member Conflict-of-Interest Form

Purpose

Each board member of a charter or contract school governing board must complete this form **annually** to identify and resolve actual or potential conflicts of interest in the school. These disclosures protect the public and the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a governing board member.

In connection with any actual or possible conflict of interest, a governing board member must disclose the existence of their interest and should be given an opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers who are considering the proposed transaction or arrangement that creates the conflict.

Definitions

1. **Employee.** The school leader and all other employees of the charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
2. **Entity.** Any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
3. **Board.** The governing board of the charter or contract school.
4. **Management Organization.** Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.
5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: LEARN Charter School Network _____

Personal Information

Full Legal Name:	Janice Lucchesi
Occupation/Company/Title:	retired
Business Email Address:	jlucchesi@learncharter.org
Business Phone Number:	329531656

2000

1. When were you elected or appointed to the Board? _____
2. When did your current term as a Board member start and when does it expire?
2023-2026

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.

Janice Lucchesi JLL

Signature

05/06/2025

Date



Annual Board Member Conflict-of-Interest Form

Purpose

Each board member of a charter or contract school governing board must complete this form **annually** to identify and resolve actual or potential conflicts of interest in the school. These disclosures protect the public and the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a governing board member.

In connection with any actual or possible conflict of interest, a governing board member must disclose the existence of their interest and should be given an opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers who are considering the proposed transaction or arrangement that creates the conflict.

Definitions

1. **Employee.** The school leader and all other employees of the charter or contract school, regardless of classification and regardless of whether employed on a full time or part time basis.
2. **Entity.** Any individual, corporation, proprietorship, partnership, firm, association, trade union, trust, estate and/or group, as well as parent, or subsidiary of any of the listed entities, whether or not operated for profit.
3. **Board.** The governing board of the charter or contract school.
4. **Management Organization.** Any organization, regardless of for- or non-profit status, that holds a contract with the Board to provide educational or school management services. The Management Organization may be an Educational Management Organization or Charter Management Organization.
5. **Not-for-Profit Corporation.** A corporation subject to the Illinois General Not for Profit Corporation Act of 1986 (805 ILCS 105/) and organized solely for one or more of the purposes authorized by Section 103.05 of the Act.
6. **Relative.** Any Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.
7. **School.** The charter or contract school at which the individual completing this form serves as a governing board member

Conflict-of-Interest Questionnaire

Please complete this questionnaire in its entirety. The Personal Information section requires narrative responses. For all other sections (Nepotism, Gifts, Conflicts of Interest), please circle a Yes or No response, and enter a written explanation if directed. The purpose of the narrative is to provide sufficient detail to assess whether a conflict may exist. Attach additional sheets as necessary.

Once you have completed the questionnaire, please sign and date in the space provided and return it to the appropriate School official, who will submit it via Epicenter to the Office of Innovation & Incubation within Chicago Public Schools.

Please note that this form is a public document and will be available for review by any member of the school community or the general public upon request.

School Name: LEARN Charter School Network _____

Personal Information

Full Legal Name:	Susan Snyder
Occupation/Company/Title:	Board Member
Business Email Address:	susan@snydermail.com
Business Phone Number:	312-242-7001

2001

1. When were you elected or appointed to the Board? _____
2. When did your current term as a Board member start and when does it expire?
04/1/2025-04/01/2028

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):

Other Questions 2: I previously Served as a Winnetka Illinois Park Board of Commissioner from 2002 to 2011

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.

Susan Sygater

Signature

05/15/2025

Date