

Application: 0000000002

Laura Miller - lmill@legalprep.org
Illinois Impact Initiative INCS CSP Grant Round 4

Summary

ID: 0000000002
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Eligibility Questionnaire

Completed - Dec 5 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:

Laura Miller

2. Email:

lmiller@legalprep.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.

[Legal Prep Charter Academies - \(07.01.2024-06.30.2028\) CPS Charter School Renewal Agreement.pdf](#)

Filename: Legal Prep Charter Academies - (07.01.2024-06.30.2028) CPS Charter School Renewal Agreement.pdf.pdf **Size:** 12.0 MB

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

[Legal Prep - Enrollment Template At Time of Application.xlsx](#)

Filename: Legal Prep - Enrollment_Template_At_Time_of_Application.xlsx.xlsx **Size:** 12.0 kB

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

Legal Prep Charter Academies

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.

No

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

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

School is “Exemplary” or “Commendable”

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

Yes

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

Yes

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

Yes

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

Yes

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

No

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

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

Cover Page and Checklist

Completed - Feb 12 2026

Cover Page and Checklist

School Name:

Legal Prep Charter Academies

Contact Person for Grant:

Samuel Finkelstein

Title:

CEO and Founder

Expected Date School Will Open, Expand, or Replicate:

23/08/2027

Application Type:

Expand

Applicant UEI:

GF9JK99NDNG5

Proposed Charter Address:

4319 W WASHINGTON BLVD, Chicago, IL 60624

Applicant Address (if different than proposed):

NA

Applicant Telephone:

773-922-7802

Applicant Email:

sfinkelstein@legalprep.org

Fiscal Contact

Fiscal or Financial Contact for Applicant:

Melissa Almazan

Telephone:

773-922-7804

Email:

malmazan@legalprep.org

Charter Public School Board Contact

Board President:

Oscar Romero

Email:

oeirlc@gmail.com

Phone Number:

312-285-1496

Authorizer Contact Information

Authorizing Agency:

Board of Education of the City of Chicago

Authorizing agency contact person:

Zabrina Evans, Chicago Public Schools, Office of Innovation & Incubation

Telephone:

773-553-1530

Email:

zmevans2@cps.edu

Address:

42 W. Madison Street, Third 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				
1				
2				
3				
4				
5				
6				
7				
8				
9	37	37	75	90
10	48	48	55	90
11	49	49	50	60
12	45	45	49	50

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

	Percentage (%)
Free/Reduced Price Lunch:	98.9% (actual)
Special Education:	22.3% (actual)
English Learners:	1.7% (actual)
Black:	97.7% (actual)
Native Hawaiian or Other Pacific Islander:	0%
Hispanic:	2.3% (actual)
American Indian:	0%
Multiracial:	0%
Asian:	0%
White:	0%
Male:	44% (actual)
Female:	56% (actual)

Management Organization Information

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

No

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

Executive Summary and Grant Project Goals

Legal Prep Charter Academy seeks Charter Schools Program (CSP) funding to support a strategic enrollment expansion that will increase access to a high-quality, college-preparatory charter school for students from historically underserved communities while preserving the rigor, culture, and outcomes that have defined the school's success over fourteen years of operation. CSP funds will be used to support planning, implementation, and early-stage sustainability of this expansion by strengthening recruitment systems, academic supports, staffing capacity, and facilities readiness.

The proposed project advances both INCS CSP grant goals by (1) increasing the number of high-quality charter school seats available to traditionally underserved students in Illinois and (2) strengthening the overall quality and sustainability of the charter sector through disciplined growth of a proven educational model. The identified grant project goals are specific, measurable, time-bound, and directly aligned to both the school's mission and the proposed CSP budget.

Each grant project goal directly corresponds to specific budget line items and planned expenditures. CSP funds are intentionally allocated to time-limited planning and implementation activities that expand access, strengthen instructional quality, and build sustainable capacity, while ongoing staffing needs beyond the grant period will be supported through increased per-pupil revenue generated by enrollment growth.

Collectively, these goals advance INCS's CSP priorities by increasing the number of high-quality charter school

seats available to traditionally underserved students and strengthening the long-term quality and sustainability of the Illinois charter sector through the disciplined expansion of a proven educational model.

	Goal:	Performance Measures:	Rationale:
Goal 1	<p>By the end of the CSP implementation period (2027–2028), Legal Prep Charter Academy will increase total student enrollment by at least 60 students or 15% of baseline enrollment, expanding access to its college-preparatory, law-themed educational model while maintaining enrollment patterns reflective of historically underserved communities. Aligned to INCS CSP Grant Goal 1.</p>	<p>+Increase total enrollment by at least 60 students or 15% during the implementation period.</p> <p>+Ensure that at least 85% of enrolled students reside in historically underserved Chicago neighborhoods or meet the definition of at-risk or educationally disadvantaged under ESEA §1115(c)(2).</p> <p>+Maintain enrollment of at least 80% of students qualifying for free or reduced-price lunch.</p> <p>+Establish a sustainable recruitment pipeline capable of generating a waiting list for the freshman class annually.</p>	<p>Access to high-quality, college-preparatory charter schools remains limited for families in historically underserved communities. CSP funds will support the expansion of Legal Prep's enrollment by funding time-limited planning and implementation activities that lower barriers to access while maintaining academic rigor. Investments in recruitment staffing, community outreach, and enrollment systems will allow the school to build awareness of its distinctive law-themed program and ensure that families across the city have equitable access to enrollment opportunities.</p> <p>CSP-supported activities aligned to this goal include staffing for recruitment and family engagement, targeted outreach and informational advertising, enrollment system supports, and facilities readiness necessary to safely serve additional students. These investments ensure that increased access is intentional, equitable, and sustainable, directly advancing INCS's goal of expanding high-quality</p>

			charter school options for underserved students.
Goal 2	<p>By the conclusion of the CSP implementation period, Legal Prep will demonstrate measurable improvements in student academic growth, attendance, and persistence through the expansion of data-driven instructional systems, academic intervention capacity, and aligned professional development. Aligned to INCS CSP Grant Goal 2.</p>	<p>+Demonstrate year-over-year improvement in ACT proficiency and growth.</p> <p>+Achieve annual student growth that meets or exceeds growth outcomes of geographically proximate traditional public schools.</p> <p>+Increase average daily attendance by at least 10% over baseline and reduce rates of chronic absenteeism year over year.</p> <p>+Implement quarterly interim assessment cycles with documented instructional adjustments for all student subgroups.</p>	<p>As enrollment expands, maintaining strong academic outcomes requires intentional investment in instructional systems and student supports. CSP funds will support evidence-based curriculum implementation, data systems, and academic intervention staffing to ensure instruction remains rigorous, responsive, and aligned to high expectations for all students. Professional development and coaching will reinforce consistent instructional practices and support teachers in using data to differentiate instruction effectively.</p> <p>CSP-supported expenditures aligned to this goal include academic intervention staffing, instructional technology subscriptions, professional development, and data systems that enable progress monitoring and continuous improvement. These investments ensure that expansion strengthens and does not dilute academic quality and supports INCS's goal of improving the overall quality of Illinois' charter sector.</p>

Goal 3	<p>By the start of the 2027-2028 school year, Legal Prep will complete all organizational, facility, and technology readiness activities necessary to safely and effectively serve an expanded student population while maintaining program quality and compliance. Aligned to INCS CSP Grant Goals 1 and 2.</p>	<ul style="list-style-type: none"> +Complete all required building code, health, safety, and accessibility upgrades prior to the start of the implementation year. +Ensure instructional spaces are fully equipped with appropriate furniture, technology, and materials to support expanded enrollment. +Successfully onboard and support grant-funded planning and implementation staff by the start of the implementation period. +Maintain compliance with all local, state, and authorizer facility and operational standards. 	<p>Sustaining high-quality outcomes during growth requires strong organizational infrastructure and facilities that support rigorous instruction and student services. CSP funds will support time-limited investments in facility readiness, technology acquisition, leadership planning time, and operational systems necessary to manage expansion without compromising instructional quality or school culture.</p> <p>CSP-supported expenditures aligned to this goal include building code remediation, instructional technology and equipment, leadership planning allocations, and operational systems that enable safe, compliant, and effective service to additional students. These investments ensure that growth is responsibly managed and that increased enrollment is supported by a stable and sustainable foundation.</p>
Goal 4			
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 and Rationale for the Model

Legal Prep Charter Academy's educational philosophy is grounded in the belief that students from historically underserved communities thrive when academic rigor is paired with relevance, strong relationships, and intentional preparation for postsecondary success. Legal Prep was founded to address persistent opportunity gaps by offering a college-preparatory public education that integrates rigorous academics with a distinctive, law-themed instructional model designed to build critical thinking, communication, and civic leadership skills. After fourteen years of operation, this philosophy has proven effective in producing strong academic growth, high graduation rates, and postsecondary persistence for students who are often underserved in traditional systems.

As Legal Prep expands enrollment from 179 students to a target of 330 students during the CSP implementation years, this same philosophy will guide programmatic growth. Expansion will not alter the core design of the academic program. Rather, CSP funding will allow Legal Prep to deepen and scale a model that has already demonstrated success while maintaining fidelity to its mission, culture, and instructional quality.

Legal Prep's educational philosophy is rooted in three core principles: rigor with purpose, relationships as the foundation for learning, and preparation for postsecondary success beginning in early adolescence. Academic rigor is most effective when it is connected to meaningful, real-world contexts. By integrating law, advocacy, and civic engagement into core academic instruction, Legal Prep makes learning relevant and intellectually demanding. Students engage in complex texts, structured argumentation, analytical writing, and problem-solving tasks that mirror the skills required in college and professional environments, building both academic skill and academic identity.

Strong relationships between students and adults are central to the model. Small advisories, consistent mentoring, and a culture of high expectations and support ensure that students are known well and held accountable. This relational approach is especially important in an expansion context, as maintaining school culture while growing enrollment requires intentional structures that preserve connection and belonging.

Finally, Legal Prep is intentionally designed to prepare students for postsecondary success in college, career, and

civic life. Academic instruction, enrichment, and student supports are aligned to long-term outcomes, including high school graduation, college enrollment, and persistence. Expansion will allow Legal Prep to extend these opportunities to more students without diluting the coherence or intensity of the program.

Academic Program Design and Key Educational Elements

Legal Prep's academic program is defined by a set of key design elements that work together to produce strong outcomes and are well-suited to the community the school serves.

A. Instructional Model and Enrichment Programs (Law-Themed Integration)

Legal Prep delivers a rigorous, standards-aligned curriculum that is intentionally integrated with law, advocacy, and civic engagement through sustained partnerships with the legal and professional community. This law-themed integration is not an enrichment add-on; it is a core instructional strategy designed to deepen academic rigor, increase engagement, and build postsecondary readiness through authentic application.

Across grade levels, Legal Prep partners with law firms, corporate legal departments, courts, and individual legal professionals. Attorneys, judges, and legal practitioners serve as regular guest lecturers and instructional partners, supporting lessons in argumentation, writing, constitutional analysis, ethics, and problem-solving. These experiences are aligned to grade-level standards and learning objectives.

A signature element of the model is a monthly off-site law program in which all students participate in structured, grade-level programming hosted by partner law firms, corporate legal departments, or civic institutions. Programming is sequenced developmentally and includes activities such as mock negotiations, case simulations, policy debates, and legal writing workshops. This universal exposure is a critical equity lever, ensuring that all students have consistent access to professional environments and mentors.

In the upper grades, law integration becomes credential-bearing. Eleventh- and twelfth-grade law courses are taught by licensed attorneys, allowing students with qualifying GPAs to earn dual credit. Students may also participate in legal externships, including placements with judges and public-sector legal offices, applying classroom learning in authentic professional contexts.

Importantly, law-themed instruction is vertically aligned across grade levels. Early grades emphasize foundational literacy, argument structure, and civic concepts, while upper grades demand increasingly sophisticated analysis, writing, and oral advocacy. By graduation, students are prepared to engage in college-level coursework and professional environments with confidence and competence. As enrollment expands, CSP funding will support the

coordination and staffing needed to scale these partnerships responsibly.

B. Data-Driven Instruction and Academic Intervention

Legal Prep uses frequent data analysis to inform instruction and intervention. Universal screening, formative assessments, and interim benchmarks allow teachers to identify student needs early and respond through targeted supports. CSP funds will support expanded academic intervention capacity, including staffing, instructional materials, and professional development, ensuring individualized support is maintained as enrollment grows.

C. Supports for Diverse Learners and Special Populations (MTSS)

Legal Prep employs a comprehensive Multi-Tiered System of Supports that integrates academic, behavioral, and social-emotional interventions. Students receive tiered supports aligned to need, with progress monitored regularly. Expansion will include additional special education capacity and coordinated supports to ensure equitable outcomes for a growing and diverse student population.

D. College and Career Readiness and Postsecondary Persistence

College and career readiness is embedded across grade levels through rigorous coursework, advisory programming, experiential learning, and individualized guidance. Advisory emphasizes goal-setting, self-advocacy, academic planning, and executive functioning, while upper-grade students engage in dual credit coursework, externships, and capstone experiences that mirror college-level rigor and workplace demands.

Recognizing that postsecondary success extends beyond high school graduation, Legal Prep will use expansion to strengthen its alumni support infrastructure. As the number of graduates increases, the school will add a dedicated alumni support staff member, sustained by increased per-pupil revenues once CSP-supported growth is in place. This role will focus on college persistence, completion, and early career navigation, particularly for first-generation college students, and will provide individualized coaching, assistance with academic planning and financial aid renewal, and connections to campus-based resources and professional networks. Alumni outcomes will be tracked systematically to support continuous improvement.

School Culture, Behavioral Expectations, and Student Leadership

Legal Prep's school culture reinforces academic excellence, belonging, and student agency. High expectations are paired with strong support through advisory, mentoring, and restorative practices. Student voice is emphasized through leadership opportunities and law-aligned programming, fostering confidence, engagement, and

persistence.

Behavioral Expectations and Restorative Practices

School culture is grounded in clear behavioral expectations and restorative practices that emphasize accountability, reflection, and community. A key component of this work is Legal Prep's Peace Warriors program, a student leadership initiative that empowers students to promote positive peer relationships, support conflict resolution, and model restorative practices. Peace Warriors receive training in communication, mediation, and leadership skills and play an active role in maintaining a safe, inclusive learning environment.

Student Voice, Leadership, and Enrichment

Students are encouraged to take on leadership roles through advisory, Peace Warriors, and law-aligned enrichment opportunities. These structures promote ownership, agency, and engagement while reinforcing professional norms and civic responsibility.

Family, Student, and Staff Satisfaction and Engagement

Legal Prep regularly gathers feedback from students, families, and staff to assess school climate, instructional quality, and overall satisfaction. Data sources include annual climate surveys, family engagement feedback, staff retention trends, and ongoing advisory check-ins. Results consistently demonstrate strong student–adult relationships, a sense of belonging, and high expectations paired with support. Feedback is reviewed by school leadership and used to inform professional development, culture-building strategies, and student supports, ensuring responsiveness as enrollment expands.

As Legal Prep grows, intentional onboarding structures for new students and families, including advisory placement, mentoring supports, and clear communication of expectations, ensure that students entering through expansion experience the same sense of belonging, accountability, and support that has characterized Legal Prep's culture for over a decade.

Charter Autonomy and Alignment with ESEA §4310(2)

Legal Prep operates as a public, nonsectarian, tuition-free charter school with autonomy over curriculum, staffing, scheduling, budgeting, and program design. This autonomy allows Legal Prep to implement its law-themed curriculum, allocate resources strategically toward expansion priorities, design staffing models aligned to student needs, and implement systems that support continuous improvement. Expansion under the CSP will leverage this

autonomy to scale a proven model responsibly while maintaining accountability and quality.

Rubric Alignment Summary

Educational Philosophy and Rationale: Legal Prep articulates a clear educational philosophy centered on rigor, relevance, relationships, and postsecondary preparation, supported by fourteen years of demonstrated success.

Academic Program Design: The program integrates standards-aligned instruction with law-themed enrichment, including guest lecturers, monthly off-site programming, dual credit coursework taught by licensed attorneys, and legal externships.

Supports for Diverse Learners: A comprehensive MTSS framework and data-driven interventions ensure equitable outcomes as enrollment expands.

School Culture and Behavioral Expectations: A strong culture is reinforced through advisory, restorative practices, and the Peace Warriors student leadership program.

Student, Family, and Staff Satisfaction: Surveys, feedback mechanisms, and retention data demonstrate a positive school climate and inform continuous improvement.

Charter Autonomy: Legal Prep uses charter flexibility to align resources, staffing, and program design with student needs and responsible growth.

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)

Core Curriculum Materials and Alignment to State and Federal Standards

Legal Prep implements a rigorous, standards-aligned curriculum designed to ensure students meet or exceed Illinois Learning Standards and applicable federal requirements, including the Common Core State Standards. The school intentionally selects high-quality, research-based curriculum materials that emphasize grade-level mastery, coherence across grades, and accessibility for a diverse student population, including students who enter with academic gaps.

English Language Arts

Legal Prep uses myPerspectives (Savvas) as its core ELA curriculum. myPerspectives is aligned to the Common Core State Standards and emphasizes close reading of complex texts, evidence-based writing, academic discourse, and integrated literacy skills. The curriculum supports deep comprehension and analytical thinking while providing scaffolds for diverse learners. Research on knowledge-rich, text-centered curricula demonstrates positive impacts on reading comprehension for students from historically underserved communities.

Mathematics

Legal Prep implements a mathematics curriculum aligned to UnboundEd principles and the Common Core State Standards. This curriculum emphasizes conceptual understanding, procedural fluency, and mathematical reasoning through problem-based instruction and academic discourse. Research on standards-aligned, conceptually focused mathematics instruction shows improved student understanding and achievement when instruction is coherent and well facilitated.

Science

Legal Prep uses OpenSciEd for high school science, a research-based curriculum aligned to the Next Generation Science Standards. OpenSciEd emphasizes inquiry, real-world phenomena, and sensemaking, while reinforcing literacy and analytical skills aligned to the school's broader academic goals.

In addition to ELA, mathematics, and science, Legal Prep implements standards-aligned curricula across all subject areas, including social studies, civics, world languages, physical education, and enrichment courses, ensuring a comprehensive academic program aligned to state requirements.

Instructional Practices and Alignment to Curriculum Design

Instructional practices at Legal Prep are intentionally aligned to curriculum design and grounded in research-based pedagogy. Teachers implement a consistent instructional framework that includes clear learning objectives, explicit instruction, guided practice, structured academic discourse, and opportunities for application. Lessons are designed to be intellectually rigorous and accessible, with embedded scaffolds to support diverse learners.

Legal Prep's literacy instruction is informed by the science of reading, emphasizing explicit and systematic development of foundational skills, vocabulary, reading comprehension, and writing. Across content areas, students engage regularly with complex texts and are taught to analyze, synthesize, and communicate ideas using evidence. Instruction prioritizes academic language, argumentation, and metacognition, ensuring strong alignment between curriculum and pedagogy.

Differentiation is embedded within daily instruction through flexible grouping, scaffolded tasks, and targeted supports aligned to curriculum structure. As enrollment expands, CSP funding will support instructional coaching and professional development to ensure consistent, high-quality implementation.

Instructional Technology and Digital Learning Supports

Technology is used strategically at Legal Prep to enhance curriculum implementation, support differentiated instruction, and promote equity of access. The school operates a 1:1 Chromebook environment, ensuring all students have consistent access to digital tools necessary for learning, research, and writing.

Teachers utilize instructional technology platforms to supplement curriculum materials and reinforce standards-aligned instruction. Tools such as IXL and Khan Academy provide adaptive, skill-based practice in mathematics and literacy, while platforms such as CommonLit, NewsELA, and Desmos support close reading, current-events literacy, and conceptual understanding in mathematics. These tools are selected intentionally to deepen learning, support differentiation, and provide actionable instructional data rather than replace teacher-led instruction.

Legal Prep also emphasizes responsible and ethical technology use. Teachers guide students in appropriate use of emerging tools such as artificial intelligence to support research, drafting, and revision while reinforcing academic integrity, critical thinking, and digital citizenship. CSP funding will support additional devices and classroom technology to ensure instructional technology scales equitably with enrollment growth.

Alignment to State and Federal Requirements

Legal Prep's curriculum, instructional practices, and technology use are aligned with Illinois Learning Standards and federal requirements. Instructional materials support grade-level mastery and college and career-ready outcomes, while technology implementation complies with privacy, accessibility, and student protection requirements. Charter autonomy allows Legal Prep to refine curriculum, instructional strategies, and digital tools in response to student needs while remaining accountable for results.

Rubric Alignment Summary

Key Curriculum Materials: High-quality core curricula identified for ELA (myPerspectives), Math (UnboundEd-aligned), and Science (OpenSciEd), with standards-aligned curricula across all subject areas.

Standards Alignment: Curriculum meets or exceeds Illinois and federal requirements, including Common Core alignment in ELA and math.

Instructional Alignment: Research-based instructional methods align directly to curriculum design and are informed by the science of reading.

Research-Based Justification: Curriculum selections reflect published research supporting rigorous, coherent instruction for similar student populations.

Technology Integration: A 1:1 Chromebook model and targeted instructional platforms (including IXL and Khan Academy) support differentiation, engagement, and equitable access.

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)

Performance Management Framework and Academic Goals

Legal Prep maintains a comprehensive performance management system designed to ensure rigorous academic goals, continuous monitoring of progress, and strong student outcomes. This system aligns assessment, data analysis, instructional decision-making, and organizational oversight to support students, staff, and school leadership.

Academic performance goals are established annually and aligned to state accountability measures, internal growth targets, and long-term postsecondary outcomes. Progress toward these goals is monitored throughout the year using interim benchmarks and disaggregated data to ensure equitable outcomes for all student subgroups. As enrollment expands, Legal Prep will maintain this framework to ensure that growth does not dilute accountability or instructional quality.

Assessment Portfolio: Formative, Interim, and Summative Measures

Legal Prep uses a balanced portfolio of formative, interim, and summative assessments that is well understood by staff and consistently used to inform instruction.

Formative assessments are embedded within daily instruction and include curriculum-aligned checks for understanding, performance tasks, exit tickets, and writing samples. In subjects where a common, high-quality curriculum is used, Legal Prep adopts the research-based assessments embedded within those curricula, ensuring strong alignment between instruction and assessment.

Interim assessments are administered quarterly and aligned to instructional pacing and grade-level standards. Legal Prep administers interim assessments through a formal agreement with the Noble Network of Charter Schools, allowing the school to leverage validated assessment tools and benchmark student performance against comparable populations. Interim data is disaggregated by student subgroup and used to monitor progress toward annual goals. Benchmarks are reviewed and adjusted annually based on outcomes and instructional needs.

Summative assessments include state-required assessments and end-of-course measures aligned to Illinois standards. Legal Prep also opts into fall Pre-ACT testing, allowing staff to measure growth since the previous

spring and providing students with early exposure prior to the high-stakes spring administration.

Data Collection, Analysis, and Roles

Legal Prep collects academic, behavioral, and attendance data to inform instruction and leadership decisions. Data sources include classroom assessments, curriculum-embedded assessments, quarterly interim assessments, Pre-ACT and ACT results, attendance records, and intervention progress monitoring.

Data practices are guided by the Driven by Data framework (Paul Bambrick-Santoyo), which structures regular data cycles focused on analysis, reflection, and action. Teachers analyze classroom-level data to identify strengths and gaps and adjust instruction accordingly. Instructional leaders facilitate structured data meetings to examine interim results, identify priority standards, and plan targeted instructional responses. School leadership monitors trends to inform policy, resource allocation, and professional development priorities.

Teacher performance is monitored through a combination of classroom observations, student performance data, and participation in data cycles. These measures inform coaching, professional development, and instructional support to ensure alignment between teaching practice and student outcomes.

Interim Benchmarks and Continuous Improvement

Quarterly interim assessments serve as key benchmarks for monitoring progress toward annual performance goals. These benchmarks allow Legal Prep to identify students who are on track, approaching proficiency, or in need of additional support. Benchmark targets are reviewed annually and refined based on historical data, student performance trends, and projected enrollment changes.

Leadership uses assessment data to inform management decisions related to staffing, professional development, instructional materials, and intervention design, reinforcing a culture of accountability and continuous improvement.

Data-Driven Instruction, Differentiation, and MTSS

Legal Prep fosters a strong culture of data-driven instruction in which teachers use multiple data sources to differentiate instruction and support individual learners. Classroom and interim assessment data inform Tier 1 instructional differentiation, including flexible grouping, scaffolded tasks, and targeted skill practice.

Students requiring additional support receive Tier 2 or Tier 3 interventions through Legal Prep's Multi-Tiered System of Supports (MTSS). Progress is monitored regularly, and intervention plans are adjusted based on data.

For upper-grade students, Legal Prep supplements instruction with targeted supports such as ACT tutoring through Academic Approach for juniors, funded by a board member, to strengthen college readiness outcomes.

MTSS structures are implemented consistently across grade levels to ensure coherence, equity, and timely intervention as enrollment expands.

Rubric Alignment Summary

Performance Management: A comprehensive system monitors progress toward academic goals and ensures strong student outcomes.

Assessment Choices: A balanced portfolio of formative, quarterly interim, and summative assessments aligned to standards and pacing.

Data Collection and Analysis: Clear processes identify what data is collected, how it is analyzed, and by whom, using the Driven by Data framework.

Benchmarks and Subgroup Monitoring: Quarterly interim benchmarks track progress for all student subgroups and are reviewed annually.

Data-Driven Culture: Structured data cycles inform instruction, professional practice, and management decisions.

Differentiation and MTSS: Assessment data drives differentiated instruction and multi-tiered interventions for individual learners.

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)

Open, Fair, and Non-Selective Enrollment Practices

Legal Prep is committed to an open, fair, and non-selective enrollment process that ensures equitable access for all students. As a public, tuition-free charter school, Legal Prep does not screen or select students based on academic ability, disability status, language proficiency, socioeconomic status, or any other protected characteristic. Enrollment practices fully comply with state and federal requirements and are intentionally designed to remove barriers for historically underserved families.

Legal Prep conducts inclusive outreach and recruitment efforts targeted toward the communities it serves, particularly low-income neighborhoods and populations historically underrepresented in high-quality public school options. Enrollment materials are accessible, family-friendly, and available in languages reflective of the community. Students are admitted through transparent, non-selective processes consistent with charter law.

As enrollment expands, Legal Prep will continue to prioritize equitable access and clear communication to ensure that growth increases opportunity rather than restricts it.

Framework for Serving a Diverse Student Population

Legal Prep is intentionally designed to serve a diverse student population that includes low-income students, students with disabilities, English learners, students experiencing homelessness or housing instability, migrant students, and other at-risk populations. The school's instructional model, staffing structures, and student supports are organized around providing a continuum of services that respond to varied academic, social-emotional, and linguistic needs.

Legal Prep's philosophy is grounded in the belief that all students can succeed in a rigorous, college-preparatory environment when provided with strong relationships, inclusive instructional practices, and targeted supports. This belief is reflected in program design and ensures that compliance obligations are integrated into a cohesive, student-centered model rather than treated as isolated requirements.

Special Education Services and Least Restrictive Environment (IDEA)

Legal Prep provides a full continuum of special education services in compliance with the Individuals with Disabilities Education Act (IDEA) and applicable state requirements. Approximately 22% of Legal Prep's students have an Individualized Education Program (IEP), exceeding the district average. Families frequently choose Legal Prep because of the school's demonstrated strength in serving students with disabilities and its commitment to the least restrictive environment (LRE) as a guiding principle.

Students with disabilities are identified through Child Find procedures and evaluated in a timely manner. IEPs are developed collaboratively and implemented with fidelity. Special education services are delivered primarily through inclusive practices, with students educated alongside their general education peers to the greatest extent appropriate. Service models include co-teaching, push-in support, small-group instruction, and individualized interventions.

To ensure access to rigorous coursework, Legal Prep embeds the opportunity for honors credit within every class through additional rigor and assignments. This structure allows students with IEPs to access advanced coursework even when service minutes or scheduling considerations limit their ability to enroll in separate honors sections. This approach supports equity, avoids exclusionary tracking, and maintains high expectations for all learners.

As enrollment expands, Legal Prep will increase special education staffing and service capacity while preserving inclusive practices. Weekly collaboration time is allocated for general education and special education co-teachers, and staff receive ongoing professional development to ensure strong implementation of accommodations, modifications, and co-teaching strategies.

English Learners and Language Access

Legal Prep is committed to effectively serving English learners (ELs) and ensuring meaningful access to instruction. ELs are identified through appropriate screening procedures, and services are provided in alignment with state and federal requirements.

Instructional supports include sheltered instruction strategies, language development embedded in content instruction, and targeted interventions as needed. Teachers receive professional development focused on academic language development, differentiation, and culturally responsive practices. Language access for families is ensured through translated materials, interpretation services, and clear communication.

As enrollment grows, EL services will scale accordingly, ensuring that expanded access is matched with appropriate

instructional and staffing supports.

Academic Interventions and Multi-Tiered System of Supports (MTSS)

Legal Prep employs a comprehensive Multi-Tiered System of Supports (MTSS) to address academic, behavioral, and social-emotional needs. Universal screening and classroom data inform Tier 1 instruction, while Tier 2 and Tier 3 interventions provide targeted support for students who require additional assistance.

Interventions are evidence-based, progress is monitored regularly, and plans are adjusted based on student response. MTSS structures are coordinated across instructional, special education, and student support teams to ensure coherence and effectiveness. This system allows Legal Prep to respond flexibly to student needs while maintaining high expectations.

Understanding Student Needs, Staff Training, and Retention-Focused Practices

Legal Prep systematically evaluates the needs of its educationally disadvantaged students using multiple data sources, including enrollment data, prior academic records, diagnostic assessments, attendance trends, behavioral data, and special education documentation. This information is reviewed at entry and throughout the year to ensure that academic, behavioral, and social-emotional supports are responsive and appropriately matched to student needs.

High expectations are maintained for all students through inclusive access to rigorous coursework, embedded honors opportunities, and consistent instructional expectations, regardless of disability status or background. Academic and behavioral interventions are coordinated through MTSS and reinforced by restorative practices that prioritize learning continuity and student engagement over exclusionary discipline.

Staff are intentionally trained to support these systems. In addition to specialized credentials, teachers receive ongoing professional development in intervention strategies, co-teaching models, restorative practices, and effective classroom management. Weekly coaching cycles reinforce consistent implementation, while collaboration time ensures alignment between general education and special education staff. These structures promote retention by reducing unnecessary removals from the classroom and ensuring timely, appropriate supports.

Supporting Advanced Learners and Equitable Access to Rigor

Legal Prep is equally committed to supporting advanced learners and students demonstrating exceptional academic potential. As noted, honors-level rigor is embedded within all core classes, ensuring broad access to

advanced coursework without exclusionary prerequisites.

In addition, dual credit law courses are available to any student with a qualifying GPA, as determined by Legal Prep's postsecondary partners at the City Colleges of Chicago. Dual credit eligibility is transparent and merit-based, ensuring equitable access while maintaining academic standards. Law-themed coursework, externships, and advanced projects further provide enrichment and extension for students ready for higher-level work.

School Culture, Restorative Practices, and Student Leadership

Legal Prep maintains a strong, inclusive school culture grounded in restorative practices, high expectations, and student agency. The school provides school-wide training in restorative practices and effective classroom management, supported by ongoing coaching and professional development.

All teachers receive weekly classroom observations and coaching meetings aligned to the Leverage Leadership framework (Paul Bambrick-Santoyo). Coaching focuses on instructional practice, classroom culture, and inclusive strategies that support diverse learners. Two days of Legal Prep's two-week summer professional development are dedicated to restorative practices and deep review of student IEPs to ensure readiness at the start of the year.

A cornerstone of Legal Prep's culture is the Peace Warriors program, a student leadership initiative focused on conflict resolution, peer accountability, and community building. Peace Warriors complete a two-day certification training, and currently 20% of students and 25% of staff have received full training. Peace Warriors play an active role in reinforcing positive culture and restorative responses across the school.

Student Supports: Meals, Transportation, and Basic Needs

Legal Prep ensures that students' basic needs are met so they can fully engage in learning. All students are eligible for free breakfast and free lunch through the National School Lunch Program, operated in partnership with Chicago Public Schools. Students participating in extracurricular activities also receive a free after-school snack. Additional snacks are available for students who need them during the school day.

When food assistance was briefly suspended earlier this year, Legal Prep operated an emergency food pantry out of the school, supported by donations from community partners and supporters, ensuring continuity of support for families.

Transportation access is also prioritized. Most students arrive via public transportation using free CPS bus passes through the STLS program. Students who require transportation through an IEP or 504 receive district-provided

transportation. Legal Prep has also provided free bus passes to students who do not qualify for STLS when there is demonstrated need, ensuring that transportation is not a barrier to attendance.

Scaling Services with Responsible Growth

As Legal Prep expands enrollment, the school will intentionally scale staffing, systems, and partnerships to maintain a robust continuum of services. Expansion funding will support additional personnel, professional development, and infrastructure to ensure compliance and quality across all student populations.

Growth will be guided by data, ongoing evaluation, and feedback from students, families, and staff to ensure that expansion strengthens—rather than strains—the school's ability to serve all learners effectively.

Rubric Alignment Summary

Open and Non-Selective Enrollment: Transparent, equitable enrollment practices ensure access for all students.

Continuum of Services: Comprehensive supports serve low-income students, students with disabilities, English learners, homeless and migrant students, and other at-risk populations.

Special Education and LRE: IDEA-compliant services prioritize inclusion; 22% of students have IEPs, exceeding district averages.

Access to Rigor: Honors-level work embedded in all classes and dual credit law courses available based on GPA.

School Culture and Discipline: Restorative practices, Peace Warriors leadership, and ongoing coaching support positive culture.

Basic Needs: Universal meals, transportation access, and emergency supports remove barriers to learning.

Scalability: Systems and staffing are designed to scale responsibly with enrollment growth.

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)

Staffing Model and Organizational Structure

Legal Prep's staffing model is intentionally designed to deliver its rigorous, inclusive academic program while providing the student supports necessary for strong outcomes. Staffing decisions are aligned to enrollment, instructional needs, and the school's ability to operate at a high level over time.

The core instructional team currently includes 12 general education teachers and 3 special education teachers, one of whom serves as a dedicated special education case manager.

This staffing structure supports inclusive service delivery, co-teaching, and individualized student supports.

Instructional staff are supported by a Principal, Director of Curriculum & Instruction, Director of Peace Strategies, Head Dean of Culture, two Assistant Deans, and a College Counselor / Alumni Support Coordinator. The school is further supported by an operations team including an Operations Manager, Operations Assistant, Business Manager, and front-desk staff. Network-level leaders, including the CEO and Development Director, remain actively involved in Chicago campus operations.

As part of CSP-supported expansion, staffing will scale intentionally. During the planning period, Legal Prep will add a Student Recruitment / Family Engagement Coordinator, an Academic Interventionist, and a non-teaching Director of Legal Programming to expand experiential learning opportunities and prepare for increased enrollment. During the implementation years, the school will add three additional teaching positions, one social-emotional counselor, and one additional Assistant Dean, ensuring instructional quality, culture, and student supports remain strong as enrollment increases.

This staffing structure is feasible, aligned to the school's education model, and sufficient to support both current operations and planned growth.

Recruitment, Selection, and Retention of High-Quality Staff

Legal Prep leverages the autonomies granted to charter schools to recruit, select, and retain outstanding staff aligned to the school's mission and instructional expectations. Recruitment prioritizes candidates with strong content knowledge, a commitment to equity, and the ability to build strong relationships with students.

Candidate selection is conducted through a hiring committee that includes a cross-section of administrators, teachers, and support staff. The process includes structured interviews, mission-alignment screening, and demonstration lessons where appropriate. All hires complete required background checks in compliance with state law and district requirements.

These practices have contributed to teacher retention consistently above 90%, supporting instructional continuity and a strong professional culture. Legal Prep's ability to attract and retain talent is evidenced by its 14-year track record of strong performance, including a commendable state rating and a recent four-year charter renewal, the longest term granted during that cycle.

Professional Development Framework and Annual Cadence

Professional development at Legal Prep is coherent, ongoing, and tightly aligned to instructional priorities and student needs. All staff participate annually in an All Staff Retreat, a multi-day off-site experience focused on culture, instructional foundations, collaboration, and team alignment.

New staff also participate in two days of onboarding, followed by two weeks of summer professional development prior to the first day of school. Summer PD focuses on curriculum implementation, instructional planning, classroom management, restorative practices, and review of student needs, including IEPs. Two full days are dedicated to inclusive practices and special education collaboration to ensure readiness from day one.

During the school year, professional development continues through a consistent cadence. Legal Prep has an early release every Wednesday, which is used for department meetings, grade-level collaboration, IEP team meetings, instructional planning, and culture-focused professional learning. This structure ensures professional development is embedded into the weekly schedule.

Instructional Coaching, Feedback, and Staff Evaluation

Legal Prep's coaching and evaluation model is grounded in the Leverage Leadership and Get Better Faster frameworks (Paul Bambrick-Santoyo). Every teacher is assigned an instructional coach and participates in frequent observation and feedback cycles.

Teachers receive weekly classroom observations followed by timely, actionable feedback. Coaching emphasizes high-leverage action steps, modeling, and practice informed by student performance data. Each teacher sets annual goals that include both instructional growth and classroom management or culture development.

This coaching system supports continuous improvement, instructional consistency, and strong outcomes across classrooms.

Supporting Inclusion, Culture, and Continuous Improvement

Professional development at Legal Prep emphasizes inclusive instruction, restorative practices, and effective classroom management. Staff receive school-wide training in these areas, reinforced through coaching and leadership support.

Collaboration time is intentionally built into the schedule to support co-teaching, intervention planning, and alignment between general education and special education staff. This structure ensures professional learning translates into improved classroom practice, supports student retention, and reduces reliance on exclusionary discipline as enrollment expands.

Rubric Alignment Summary

Staffing Structure: A feasible, mission-aligned staffing model supports instructional quality, student services, and planned growth.

Recruitment and Retention: Charter autonomies support strong recruitment, high retention, and long-term staff stability.

Professional Development: A coherent, year-round PD plan supports fidelity of implementation across grade levels.

Coaching and Feedback: Weekly observations and coaching grounded in research-based frameworks support continuous improvement.

Innovation and Inclusion: Professional learning emphasizes inclusive practice, restorative culture, and collaboration.

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)

Financial Oversight, Governance, and Compliance

Legal Prep operates under a layered financial oversight structure that balances rigorous accountability with efficient, school-based decision-making. The financial management team includes the CEO, Business Manager, Board Treasurer, and Board Finance Committee. The CEO brings more than a decade of experience managing multi-million-dollar charter school budgets and overseeing federal and state funding streams, including CSP and Title funds. The Business Manager, with more than fifteen years of experience in CPS compliance and charter finance, oversees daily financial operations, including budget monitoring, purchasing, vendor management, and grant reimbursement tracking. The Board Treasurer and Finance Committee provide independent oversight to ensure expenditures align with GAAP, Board-adopted fiscal policies, and federal Uniform Grant Guidance.

Legal Prep contracts with an experienced external accounting firm to support bookkeeping, payroll, monthly reporting, and year-end closeout. Budget-to-actual reports are reviewed monthly by school leadership and the Finance Committee, with quarterly reviews focused on revenue trends, expenditures, cash flow, and grant compliance. Legal Prep has a history of clean independent audits with no material findings.

Key internal controls include segregation of duties across purchasing, authorization, and payment; CEO authorization for check issuance; monthly bank reconciliations; Finance Committee oversight; and annual independent audits.

Multi-Year Budget, Financial Viability, and Sustainability

Legal Prep has developed a conservative, enrollment-driven, multi-year operating budget that demonstrates financial viability and sustainability through sound assumptions related to enrollment, revenue growth, inflation, compensation, and reserves. The budget reflects charter autonomies in staffing and procurement while maintaining fiscal discipline and positive cash flow.

Recurring revenues are aligned with ongoing operational costs, while CSP funds are reserved exclusively for time-limited planning and implementation activities. As reflected in the attached five-year operating budget, Legal Prep's financial model demonstrates sustained positive cash flow and balanced operations beyond the conclusion of the CSP grant period, ensuring that CSP-funded expenditures do not create long-term financial obligations.

Alignment of CSP Budget, Project Goals, and Implementation

The completed CSP Budget Template aligns directly with the project goals and expenditures described in the budget narrative. CSP funds are allocated only to allowable, allocable, and necessary activities that support expansion and quality improvement. All CSP expenditures will be tracked using separate accounting codes and reviewed by leadership and the Finance Committee. Reimbursement requests and performance reports will be submitted accurately and on time.

The budget narrative and CSP Budget Template identify responsible personnel and target timelines for purchasing and activity completion. The CEO and Business Manager oversee grant compliance and reporting, while the Principal and leadership team lead execution of grant-funded activities. Progress and expenditures are monitored quarterly and reported to the Board.

Additional Funding Sources

In addition to CSP funding, Legal Prep receives ongoing public funding through CPS allocations based on the Per Capita Tuition Charge, special education funding, federal Title funds, and participation in the National School Lunch Program. These sources support core instructional and operational costs, while CSP funds supplement, rather than supplant, existing funding. Legal Prep also receives limited private grants and philanthropic support, which collectively represent less than ten percent of the school's annual operating budget.

Facilities Plan and Financial Feasibility

Legal Prep has a viable and stable facilities plan supported by ownership of its building and land, providing long-term cost predictability. The facility is located in a historically underserved neighborhood, within walking distance for many students, and is accessible to the intended student population.

The facility provides an adequate learning environment aligned to the school's educational model and meets the needs of students receiving special services, including students with disabilities and English learners. The existing building has sufficient capacity to accommodate the proposed expansion. CSP funds will support one-time, compliance-related facility improvements, including code and safety upgrades. Facility-related costs remain feasible and consistently below 20 percent of the school's annual operating budget. In the current fiscal year, facility-related costs represent approximately 16.3 percent of total revenue and are projected to decline to approximately 12 percent as enrollment increases and fixed mortgage costs are spread across a larger student base.

Investment in At-Risk Students and Risk Mitigation

The school's budget includes sufficient resources to support educationally disadvantaged and at-risk students through targeted academic interventions, instructional technology, student supports, and professional development. These supports are reflected in specific budget allocations for academic intervention staffing, instructional technology subscriptions, and professional learning designed to accelerate student growth.

Financial risk associated with enrollment variability is mitigated through conservative projections, scenario modeling, maintenance of operating reserves, and the ability to adjust staffing and discretionary spending as needed while continuing to meet student needs.

Ongoing Monitoring and Accountability

The Board maintains ultimate fiscal oversight, adopts the annual budget, approves major contracts, and ensures compliance with applicable requirements. The Board, CEO, and independent auditors annually evaluate financial governance and management. Budgets are reviewed regularly and updated to reflect enrollment, funding, and operational conditions.

Through these comprehensive financial management, monitoring, and facilities practices, Legal Prep demonstrates the operational and fiscal capacity to successfully and sustainably implement the proposed CSP-funded expansion while advancing equitable, high-quality educational outcomes.

Rubric Alignment Summary: Financial Management and Monitoring

Operational and Financial Capacity: Legal Prep demonstrates strong operational and financial capacity through a conservative five-year operating budget, disciplined use of charter autonomies, positive cash flow, and alignment between CSP expenditures, project goals, and implementation timelines.

Facilities Plan and Financial Feasibility: The school's owned facility provides long-term stability, accessibility, and capacity for expansion. CSP-supported facility costs are one-time, compliance-related, and remain below 20 percent of annual operating expenses.

Support for Educationally Disadvantaged Students and Risk Mitigation: The budget prioritizes value-added investments for educationally disadvantaged students and mitigates financial risk through conservative projections, reserve maintenance, and sustainable alignment of recurring costs to per-pupil revenue.

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)

A competent, trained governing board is central to Legal Prep's success. Legal Prep has intentionally developed a governing board that is diverse in background, expertise, and perspective, and that is equipped to provide strong fiduciary oversight, strategic guidance, and accountability for academic, financial, operational, and legal performance.

Board Composition, Size, and Structure

Legal Prep's governing board is composed of a diverse group of professionals, including individuals with expertise in education, law, finance, real estate, business strategy, management, and external relations, as well as a parent representative. This mix of skills ensures the Board has the capacity to oversee all core aspects of the school's operations and mission while supporting a robust committee structure.

The Board operates through standing committees, including an Academic Excellence Committee, Finance Committee, Governance Committee, and Community Ambassador Committee. Committees include Board members and, where appropriate, non-board subject matter experts to deepen oversight capacity.

The Board annually assesses its collective skill set to identify strengths and gaps. When gaps are identified, the Board addresses them through targeted recruitment of new members or through focused professional development and external technical assistance. This approach ensures the Board maintains adequate expertise in education, law, finance, real estate, strategy, management, and community engagement.

Board Recruitment, Selection, and Onboarding

The Governance Committee oversees a structured recruitment and onboarding process designed to ensure strong alignment with Legal Prep's mission and fiduciary responsibilities. Prospective Board members demonstrate sustained engagement with the school prior to nomination, including service through Legal Prep's law program, mentoring initiatives, guest teaching, advisory or associate boards, or provision of strategic support in business, legal, or financial areas.

Prospective members receive a comprehensive Board Welcome Packet outlining the school's mission, governance

structure, policies, and Board member roles and responsibilities. All candidates are interviewed by Board members and school leadership to confirm understanding of fiduciary duties and commitment to effective governance.

Roles, Responsibilities, and Policies

The Board has established clear policies and procedures that define its oversight role and ensure compliance with all legal and regulatory requirements. These responsibilities include approval of the annual budget, oversight of academic performance, financial and operational monitoring, legal compliance, and strategic planning. The Board annually reviews and updates its academic, financial, operational, and governance policies to ensure alignment with state and federal law and best practices. It also receives periodic training on its oversight and fiduciary responsibilities.

The Board ensures compliance with the Open Meetings Act and Open Records Law. All Board members receive training on these requirements, and the Board designates a FOIA Officer annually. Board members also complete annual Conflict of Interest disclosures and attestations.

Performance Monitoring and Accountability

The Board monitors academic, financial, operational, and legal performance of the school at its Board meeting through reports from school leadership and committee members. The Academic Excellence Committee works with school leadership to monitor student outcomes and recommend instructional or policy adjustments. The Finance Committee reviews current and projected financials, supports budget development, and provides oversight of fiscal health, including real estate and facilities considerations. The Board conducts an annual evaluation of the CEO and receives regular updates on the performance of the Principal and senior leadership team.

Transition Planning and Ongoing Development

Board sustainability is supported through a clear transition plan designed to balance continuity with new perspectives. Board members are encouraged to commit to four-year terms, with annual elections and self-evaluations. Members are encouraged to transition off the Board after eight consecutive years of service or when unable to meet expectations.

All Board members complete required annual compliance training mandated by the authorizer and are encouraged to participate in ongoing professional development offered by organizations such as INCS and other charter support organizations. This continuous learning approach ensures the Board remains informed, effective, and responsive to the evolving needs of the school.

Rubric Alignment Summary

Board Composition and Selection: Legal Prep's governing board is intentionally structured to provide expertise in education, law, finance, real estate, strategy, management, and community engagement. A formal recruitment, onboarding, and self-assessment process ensures appropriate skills coverage and addresses gaps through targeted recruitment or professional development.

Policies, Oversight, and Compliance: The Board maintains clear policies governing academic, financial, operational, and legal oversight, including compliance with Open Meetings and Open Records laws. Annual policy review, Conflict of Interest disclosures, and CEO evaluation ensure accountability and continuous improvement.

Board Development and Sustainability: The Board prioritizes ongoing training, annual self-evaluation, and thoughtful succession planning to maintain long-term governance strength, continuity, and responsiveness to the school's evolving needs.

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)

Leadership Structure and Organizational Design

Legal Prep operates under a clear leadership structure designed to ensure high-quality implementation, regulatory compliance, and long-term sustainability. The model combines strong school-based instructional leadership with experienced network-level oversight, enabling effective daily management while maintaining strategic alignment and accountability.

The Chicago campus is led by a cohesive leadership team with deep institutional knowledge, instructional expertise, and charter school-specific operational experience. Responsibilities for academics, compliance, operations, finance, legal programming, and sustainability are clearly defined and effectively managed.

Roles and Responsibilities of the Leadership Team

Samuel Finkelstein, Founder & Chief Executive Officer (CEO)

The CEO provides overall strategic leadership, including vision-setting, organizational strategy, financial oversight, fundraising, external partnerships, and board relations. He ensures compliance with charter agreements and state and federal requirements and oversees long-term sustainability, growth planning, and risk management, while remaining actively involved in Chicago campus operations.

Marquan Morrison, Principal

The Principal serves as the school's instructional and cultural leader, overseeing academic performance, staff supervision, student outcomes, and school culture. An alumnus of Legal Prep's first graduating class and a former student teacher at the school, he brings deep institutional knowledge and credibility. He leads the instructional leadership team and ensures alignment between daily practice and academic goals.

Heather Davis, Director of Curriculum

The Director of Curriculum leads curriculum selection, alignment, and implementation across content areas. Heather began her teaching career at Legal Prep as a Teach For America corps member and brings extensive classroom experience to this role. She is completing a doctoral program in educational leadership, strengthening instructional coherence, professional learning, and research-based practice.

Robert Barz, Director of Legal Programming

The Director of Legal Programming, currently a teaching position, oversees Legal Prep's law-themed curriculum and experiential learning partnerships. A licensed attorney and former law firm partner, Robert joined Legal Prep eight years ago as a law teacher and now leads program design and partnerships with law firms, courts, and corporate legal departments.

Melissa Almazan, Business Manager

The Business Manager oversees budgeting, payroll, procurement, and financial compliance. Melissa has served in this role since before the school opened in 2012, providing continuity, institutional knowledge, and deep expertise in charter school finance and compliance.

Laura Miller, Chief Development Officer

The Chief Development Officer leads fundraising, donor relations, and grant development. Laura is an attorney who began as a volunteer law program partner, served nearly a decade on the board, and joined staff four years ago, strengthening sustainability and external partnerships.

Together, this team provides comprehensive expertise across instruction, compliance, finance, operations, legal programming, and sustainability.

Governance, Accountability, and Oversight

Legal Prep benefits from a strong and engaged board of directors that provides rigorous oversight and holds leadership accountable. The board includes long-serving and newer members, attorneys and other professionals, and a parent representative, ensuring both expertise and stakeholder voice.

The Board evaluates the CEO and school leadership through regular performance reviews aligned to academic outcomes, financial health, compliance benchmarks, and strategic priorities. Established protocols guide feedback, support, and corrective action. This governance structure has supported consistent performance, sound financial management, and successful charter renewals.

Leadership Capacity, Risk Management, and Sustainability

Legal Prep's leadership team demonstrates strong capacity to identify and mitigate key operational risks, including staffing stability, enrollment management, financial sustainability, compliance obligations, and preservation of school culture during growth. These risks are addressed through intentional staffing plans, conservative financial management, clear compliance systems, and continuous performance monitoring.

The school's 14-year operating history, consistent positive state accountability ratings, and recent multi-year charter renewal reflect leadership capable of operating soundly, strategically, and transparently.

Leadership Design for Expansion and Long-Term Success

As Legal Prep expands enrollment through CSP support, leadership responsibilities are intentionally distributed. School-based leaders focus on instructional quality and student outcomes, while network-level leadership supports compliance, finance, risk management, and sustainability.

Leadership priorities and decision-making structures are communicated clearly through regular leadership meetings, written guidance, and professional learning structures. This transparency supports consistent implementation, staff confidence, and accountability as the school scales.

Rubric Alignment Summary

Defined Leadership Roles: Leadership structure covers instructional leadership, operations, finance, compliance, legal programming, and sustainability.

Management and Accountability: Board provides rigorous oversight and evaluates leadership based on academic outcomes, financial health, and compliance.

Charter-Specific Expertise: Leadership demonstrates deep experience managing charter school compliance, finance, legal obligations, and operations.

Risk Management and Sustainability: Leadership proactively mitigates operational risks and has a proven record of stability and renewal.

Capacity for Expansion: Distributed leadership ensures the school can scale responsibly while maintaining quality and accountability.

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.

[Legal Prep - Needs Analysis.pdf](#)

Filename: Legal Prep - Needs Analysis.pdf.pdf **Size:** 564.4 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)

Overview of Growth Strategy

Legal Prep's growth plan is designed to responsibly expand enrollment while maintaining academic quality, school culture, and operational stability. The school will grow by adding additional sections within existing grade levels rather than opening new grades, allowing Legal Prep to scale a proven instructional model without altering its core design.

The growth plan is intentionally phased, with a planning period (16.5 months) focused on infrastructure, staffing, and systems, followed by an implementation period (16.5 months) in which enrollment increases are realized. This approach aligns with the goals of the CSP by ensuring that growth is community-informed, data-driven, and supported by adequate capacity.

Enrollment Growth Targets and Timeline

Legal Prep's enrollment growth targets are specific, measurable, and timebound:

+Current Enrollment (2025–2026): 179 students

+Planning Period (April 1, 2026 - August 22, 2027): Enrollment begins increasing while recruitment and capacity are scaled

+Implementation Period (August 23, 2027 - December 31, 2028): Expansion to 330 students

Growth will be driven primarily by increasing the size of the incoming freshman class to approximately 90 students annually, supported by improved recruitment, retention, and feeder school engagement. These targets are conservative, feasible within the existing facility, and aligned with demonstrated demand.

Recruitment and Enrollment Practices

Legal Prep participates fully in GoCPS, Chicago Public Schools' citywide enrollment system, and will continue to do so throughout the expansion period. Recruitment and enrollment practices emphasize transparency, accessibility, and relationship-based engagement.

Current and expanded practices include:

- +Targeted outreach to feeder middle schools, including classroom presentations and counselor engagement

- +Family information sessions offered during evenings and weekends

- +Individualized enrollment support for families navigating GoCPS

- +Clear, accessible information shared online and through community locations

- +Engagement of current families, students, alumni, and partners as ambassadors

A recent outreach pilot, sending Legal Prep's law teacher into 8th grade classrooms, resulted in more than 100 applicants ranking the school among their top three GoCPS choices, validating the effectiveness of direct, program-based recruitment.

Community Engagement as a Driver of Growth

Community engagement is central to Legal Prep's growth strategy. The school's Parent Advisory Council, alumni network, and community partners play an active role in recruitment, feedback, and outreach, ensuring that growth reflects genuine community interest. To support enrollment targets, Legal Prep will implement the following specific recruitment benchmarks during both the planning and implementation years:

- +Deliver at least 15 law-themed classroom experiences annually in 8th grade feeder schools, building on a pilot that demonstrated strong enrollment yield.

- +Host a minimum of six family-facing recruitment events per year, including evening and weekend sessions, to ensure accessibility for working families.

- +Maintain a consistent digital outreach presence by publishing at least two social media posts per week across school-managed platforms, highlighting academic programming, student experiences, and enrollment timelines.

Progress toward these benchmarks will be monitored quarterly, with adjustments made as needed to ensure alignment with enrollment goals.

Implementation Plan Aligned to Growth Goals

Legal Prep's implementation plan is intentionally aligned to its enrollment targets and the goals of the CSP.

Staffing and Capacity Building

+Planning Period hires: Student Recruitment / Family Engagement Coordinator and Academic Interventionist

+Implementation Period hires: Three additional teachers, one social-emotional counselor, and one assistant dean

These positions ensure that increased enrollment is matched with adequate instructional, social-emotional, and operational support.

Systems and Infrastructure

+Development of data systems to track recruitment, enrollment, and retention

+Expansion of academic intervention and MTSS structures

+Professional development to support staff during expansion

Academic and Cultural Fidelity

+Preservation of small advisories, mentoring structures, and restorative practices

+Ongoing monitoring of academic outcomes and student experience to ensure quality is maintained

This alignment ensures that growth strengthens—rather than strains—school performance.

Sustainability and Continuous Improvement

Legal Prep's growth plan is grounded in long-term sustainability. Increased enrollment generates additional per-pupil funding that will sustain new positions and systems beyond the grant period. Leadership will review enrollment, retention, and academic performance annually and adjust targets as needed to ensure responsible scaling.

The school's fourteen-year operating history, consistent accountability performance, and successful charter renewal

demonstrate the capacity to grow thoughtfully while maintaining strong outcomes.

Rubric Alignment Summary

Specific and Timebound Growth Plan: Clear enrollment targets and measurable recruitment benchmarks are established for both the planning and implementation years.

Measurable Recruitment Strategy: Feeder school outreach, family engagement events, and digital visibility goals are clearly defined and monitored.

Community-Driven Growth: Family and community engagement are central to recruitment, enrollment, and retention efforts.

Aligned Implementation Plan: Staffing, systems, and professional development are intentionally aligned to projected enrollment growth.

Support for Performance Goals: Growth investments reinforce academic quality, student supports, and school culture in alignment with CSP goals.

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.

[Legal Prep - BOD COI forms \(signed\).pdf](#)

Filename: Legal Prep - BOD COI forms (signed).pdf.pdf **Size:** 2.9 MB

Proof of Notification to Authorizer of Application to CSP Competition

Completed - Feb 12 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.

[Legal Prep Email - Notification to Authorizer of CSP Grant Application](#)

Filename: Legal Prep Email - Notification to Authorizer of CSP Grant Application.pdf **Size:** 235.0 kB

Evidence of Nonprofit Designation

Completed - Feb 12 2026

Please upload evidence of your nonprofit designation.

[Legal Prep - Tax Exempt Letter - Federal](#)

Filename: Legal Prep - Tax Exempt Letter - Federal.pdf **Size:** 68.0 kB

Student Discipline Policy & Plan

Completed - Feb 12 2026

Please upload your schools student discipline policy and plan.

[Legal Prep - 2025-2026 Legal Prep Student Handbook inc](#)

Filename: Legal Prep - 2025-2026 Legal Prep Student Handbook inc.pdf Size: 402.3 kB

Transportation plan for all students

Completed - Feb 12 2026

Please upload a transportation plan for all students.

[Legal Prep - Transportation Policy FY26](#)

Filename: Legal Prep - Transportation Policy FY26.pdf Size: 152.8 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.

[Legal Prep - RFA Budget INCS CSP Grant](#)

Filename: Legal Prep - RFA_Budget_INCS CSP Grant.xlsx Size: 44.8 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.

[Legal Prep - CSP Budget Narrative](#)

Filename: Legal Prep - CSP Budget Narrative.pdf Size: 443.1 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.

[Legal Prep - 5 year budget \(INCS CSP\)](#)

Filename: Legal Prep - 5 year budget (INCS CSP).xlsx Size: 21.1 kB

List of Governing Board Members & Affiliations

Completed - Feb 12 2026

[Legal Prep - List of Board of Directors & Affiliations](#)

Filename: Legal Prep - List of Board of Directors & Affiliations.pdf Size: 185.4 kB

Governing Documents (Bylaws)

Completed - Feb 12 2026

[Legal Prep - Bylaws \(as amended March 19 2024\)](#)

Filename: Legal Prep - Bylaws (as amended March 19 2024).pdf Size: 339.0 kB

Organizational Chart

Completed - Feb 12 2026

[Legal Prep - Org Chart \(2025-2026\)](#)

Filename: Legal Prep - Org Chart (2025-2026).pdf Size: 264.1 kB

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

Completed - Feb 12 2026

[Legal Prep - Description of Key Staff Responsible For Subgrant](#)

Filename: Legal Prep - Description of Key Staff Responsible For Subgrant.pdf Size: 48.7 kB

Resumes of Leadership Team

Completed - Feb 12 2026

[Legal Prep - School Leadership Resumes](#)

Filename: Legal Prep - School Leadership Resumes.pdf Size: 611.9 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 12 2026

[Legal Prep - Description of CMO](#)

Filename: Legal Prep - Description of CMO.pdf Size: 121.4 kB

CSP Certification & Assurances Document

Completed - Feb 12 2026

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

[Legal Prep - CSP Certification and Assurances \(fully signed\)](#)

Filename: Legal Prep - CSP Certification and Assurances (fully signed).pdf Size: 1.8 MB

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

Completed - Feb 12 2026

[Legal Prep - Financial Policies and Procedures Manual](#)

Filename: Legal Prep - Financial Policies and Procedures Manual.pdf Size: 283.6 kB

Copy of Lease or Facilities contract (if applicable)

Completed - Feb 12 2026

[Legal Prep - Property Deed](#)

Filename: Legal Prep - Property Deed.pdf Size: 243.1 kB

Competitive Preference Priorities

Completed - Feb 12 2026

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

Competitive Preference Priorities

Competitive Preference Priority 1: Serving Rural Students

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

NA

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).

Legal Prep is a public charter high school, serving grades 9 through 12. Its expansion plans are designed to expand the number of students served in each of these grades, as reflected in the Grade Levels to Be Served chart in this application.

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.

Legal Prep's unique educational model is designed to meet the academic, social, and civic needs of students from historically underserved communities while responding directly to priorities identified by families and community partners. Grounded in fourteen years of demonstrated success, Legal Prep combines rigorous academics, a distinctive law-themed curriculum, and a culture of high expectations to close opportunity gaps and prepare students for postsecondary success.

Legal Prep's legal-themed approach integrates advocacy, civic engagement, and real-world problem solving into core academic instruction. Students engage in complex texts, analytical writing, and evidence-based argumentation, building critical thinking and communication skills essential for college, careers, and civic life. This relevance increases engagement and strengthens academic identity.

Strong relationships are central to the model. Small advisories, consistent mentoring, and individualized supports ensure students are known well and held to high expectations. Family and student surveys consistently affirm the value families place on rigorous academics, personalized support, safety, and college preparation, priorities that guide ongoing program refinement.

Legal Prep's model is further strengthened through partnerships with community-based organizations, law firms, legal aid groups, and civic institutions that provide mentorship, enrichment, and real-world learning opportunities. As Legal Prep expands enrollment, it will maintain fidelity to its proven program design while extending these high-quality opportunities to more students and strengthening its positive impact on the community.

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.

Legal Prep is the only charter school in Chicago that is a part of the district Career and Technical Education (CTE) program. This involves partnering with district schools on professional development and joint events, such as Law Day activities.

In addition, Legal Prep has plans to partner with traditional public schools through its relationship with the U.S. District Court for the Northern District of Illinois ("District Court"). Legal Prep has partnered with judges and other staff of the District Court and employees of the U.S. Attorneys' Office assigned to that District Court, for a number of years, including through Legal Prep's law program and experiential learning opportunities. Legal Prep has been in discussions with the Public Services Administrator for the District Court to bring experiential learning modules to middle school students from traditional public schools who do not have regular exposure to civic education. The program would be offered by the District Court in collaboration with Legal Prep and potentially others in the legal community. The experiential learning modules for middle schoolers (4-5th graders and 7-8th graders) would be created and presented by Legal Prep and could be used as either stand-alone 90-min interactive lessons or as part of a larger civics education program offered by the District Court to schools, including CPS schools serving at-risk student populations. In these learning modules students (i) learn the mechanics of a trial and present a closing argument using trial evidence provided to them (e.g. 4th and 5th graders) or (ii) learn a substantive law topic, such as search and seizure, and then are provided with a fact scenario that students use to argue a motion based on the law and facts (e.g. 7th and 8th graders). This type of programming would foster a deeper understanding and appreciation of the legal system among students who traditionally do not have access to this type of legal education.

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.

Legal Prep serves a student population that closely mirrors the demographics of the surrounding community. The demographics of the school's current population: over 98% of students qualify for free or reduced-price lunch, nearly 100% of students identify as students of color, and approximately 95% are aspiring first-generation college students. Expansion is not anticipated to significantly change these demographics. In addition, a significant proportion of students enter Legal Prep performing four or more grade levels below proficiency in reading and mathematics, underscoring the need for rigorous academic programming paired with intensive supports. Despite serving an at-risk student population with significant academic and economic need, Legal Prep's high school graduation and college enrollment rates are on par with statewide averages, demonstrating the effectiveness of the school's model in expanding postsecondary opportunity for students from historically underserved communities.

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.

Legal Prep's location falls within a designated priority area, namely CPS Network 15, which includes a number of neighboring district high schools on Chicago's west side. Legal Prep is located at 4319 W. Washington Blvd., Chicago, IL 60624. This is the location where expansion will occur.



Laura Miller <lmiller@legalprep.org>

Re: Legal Prep - CSP Grant Application

1 message

Sam Finkelstein <sfinkelstein@legalprep.org>
To: Zabrina Evans <zmevans2@cps.edu>
Cc: "Washington, Rochelle" <rwashington1@cps.edu>
Bcc: lmiller@legalprep.org

Mon, Feb 9, 2026 at 2:03 PM

Hi Zabrina,

I hope you had a nice weekend. We have completed the draft of our INCS CSP grant application. I have attached the application, including the related Excel files, to this email for your review.

Our CSP application is for expansion, and our enrollment target for this expansion is within our existing enrollment cap and does not require any material modification of our charter agreement (we will serve the same grade levels as our existing charter permits).

Can you please confirm that Legal Prep has your permission to move forward with submitting this CSP grant? Thank you!

Best,
Sam



Samuel Finkelstein
Founder & CEO
Legal Prep Charter Academies

773-922-7802 | www.legalprep.org

sfinkelstein@legalprep.org



On Tue, Feb 3, 2026 at 6:03 PM Sam Finkelstein <sfinkelstein@legalprep.org> wrote:

Hi Zabrina,

I hope all is well with you. I wanted to give you a heads up that Legal Prep is planning to apply for a Charter School Program grant through INCS in this upcoming cycle. We are applying under their definition of expansion, as we have plans in place to go from our current enrollment up to around 300 students. This CSP funding would allow us to make some strategic investments to hit that goal. We need authorizer approval in order to submit our grant, and I will send it your way once it is complete. But I wanted to give you a heads up that it is in the works. Please let me know if you have any questions or concerns.

Best,
Sam



Samuel Finkelstein
Founder & CEO
Legal Prep Charter Academies

773-922-7802 | www.legalprep.org

sfinkelstein@legalprep.org



3 attachments

 **Legal Prep - Downloaded INCS CSP Grant Application.pdf**
20324K

 **Legal Prep - 5 year budget (INCS CSP).xlsx**
21K

 **Legal Prep - RFA_Budget_INCS CSP Grant.xlsx**
44K

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 10 2010

LEGAL PREP CHARTER ACADEMICS
C/O SAMUEL FINKELSTEIN
702 S LYTTLE ST
CHICAGO, IL 60607-4120

Employer Identification Number:
27-1071296
DLN:
17053296334029
Contact Person: DEBRA JOHNSON ID# 75126
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
October 15, 2009
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (D0/CG)

LEGAL PREP CHARTER ACADEMICS

Sincerely,

A handwritten signature in black ink, appearing to read "Robert Choi", written in a cursive style.

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC



STUDENT AND FAMILY HANDBOOK
2025- 2026

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Please note that information in this handbook is subject to changes or updates during the school year. Changes or updates will be provided to students.

MISSION

The mission of Legal Prep Charter Academy is to use its unique, law-themed curriculum and culture of high expectations to cultivate compassion, self-motivation, and reflection in young adults who will be prepared to succeed at outstanding four-year colleges and universities.

VISION

Legal Prep Charter Academy strives to be the premier open enrollment high school on the West Side of Chicago and an exemplar for the entire country. Our students will use their academic and civic education to grow in their professional careers, be advocates for disadvantaged communities, and positively impact our society.

PROMOTION AND GRADUATION POLICY

Only students who have completed all graduation requirements are eligible to receive a diploma and participate in graduation ceremonies.

1. Academics: At Legal Prep, each semester-long course is equal to one half of a credit hour. Students take classes totaling 7 units each year and must earn at least 24 units to graduate. These credits must include the following:

- 4 English
- 3 science
- 4 math
- 3 history
- 2 foreign language
- 4 law
- 2 electives

Students must be on track to graduate in order to be promoted to the next grade level. Ninth grade students must earn 5 credits before becoming sophomores and must pass the core courses of English, math, science, and law. Sophomores must earn at least 11 credits and pass the core courses of English, math, science, history, and law before they are promoted to the eleventh grade. Juniors must earn at least 16 credits and pass English, math, history, science, and law and have at least 1 foreign language credit before being promoted to the 12th grade. Alternative course credits, enrichment, credit recovery, and college coursework credit will be given at the discretion of the Principal. Whenever possible, students must make up credit at Legal Prep.

2. Attendance:

Students are to arrive on time every morning to school. We also want to limit the amount of early dismissals students receive so that students get a full day of learning and not miss key concepts and/or skills necessary for them to master.

When a student has 11 or more unexcused absences for a semester in a course, they are considered chronically truant. Students who miss that many days of school are falling behind academically and are not ready for the next grade level. We will work with students and parents to correct attendance issues and provide support, as needed. Students who miss more than 18 days of school during the year must attend summer school.

Legal Prep is a closed campus: Students are not permitted to leave campus once they are inside the building.

Early dismissals or late arrivals: If at all possible, students must make medical or other appointments after school hours or on weekends. If a student is to be out sick, the parent/guardian should inform the main office before 8:00 a.m., if possible. In the rare event that a student needs an early dismissal or late arrival, the following procedures must be followed:

1. The legal guardian must come and sign the student in or out of school.
2. The student must make up all missed work.
3. No early dismissals are permitted in the last 30 minutes of the school day.

Note: Students who do not meet all the academic and attendance requirements at least one week before the subsequent school year must complete credit recovery.

ADVISORY

Every child will have an advisor who will stay with them for four consecutive years, be a mentor to them when they embark to college, and give them their diploma upon graduating high school.

- The advisor is the conduit between the student's family and the school.
- Advisors ensure that the student is organized, has a strategic plan for classes that are challenging, and praises them constantly for the hard work that they do.
- Restorative accountability will be taught and practiced on a weekly basis to promote community support and care for advisees.
- Advisory at Legal Prep is a family, and we are thrilled to have the honor to watch your student grow and flourish to reach their fullest potential.

This pivotal relationship is critical to students having a friendly face that they come to know on a very personal level who pushes them academically, socially, and emotionally.

At Legal Prep Charter Academy each student will be in a group of same sex students. The purpose of advisory is to have a touch-point with families regarding their student's progress and success at school.

What You Can Expect From Your Child's Advisor
Communicate with families of advisees.
Facilitate restorative processes with advisees to celebrate successes and address conflicts or concerns.
Check each advisee's uniform for correct attire, worn in a precise manner.
Check advisee's binder for proper organization.
Keep advisor grades in Gradebook up-to-date.
Conference with advisees daily against promotion benchmarks.
Ensure 100% attendance of advisees' parents/guardians at Parent Teacher Conferences.

SOCIAL WORK

We understand at Legal Prep the importance of our students' social and emotional well-being. We have assembled the best Social Work Team in the country to aid in students' social and emotional development and give them a safe space to express themselves and learn self-control.

GRADING POLICY

Grading periods:

- Legal Prep Charter Academy operates on a 40-week school year. There are two semesters per year. To mirror the college experience of having the semester end at winter break, Semester 1 is 18 weeks and Semester 2 is 22 weeks long.
- Students and parents/guardians will have access to the PowerSchool Parent Portal for immediate reports on student grades.
- Parents are strongly encouraged to attend report card pick-up / conferences at the end of the first and third quarters.
- Students receive credits at the end of each semester for classes they have passed. (See graduation requirements above).

Grading Scale:

Legal Prep Charter Academy uses the following grading scale:

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D	60-69
B	83-86	F	0-59
B-	80-82		

Pass / Fail classes are issued "P" or "F" and earn credit; however, they do not factor into grade point averages. Students must have a 70% to earn credit and pass a pass/fail class.

GPA Scale:

Regular	Honors	Dual Credit
A = 4.0	A = 4.5	A = 5.0
B = 3.0	B = 3.5	B = 4.0
C = 2.0	C = 2.5	C = 3.0
D = 1.0	D = 1.5	D = 2.0

Make-up Exams or Quizzes:

At Legal Prep we are focused on having our students hone their skills as hard workers and be prepared for a rigorous college environment. In college the expectation is that students budget their time and complete all assignments.

Students will have the number of days absent to turn in any missing assignments. Teachers may provide additional time for make-up work, if warranted.

Students still have to turn in work if they do not receive credit because it teaches the lesson that all work is important to their learning and failure to complete and turn in an assignment diminishes their opportunity to practice, learn, and grow.

ACADEMIC GOALS AND TRACKING

To ensure that students are learning and maximizing their potential, teachers will track student progress and student success. This model of tracking student achievement allows for teachers to create goals, set benchmarks, and reassess students so that they learn 100% of the content taught in classrooms.

Student's Responsibility
Go to Office Hours to receive extra help to learn material that was not mastered
Go to Tutoring for extra assistance in English and Math
Do all Homework
Study with Advisory Groups

What Can Families Do?
Check PowerSchool for Assessments where students did not perform well
Check student work, making sure that students complete all homework every night
Conference with Teachers and Advisors on your student's goals and performance
Have students go to Tutoring and Office Hours
Check and Keep Progress Reports

Office Hours: Teachers will have office hours at least once each week where they will have opportunities to tutor and conference with students. Office Hours will be one hour long so that students can come in for quick help or stay for the entire duration.

Homework: Students at Legal Prep may receive homework every night. Homework is an opportunity to reinforce lessons taught in the classroom, help students practice, and hold students to high academic expectations.

Homework at Legal Prep
Purposeful and able to complete in its entirety.
Take students two hours to complete all homework from the day.
Turned in the following day, every day.
Students receive homework over long holiday breaks and have an assignment that they can do alone or with parental assistance every night that they are not in school.
Homework will be visibly written on the board.
Students will be given time during the class period to write their homework down in their agenda.
Teachers will check homework every day during the first five minutes of class.

What Can Families Do?
Check homework every night for completion.
Look at student’s agenda for homework being written clearly and legibly.
Email individual teachers to ensure homework assignments are accurate and complete.

STUDENT CODE OF CONDUCT (SCC) AND DISCIPLINE POLICY

The Board of Directors (“Board”) of the Legal Prep Charter Academies is responsible for establishing policies under which Legal Prep Charter Academy operates. Legal Prep follows the Chicago Public Schools Student Code of Conduct (SCC). The SCC can be found in its entirety at [this link](#).¹ The SCC has been designed to provide a positive and safe environment for student learning. It has been designed to be used as an instructional and corrective tool. The goal of this policy is to provide students with the necessary tools to develop a sense of self-discipline, self-understanding, self-direction, and successful interpersonal skills as well as a sense of self-worth. The academic as well as the discipline expectations of Legal Prep are high, and the SCC is designed to give students the best chance to be prepared for college or a career and to feel safe and happy at school.

The SCC governs all misconduct at Legal Prep. In order to address lower level behavior issues, Legal Prep has a referral system that is followed by all staff members. The referral system provides the opportunity for students to correct behaviors before a consequence is issued.

Referral - A student can be issued a referral for a rule infraction. The social emotional team and the culture team work together to determine the consequence for the individual infraction. Any consequence issued is not an academic punishment and does not impact a student’s grade or promotion status.

¹ <https://www.cps.edu/about/policies/student-code-of-conduct-policy/>

Redirections – A student will receive a redirection for behaviors that are inappropriate, undesired, or not authorized inside a classroom environment. A student will be instructed how to correct their behavior by an adult and given the opportunity to comply with the instruction. Further inappropriate behavior will receive a demerit.

Examples of student choices that do not meet the expectations of LPCA:

Student Choice	Student Consequence
Eating or drinking outside of the lunchroom or drink <u>visible</u> outside of the lunchroom	Redirection + 4 demerits, student required to immediately give food or drink to an adult for disposal.
Tardy to class (not in assigned seat when the bell rings)	<ul style="list-style-type: none"> ● 1-2 minutes late: Class entry + tardy pass + 2 demerits ● 3 -4 minutes - 4 demerits + Culture Team/Teacher escort ● 5+ minute CA Check-in + Tardy pass back to class (Automatic Detention)
Talking during expectation during level 0	Redirection, then 1 demerit
Sleeping in class	Redirection, then SET
Off task/not completing work	Redirection, then 1 demerit
Entering a restricted area (teacher’s lounge, empty classroom, back stairwell, elevator, staff bathrooms, etc.) without permission	8 demerits (automatic detention)
Leaving/Walking out a classroom without Permission	8 demerits (automatic detention)
Using a cell phone, iPod, laptop, or other electronic devices without express permission from a teacher or adult.	Step 1: Redirection Step 2: Automatic detention + Confiscation until EOD If escalated, notify the culture team - Director of Culture will follow up
Visible or use of personal headphones when not part of a teacher’s lesson	Step 1: Redirection Step 2: Automatic detention + Confiscation until EOD If escalated, notify the culture team - Director of Culture will follow up
Dress code violations that cannot be corrected immediately (no khaki pants, no closed toe/heel shoes, no LPCA polo)	Implement Uniform in the switchboard, Culture Team member will address
Failure to comply with staff member’s direction	2 demerits
Foul language, including curse words and ethnic or other slurs	2 demerits
Bullying or verbal harassment	Automatic referral
Horseplay or play fighting	Automatic referral
Inappropriate public displays of affection	Refer to SET
Throwing with an intent to harm	Automatic Detention
Talking during a fire or emergency drill	Automatic Detention
Academic dishonesty, cheating or plagiarism	Referral to Davis + Morrison

Property damage	Automatic referral
Removal from detention	Automatic referral + Pickett will address

Any infraction that is eligible for suspension is entirely governed by the SCC, and would supersede any demerits that are given.

Demerit Cycles – A student earns a detention each time they earn eight demerits in one week.

Detention– Detentions will be held (T,W,Th). Completing a detention is not optional. Students must complete every detention that they earn. Students may complete multiple detentions. If a student does not complete their earned detention on that day, the Director of Culture will follow up with a parent phone call. If it continues, another detention would be issued along with a parent meeting.

Merits - Students can earn merits for positive behavior choices. The merit system, and examples of rewarded behavior, are outlined below:

Student Choice	Student Reward
Perfect Attendance for a one week period	10 merits
Demerit free for a one week period (min. 4 days attended)	15 merits
Student arrived on time to class every day for a week	7 merits
<u>Outstanding Student of the Quarter</u> Each teacher will select one deserving student per week based on the following criteria: <ul style="list-style-type: none"> ● Class participation ● Student completing all class/homework assignments ● No demerits received ● Perfect attendance for the week 	Automatic Raffle Ticket Legal Prep Swag
Student displayed leadership, perseverance, character, or advocacy *This merit is at the discretion of the teacher. Student may be rewarded for (but not limited to) any of the following acts: <ul style="list-style-type: none"> ● Student was seen being extraordinarily kind to peer or staff. ● Student may have shown improvement and/or a commitment to improving. ● Student may have helped a peer better understand the lesson or assignment. 	1 - 5 merits

Remember: Every 15 Merits = 1 Merit ticket

LEGAL PREP SCHOOL-YEAR DRESS CODE

Dress code: Faculty and staff strictly enforce the dress code and have final say on what constitutes a violation. The dress code is in effect any time students are in the school building and at most school functions. Students deemed to be out of dress code will be sent to the Culture Team's office and their individual situation will be assessed. Parents need to ensure that their students have all necessary uniform items before they leave their homes for school each morning.

1. Shirts and outerwear

- a. Students must wear an unaltered official Legal Prep shirt each day (this does not include the PE uniform shirt). Any shirt or sweatshirt found to have pen/highlighter/marker writing or coloring would be considered ruined and not worn again. It will need to be replaced by purchasing a new item from the main office.
- b. Students may wear a short-sleeve T-shirt underneath their school shirts and nothing over them except an LPCA sweatshirt or sweater.
- c. Coats, non-school sweaters, or any other outerwear are not permitted to be worn in school or taken anywhere in the building at any time and must be left in the locker all day.
- d. Students must wear their school ID on a lanyard around their neck.

2. Pants

- a. Students must wear non-ripped khaki colored dress pants.. No sweatpants or athletic pants are permitted. Pants must be worn above hip bones and may not sag. Pants must have belt loops and a belt must be worn.
- b. No underwear may be visible at any time.

3. Shoes

- a. All shoes must be close-toed/closed heel shoes. Crocs, slides or house shoes are not allowed.

4. Head Coverings

- a. No hats or other head coverings are permitted, including scarves, hairnets, athletic sweatbands, and bandanas anywhere inside the building at any time, except where mandated by legitimate religious requirements.

6. Body Modifications:

- a. Tattoos that represent violence or gang affiliation will need to be covered at the school's request.

LEGAL PREP SUMMER SCHOOL DRESS CODE

Same as the school-year dress code except:

1. Students may wear tailored shorts, skirts, dresses or jeans. No cut-offs, pants with holes in them, spandex, or short-shorts.
2. Students may wear gym shoes.

3. Students must wear an unaltered, official Legal Prep shirt and student ID.

LOCKERS AND LOCKS

Lockers and locks: Students and parents must be aware that a student's locker is school property and may be searched by school officials at any time without notice or warning. No additional locks may be placed on the locker – any other lock will be removed without notice

ACADEMIC DISHONESTY

Academic Dishonesty. Students must learn that in order to grow academically, they will be judged on their own work. We expect students to honor other people's work by giving credit in the form of reference and/or footnote for any borrowed words, ideas, or opinions, and by including quotation marks when copied exactly. When working on a team project, credit must be given to each person who contributes.

Students must understand that copying the words, ideas, or opinions of someone else without giving credit to that person in the form of footnotes or references is considered plagiarism. Whether deliberate or accidental, plagiarism is a serious and punishable offense. Students must always be responsible for their own work and not engage in any manner of cheating.

These types of academic dishonesty will result in loss of credit for the assignment or test according to the discretion of the teacher. Students will also receive an automatic SIM (first offense), or more severe penalty if their cheating continues.

Deliberate plagiarism:

- Copying of a phrase, sentence or a longer passage from a source and passing it off as one's own.
- Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not one's own.
- Buying a term paper and handing it in as one's own.

Accidental Plagiarism:

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

Cheating:

- Obtaining a copy of tests, quizzes or scoring devices.
- Copying another student's answers during a test, quiz or homework assignment.
- Providing another student questions or answers to, or copies of, actual test or quiz questions.
- Having or using non-permitted materials during tests.
- Duplicating another student's project or work for submission as one's own work.
- Having someone other than the student prepare the student's homework, paper, project, laboratory report or take-home test.
- Permitting another student to copy one's own homework, paper, project, laboratory report, or take-home test. Representing as one's own work the product of someone else's creativity.

The following consequences may occur for students who engage in acts of academic dishonesty.

- Student required to make up the assignment or the equivalent as determined by the teacher
- Automatic 4 demerits earned
- Teacher/Student/Dean of Students/Parent Conference
- Removal or disqualification from Legal Prep or summer programs
- Homework must be handed in to the office

HOW DO WE MEASURE ACHIEVEMENT?

Through these assessments, we are able to see what kids know and figure out plans to close knowledge gaps. These tests inform our instruction to make the best decisions in the interest of putting students, and their education, first.

Quizzes: Students will take quizzes in all of their classes to show what they have learned and to have teachers prioritize what needs to be retaught.

Unit Tests: Teachers will be giving content to children in the form of units. At the end of each unit, the students will take unit tests to show how much they learned in that unit and how much they retained.

Midterms: In the middle of the year, students will take a benchmark assessment that is aligned to the Final Exam students will take at the end of the year. Midterms will show how much progress they are making towards their goals and what shifts need to happen instructionally.

Final Exams: Students will take exams at the end of the year that will be on all of the material that they learned over the course of the year. Final exams show how much the student has retained and what interventions the teacher will need to put in place next year for individual students.

SAT: All high school students in Chicago participate in the SAT suite of assessments. The three tests are PSAT-9 (9th grade), PSAT-10 (10th grade), and SAT (11th grade). Students take the test at the end of each of their first three years of high school, and it shows whether the student is on pace to be college ready when they graduate from Legal Prep.

What Can Families Do?
Have students retake assessments that they do not master.
Have students make early morning appointments with their teachers.
Come to Parent Teacher Conferences to learn about students' goals and progress.
Check regularly on PowerSchool for updated assessment grades.

WORKING WITH OUR FAMILIES

Staying in Contact: We believe that you should know everything going on with your student's development at Legal Prep. We want to hear your voices and share our thoughts and plans for what we will do to ensure your student's success at Legal Prep. Teachers and parents will be in regular communication regarding the development of your student.

How We Will Communicate!
Advisory Phone Calls home
Through PowerSchool, where you can check your student's grades and GPA
Parent Advisory Council Announcements
Automated Calls
Quarterly Town Halls
Quarterly Parent Teacher Conferences

We would love to have you do the following:

Families and Legal Prep Partnership
Contact teachers on a regular basis regarding any questions, comments, or concerns.
Come to any and all school-sponsored events to show support for your child and their education.
Complete surveys and give feedback to the school.
Join our PAC (Parent Advisory Council) to create systemic change for our students and their education by creating programs and tutoring for our students who need extra assistance.

Parent Advisory Council: To close the achievement gap and have students at Legal Prep become well-rounded citizens, the school and community must work together. The PAC is an opportunity for the school and families to regularly meet to discuss culture, academics, and opportunities to make Legal Prep Charter Academy the best school on Chicago's west side.

The second Tuesday of every month, Legal Prep's PAC will meet to discuss the State of the School, projects they would like to oversee, and assisting the school with events.

What Can Families Do?
Come to every PAC Meeting
Recruit other families to attend PAC Meetings
Join a subcommittee PAC Meeting
Plan and execute an event for Legal Prep
Attend all Town Halls

CODE OF CONDUCT FOR COMPUTER USE

The goal of computer access at school is to build technology skills, information gathering skills and communication skills. Students have the privilege to use computer workstations, laptops, the school network, e-mail, and the Internet **for monitoring academic progress and school assignments only.**

Student Responsibilities: In order for the school to provide sound educational opportunities via its computer network, each student must use computers and the network responsibly.

Responsible students use computers, other hardware, and printers carefully. Students will leave a computer working in the same condition as they found it; namely, making no setting changes that alter the

computer's appearance or function; avoiding damage to the mouse, keyboard, printers, and furniture; and keeping the computer, monitor, keyboard, mouse, and furniture clean.

Responsible students use the Internet appropriately. The student is responsible for all web pages accessed. Students must earn Internet authorization by studying the Acceptable Use Policy.

Students are not allowed to access, use or possess pornographic, gang-related, violent, or illegal material; inappropriate or offensive text via e-mail, chats, blogs, or other means; or files deemed dangerous to the integrity of the Legal Prep Charter Academy network system (e.g., viruses, worms, or other harmful programs designed to disrupt or alter a computer's functions). In addition, students may not access, use, or possess unauthorized or illegally obtained hardware, software or data.

Students must comply with the following safety rules for Internet use. Students should not give out any personal information such as address, telephone number, parent's work address or telephone number, or any other person's address or telephone number without parental permission. Students should tell their teacher, principal, or parent/guardian immediately if they experience an uncomfortable situation. Students should never agree to meet or to send any picture to someone they have communicated with online.

Students must check their email accounts on a regular basis. Teachers often communicate to their students and request assignments via e-mail.

Responsible students respect the privacy and rights of others. Students must keep their computer account and password private. If students have a group project, they will arrange with their teacher to create a shared folder for that particular assignment. Students may not access student records of other students. Students may not alter any network address or identifiers. Students may not copy software from computers, or destroy or damage another person's files or messages. Students must not attempt unauthorized entry to any area of the network or interfere with or disrupt any computer, network, source or equipment, regardless of who may own, operate or supervise it. Students must create their own work and properly cite research sources. Copying someone else's work is plagiarism and will result in a failing grade and disciplinary action. Students may not use school computers, the school network, or the Internet to make inappropriate or negative comments about other students, teachers, administrators, or the school.

Responsible students maintain the integrity of the school network. Students have the responsibility to report all violations of privacy. Students are accountable for all e-mail sent or received under their user accounts. Students may not use the network or labs for wasteful or frivolous purposes including, but not limited to; playing games, using chat programs, listening to music, watching videos unrelated to a school assignment, writing non-academic blogs, participating in online chats, or engaging in any for-profit commercial activities including advertising or sales. It is the student's responsibility to follow all computer lab rules and obey supervisors of the labs.

Students should not expect that files stored on school-based computers or servers will be private. Electronic messages and files stored on school-based computers or stored outside the school using the school's Internet account may be treated like school lockers. The school reserves the right to monitor any and all emails/messages sent on or within school property. All administrators and teachers have access to stored files and e-mail. Administrators and teachers may review files and messages at any time to

maintain the integrity of the system, to ensure that students are acting responsibly, to conduct the business of the school, and to comply with legal requirements.

Failure to comply with the Code of Conduct for Computer Use may result in loss of computer privileges as well as other penalties. Students observing or knowing of any violation of these guidelines or of a security problem on the network/Internet must notify a teacher or administrator.

SNOW DAYS/SCHOOL CANCELLATION

Legal Prep Charter Academy follows the Chicago Public Schools (“CPS”) with respect to snow days or other weather related issues. If CPS cancels school because of weather, so will Legal Prep. Call CPS at 773-553-1000 to find out if they have cancelled school.

FIRE AND SAFETY DRILLS

Posted in every room is a map and safety sheet detailing the required evacuation and lockdown protocols. In the event of an evacuation, students are to follow their teacher according to that map and to stay with their class. In the event of a fire drill or fire, students must not stop at bathrooms or lockers. They must go directly outside and stay as a class in the designated outside location until given further instruction. For any fire drill during a non-class time, immediately proceed outside to the designated waiting area for your advisory section. Any student violating this procedure is jeopardizing the safety of the school and will face consequences including possible suspension. **There is to be no talking whatsoever during a fire or safety drill.**

TEXTBOOKS

Students are responsible for keeping their textbooks in the condition in which they received them. Students may print their name in ink on the inside of the cover, but should not otherwise write in their textbook. Students will be charged the cost to replace any textbooks that are abused or lost.

STUDENT FEES

There may be student fees, books fees, fees for sports participation and other fees. Students whose families cannot afford any of the fees may see the office or the Business Manager for assistance.

LOCKERS AND LOCKS

Lockers and locks: Each student is provided a locker and lock for the school year. Students and parents must be aware that a student's locker is school property and may be searched by school officials. All locks must be school locks; any other lock will be removed without notice.

Additionally, students must keep their locker locked at all times. If a locker is not secure, the items in a locker are subject to theft or destruction by others. Failure to keep an assigned lock on an assigned locker will result in loss of locker usage.

No locker contents should be visible when the locker is closed. No open food or beverage or combustible material is permitted to be stored in a locker. Each student is responsible for any item found within

his/her locker. Students are not permitted to share lockers or provide their locker combination to other students. In doing so, the student assumes responsibility for anything another student leaves in his/her locker, or for items that are missing because of such a breach of security.

SPORTS ELIGIBILITY

Students are eligible to be active members of a school sports team only if:

- They have a cumulative GPA of at least 2.25.
- Are not currently failing any courses based on the most recent progress report.
- They meet additional requirements that an individual coach requires, if any.
- They meet IHSA requirements.

GUESTS

Guests must always obtain a visitor's pass from the Main Office and must be authorized by a staff member. Guests should be greeted politely in the hallways or when knocking on the door of a classroom.

MEDICAL POLICIES

Records and Physical Exams - In order to enroll at Legal Prep, every student must have an up-to-date physical, health records, including immunizations. Students may be excluded from school until that record is provided or until record of an upcoming medical appointment is provided by parent/guardian.

Medications - If a student requires medication during school hours, the distribution of the medications will be supervised by the Office Manager or Nurse under the following guidelines required by state law:

- Prescription medications must be supplied in the original pharmacy container.
- The container must be identified with the following information: Student name, Name of Medication, Doctor's Name and Phone Number, Pharmacy and Phone Number.
- Parents/guardians must sign the appropriate administration forms.
- Non-prescription medications must also be supplied in the original container and must be accompanied by written instructions from a physician and consent from parent/guardian.

Legal Prep will designate employees as the primary person and back-up person authorized to administer medication in the absence of the school nurse. All medication must be placed in a locked box in the main office. In order to administer any prescribed medication to a student or child, there must be a doctor's note on file. For any over the counter medication, a note signed by the parent with directions must be present. Furthermore, a log will be kept on file that indicates the following: Name of Student/Child, Name of Medication, Date, Time, and Who Dispensed Medication.

Students are responsible for coming to the main office to receive their medications at the appropriate time. Students are not allowed to have medications in their possession or in their lockers. This includes any over-the-counter medications.

POLICY ON MANDATED REPORTING OF ABUSE/NEGLECT

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment **immediately** when they: "have reasonable cause to believe that a child who is under 18 years old known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect and that a caregiver either committed the harm or should have taken steps to prevent the child from harm."

1. Once any staff member becomes aware that a student may be the victim of abuse or neglect, they must:
 - a. Call the DCFS hotline at (800) 25-ABUSE,
 - b. Notify the Dean of Students or Social Worker, and
 - c. Complete a NSCS incident report.

2. When calling the hotline, the staff member must have the following information (or as much as is known): the name, birthdate, and address of the alleged victim; the name, address, age or birth date, and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim; and a description of the incident (time/date, place in which it occurred, and indication of intention to harm). The staff member should also have the names and ages of other children in the household, information as to whether or not English is fluently spoken by the parents and the work phone number of the alleged perpetrator.

3. While these steps are taking place, the social worker will assist both the faculty member and student in understanding the ramifications of the call. The social worker will debrief the student and, when appropriate, will contact the parent(s)/guardian.

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

5. Physical abuse is defined as occurring when a parent or person responsible for the child's welfare "inflicts or allows to be inflicted upon such child physical injury, by other than accidental means." Common injuries include bruises, human bite marks, bone fractures, and burns. Physical abuse also occurs when the caregiver or parent creates a substantial risk of physical injury by shaking, throwing, choking, smothering, or pushing the child into fixed objects. Act of torture are defined as "deliberately or inflicting cruel or unusual punishment which results in physical or mental suffering." When reporting physical abuse, it is important to document the presence of any injuries.

6. Sexual abuse is defined as occurring when a person responsible for the child's welfare commits sexual penetration, sexual exploitation, sexual molestation, or when a young child contracts a sexually transmitted disease. A child's disclosure of sexual abuse will be handled sensitively. When a student attempts to disclose sexual abuse, the teacher or staff member will listen attentively while maintaining a calm demeanor. The mandated reporter will pay very careful attention to the disclosure of sexual abuse, but will not encourage the student to disclose information in addition to what is being given voluntarily. Staff will take very careful notes, writing the student's words verbatim as much as possible. The student will be referred immediately to the school social worker and the Principal will be informed.

7. Neglect occurs when a person responsible for the child “deprives or fails to provide the child with adequate food, clothing, shelter, or medical treatment,” or when an adult “provides inadequate supervision of a child (particularly small children).”



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Legal Prep Transportation Policy

PURPOSE:

The objectives of this policy are to establish methods for Legal Prep to meet the transportation needs of its pupils, specifically addressing the transportation needs of low-income pupils, at-risk students, diverse learners, and students in temporary living situations. Legal Prep prides itself on the inclusion of all students and makes every effort possible to ensure all students and families that apply and are accepted are welcome at our school.

POLICY:

I. GENERAL METHODS

Legal Prep does not typically provide transportation for the general student population. However, Legal Prep will make every attempt to ensure families and students are taken care of by all reasonable means when it comes to transportation, and we will evaluate on a case-by-case basis.

II. SPECIFIC METHODS

A. Students in Temporary Living Situations and Diverse Learners – Legal Prep will ensure that Students in Temporary Living Situations and students with relevant IEPs are provided transportation. Once Legal Prep is made aware of a student living in temporary living, the homeless liaison reaches out to the family and schedules a time with the social worker to talk with the student’s parent or guardian regarding transportation and any other needs or concerns. The homeless liaison stays in close contact with the family to make sure the educational environment is not disrupted. For the students with an IEP that require transportation, the Legal Prep case manager works with the transportation department at CPS to establish transportation for the student.

B. Low-Income Students – Legal Prep does not typically provide transportation for low-income students. However, Legal Prep will make every attempt to ensure families and students are taken care of by all reasonable means when it comes to transportation, and we will evaluate on a case-by-case basis.

C. At Risk Students – Legal Prep does not typically provide transportation for at risk students. However, Legal Prep will make every attempt to ensure families and students are taken care of by all reasonable means when it comes to transportation, and we will evaluate on a case-by-case basis.

Legal Prep will make every attempt to ensure families and students are taken care of by all reasonable means when it comes to transportation. Legal Prep stays in constant communication with its families and asks that they let us know if their living situation changes in any way so that we can address any transportation issues, among other things.

Any other issues that arise from transportation that are not addressed in this policy can be directed to our Operations Department at 773-922-7800 and the Operations Manager for further discussion.



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LEGAL PREP CHARTER ACADEMY – CSP Budget Narrative

Legal Prep Charter Academy respectfully requests \$1,200,000 in Charter Schools Program (CSP) subgrant funds to support a strategic enrollment expansion that will increase the number of students served from 179 to approximately 290 students during Implementation Year 1, with continued growth to 330 students in Implementation Year 2. The proposed budget is designed to front-load investments during the Planning Period to ensure that systems, staffing, facilities, and instructional supports are in place to sustain high-quality implementation during the Implementation Period and beyond. All proposed expenditures are allowable under CSP guidelines and directly aligned to the project's goals of increasing access, strengthening recruitment and retention, and maintaining academic quality as enrollment grows. All proposed expenditures are allowable under the Charter Schools Program as outlined in the 2025 Round 4 INCS CSP Request for Applications, are reasonable, allocable, and necessary to support the planning and implementation of the proposed expansion, and are directly aligned to the project's goals and activities.

Planning Period (16.5 months): April 1, 2026 – August 22, 2027

The Planning Period represents the foundational phase of the expansion and includes the final quarter of the 2025–2026 school year until the day before the first day of school in the 2027–2028 school year (a 16.5 month period that includes the allowable pre-award period). During this time, CSP funds will be used to establish staffing capacity, facilities readiness, instructional infrastructure, and recruitment systems necessary to support successful implementation.

Personnel and Fringe Benefits

The largest share of Planning Period funds is allocated to personnel, reflecting Legal Prep's belief that high-quality staffing is the most critical driver of successful expansion. CSP funds will support full-time salaries and benefits for a Director of Legal Programming and a Recruitment and Family Engagement Coordinator beginning in April 2026, during the allowable pre-planning period. These roles are essential to scaling Legal Prep's signature law-themed programming, deepening community partnerships, and executing a more robust, citywide recruitment strategy.

CSP funds also partially support the salaries and benefits of the Principal and Chief Executive Officer during the Planning Period. These allocations reflect the significant time these leaders will dedicate to expansion planning, including staffing design, compliance, financial oversight, facilities coordination, and implementation readiness. In addition, CSP funds support an Academic Interventionist during the Planning Period to strengthen instructional supports and ensure that incoming students are prepared to succeed academically.

Facilities and Other Costs

Planning Period funds include a one-time allocation for building code remediation required to safely accommodate additional students. These upgrades are necessary to ensure compliance with applicable building and safety codes and to prepare the facility for increased enrollment. CSP funds also support the purchase of a mini bus and associated maintenance costs to



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expand access to experiential learning opportunities, recruitment activities, and community-based programming aligned with Legal Prep’s educational model.

Technology and Equipment

To ensure instructional readiness prior to the Implementation Period, CSP funds are used during the Planning Period to purchase and configure technology equipment. This includes Chromebooks for additional students, staff laptops for new and expanded instructional and student support roles, classroom peripheral technology, and device setup and configuration. Front-loading these purchases allows sufficient time for acquisition, deployment, and staff training before the start of the Implementation Period.

Professional Development, Travel, and Contractual Services

Planning Period funds support professional development through a combination of travel and contractual expenses. These funds allow staff to participate in off-site training, retreats, and coaching aligned with Legal Prep’s instructional framework and expansion needs. Additional contractual funds support recruitment and enrollment data tools that strengthen tracking, follow-up, and analysis during the planning phase.

Marketing and Outreach

Planning Period funds also support initial marketing and outreach activities, including print materials, family engagement events, recruitment events, and paid advertising such as social media ads, billboards, bus ads, and direct mail. These investments are designed to build awareness early and establish momentum leading into the Implementation Period.

Implementation Period (16.5 months):

Year 1 - August 23, 2027 – August 22, 2028

Year 2 - August 23, 2028 – December 31, 2028

The Implementation Period begins on the first day of school in the 2027-2028 school year and represents the year in which increased enrollment starts. During this phase, CSP funds shift from infrastructure and planning toward sustaining core expansion supports while the school leverages increased per-pupil revenues generated by enrollment growth to fund permanent staffing additions.

Personnel and Fringe Benefits

During the Implementation Period, CSP funds continue to support the salaries and benefits of the Director of Legal Programming, Recruitment and Family Engagement Coordinator, and Academic Interventionist. These positions are essential to expanded legal programming, maintaining strong recruitment pipelines, and providing targeted academic supports as enrollment increases, and are non-sustained costs that cannot be met from other sources and are necessary for the purpose of the grant.

Additional staffing required to support increased enrollment, including three additional teachers, a social-emotional counselor, and an assistant dean of culture, will be funded through the school’s operating budget using increased per-pupil revenue generated by expansion, rather than through CSP funds. This approach ensures that ongoing personnel costs are sustainable



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beyond the grant period while allowing CSP resources to remain focused on time-limited expansion activities.

Instructional Supports and Subscriptions

Implementation Period CSP funds support increased technology subscription costs aligned to the larger student population. These include instructional and intervention platforms such as IXL and Imagine Learning, which provide differentiated practice, credit recovery, and targeted academic support. CSP funds also support student supplies necessary to maintain instructional quality as enrollment grows.

Professional Development and Marketing

CSP funds continue to support professional development through travel and contractual services to ensure staff receive ongoing coaching and training aligned with Legal Prep's instructional framework. Marketing and outreach funds during the Implementation Period are focused on sustaining recruitment pipelines and supporting long-term enrollment stability.

Alignment to Project Goals and Sustainability

Across both budget periods, CSP funds are intentionally aligned to the project's core goals: increasing enrollment by more than 15 percent, strengthening recruitment and retention systems, expanding academic and legal programming, and maintaining high academic outcomes for a student population with significant needs. The budget is designed to front-load investments that build lasting capacity while ensuring that ongoing costs can be sustained through increased per-pupil revenues once expansion is fully realized.

By the conclusion of the Implementation Period, Legal Prep will have the staffing, systems, facilities, and instructional infrastructure necessary to sustain growth without continued reliance on CSP funds. The proposed budget reflects a responsible, strategic use of federal funds to expand access to a high-quality public charter school while preserving the integrity and effectiveness of Legal Prep's educational model.



Educating the next generation of lawyers and leaders

Legal Prep Board of Directors - January 2026

<p>Jason Brown General Counsel/Association of Corporate Counsel J.brown@acc.com Skill set: Governance, Legal, Finance</p>	<p>Kristopher Keys Partner/Quintaros, Prieto, Wood & Boyer, P.A. kristopher.keys@qpwbllaw.com Skill set: Ethics, Privacy, Community Empowerment</p>
<p>Kalia Coleman Partner/Riley, Safer, Holmes & Cancila LLP kcoleman@rshc-law.com Skill set: Legal, Compliance, Community Engagement, Mentoring</p>	<p>Paula Moreno – Board Secretary Executive Director/Synopsys Inc. paula.moreno12@gmail.com Skill Set: Corporate Governance, Transactions</p>
<p>Mark DeMonte Partner/Whitt Sturtevant LLP demonte@whitt-sturtevant.com Skill set: Legal, Compliance, Volunteerism, Mentoring</p>	<p>Alejandro Ortega Associate General Counsel/Priovant Therapeutics alejandrog.ortega@gmail.com Skill set: Legal, Teaching, Volunteerism, Mentoring</p>
<p>Ryan Dunigan Director /Corning Optical Communications dunigan.ryan@gmail.com Skill set: Government Relations, Compliance, Risk Management</p>	<p>Oscar Romero – Board President Attorney oeerllc@gmail.com Skill set: Contracts, Strategic Planning, Risk Management</p>
<p>Heather Fine – Board Vice President Partner/Major Lindsey & Africa heather_fine@hotmail.com Skill set: Children’s Rights, Business Management,</p>	<p>Yushica Thomas – Parent Rep lamajene@yahoo.com Skill set: Community Engagement, Student Needs</p>
<p>Matt Furton Partner/Troutman Pepper Locke Matthew.furton@troutman.com Skill set: Insurance, Legal, Business Management</p>	<p>Ross Van Beek – Board Treasurer Sr. V.P. Commercial Lending JVanBeek@firstambank.com Skill set: Finance, NFP Governance</p>
<p>Patrick Hendricks Vice President/World Business Chicago patrick.hendricks@gmail.com Skill set: Community Engagement, Communications, Project Management</p>	<p>Courtney Welton Formerly Sr.VP/General Counsel/Allstate Courtneyvwelton@gmail.com Skill Set: Governance, Compliance, Talent Management, Fundraising</p>
<p>Jose Isasi Partner/Jones Day LLP jisasi@jonesday.com Skill set: Legal, NFP Governance, Community Engagement</p>	<p>Bryan Westhoff Shareholder/ Polsinelli bwesthoff@polsinelli.com Skill set: Legal, Corporate Transactions, Finance</p>
	<p>Elie Zenner Assistant U.S. Attorney/NDIL eliezenner@gmail.com Skill set: Legal, Education, Public School Governance, NFP Governance, Community Outreach</p>

BY-LAWS
OF
LEGAL PREP CHARTER ACADEMIES

ARTICLE 1

Powers

Except as provided otherwise by the Articles of Incorporation or by these By-Laws, the Corporation shall have all powers which a not for profit corporation may have if organized under the Illinois General Not For Profit Corporation Act of 1986, as amended, and shall have such additional powers as are permitted by any applicable law.

ARTICLE 2

Office and Agent

The Corporation shall have and continuously maintain in the State of Illinois a registered office and a registered agent whose business office is identical with such registered office, and may have other offices within or without the State of Illinois as the Board of Directors may from time to time determine.

ARTICLE 3

Members

The Corporation shall have no Members.

ARTICLE 4

Board of Directors

Section 4.1. General Powers. The affairs of the Corporation shall be managed by or under the direction of its Board of Directors.

Section 4.2. Number and Qualifications. The number of voting directors of the Corporation shall be no less than three (3) and may be increased to any number from time to time by resolution of the Board of Directors. Directors need not be residents of Illinois. As of July 1, 2024, and thereafter, no one person shall hold a directorship and an executive position or other position with substantial financial decision-making authority within the Corporation. Employees of the Corporation may not hold a directorship. However, they may serve as non-voting (ex officio) Directors. To the extent required by law, the Board of Directors shall include at least one parent or guardian of a pupil currently enrolled in the charter school (hereafter the “parent representative”) who may be selected through the charter school or a charter network election, appointment by the charter school's board of

directors or other governing body, or by the charter school's Parent Teacher Organization or its equivalent and shall be a voting member of the Board.

Section 4.3. Election and Tenure. Except as provided by law with respect to the parent representative, Directors shall be elected by the Board of Directors at its annual meeting which shall take place in May of each calendar year, and each director shall hold office effective as of July 1 of that year until July 1 of the following year and until a successor has been elected at the next annual meeting of directors and qualified. If the election of directors shall not be held at such meeting, such election shall be held as soon thereafter as conveniently possible. Elections of directors may be conducted by mail, email or other agreed upon electronic correspondence. Newly elected directors may request from the presiding officers information including but not limited to meeting minutes and financial statements from past meetings of the Board of Directors.

Section 4.4. Resignation. A director may resign at any time by written notice delivered to the Board of Directors or to the President or Secretary of the Corporation. A resignation is effective when the notice is delivered unless the notice specifies a date later than the date of delivery.

Section 4.5. Removal of Directors. (a) One or more directors may be removed, with or without cause, including for conflict of interest. A director may be removed by the affirmative vote of two-thirds of the Board of Directors. (b) No directors shall be removed at a meeting of directors unless written notice of such meeting is delivered to all of the directors. Such notice shall state that a purpose of the meeting is to vote upon the removal of one or more directors named in the notice. Only the named director or directors may be removed at such meeting.

Section 4.6. Vacancies. Any vacancy occurring in the Board of Directors and any directorship to be filled by reason of an increase in the number of directors may be filled by the Board of Directors. A director elected or appointed, as the case may be, to fill a vacancy shall be elected or appointed for the unexpired term of his or her predecessor in office or, if the director is elected or appointed because of an increase in the number of directors, the term of such director shall expire at the next annual meeting of the Board of Directors.

Section 4.7. Regular Meetings. A regular annual meeting of the Board of Directors shall be held without other notice than these By-Laws. The Board of Directors may provide by resolution the time and place, within State of Illinois, for the holding of additional regular meetings of the Board without other notice than such resolution.

Section 4.8. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any two directors, and such person or persons may fix any place, within the State of Illinois, as the place for holding any special meeting of the Board so called.

Section 4.9. Notice of Meetings. Notice of any special meeting of the Board of Directors shall be given in accordance with these By-Laws at least two (2) days in advance thereof by written notice to each director at the address shown for such director on the records of the Corporation. Notice of any special meeting of the Board of Directors may be waived in a writing signed by the person or persons entitled to such notice either before or after the time of the meeting. Attendance of a director at any meeting shall constitute a waiver of notice of such meeting except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Except in the case of a special meeting called for the purposes of removing a director, neither the business to be transacted at, nor the purpose of, any regular or

special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting, unless specifically required by law, the Articles of Incorporation or these By-Laws.

Section 4.10. Action Without a Meeting. Subject to the requirements of the Open Meetings Act, as applicable, any action required by law to be taken at a meeting of the Board of Directors, or any other action which may be taken at a meeting of the Board of Directors or a committee thereof, may be taken without a meeting, if a consent in writing setting forth the action so taken shall be signed by all directors or by all the members of such committee entitled to vote with respect to the subject matter thereof, as the case may be. The consent shall be evidenced by one or more written approvals, each of which sets forth the action taken and bears the signature of one or more directors or committee members. All the approvals evidencing the consent shall be delivered to the Secretary to be filed in the records of the Corporation. The action taken shall be effective when all the directors or the committee members, as the case may be, have approved the consent unless the consent specifies a different effective date. Any such consent shall have the same force and effect as a unanimous vote.

Section 4.11. Attendance by Telephone. Subject to the requirements of the Open Meetings Act, as applicable, Directors or nondirector committee members may participate in and act at any meeting of such board or committee through the use of a conference telephone or other communications equipment by means of which all persons participating in the meeting can communicate with each other. Participation in such meeting shall constitute attendance and presence in person at the meeting of the person or persons so participating.

Section 4.12. Quorum. One-third of the directors then in office shall constitute a quorum for the transaction of business at any meeting, provided if less than one-third of the directors are present, a majority of the directors then present may adjourn the meeting to another time without further notice. Withdrawal of directors from any meeting shall not cause failure of a duly constituted quorum at that meeting.

Section 4.13. Action at a Meeting. The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law, by the Articles of Incorporation or by these By-Laws.

Section 4.14. Proxy Prohibited, Presumption of Assent. No director may act by proxy on any matter. A director who is present at a meeting at which action on any corporate matter is taken by the Board of Directors, or by a committee thereof acting on its behalf, is conclusively presumed to have assented to the action taken unless such director's dissent is entered in the minutes of the meeting or unless such director files his or her written dissent or abstention to such action with the person acting as the secretary of the meeting before the adjournment of such meeting or forwards such dissent or abstention by registered or certified mail to the Secretary immediately after the adjournment of such meeting. Such right to dissent or abstain does not apply to a director who voted in favor of such action.

Section 4.15. Compensation. The Board of Directors shall not receive any salaries for their services; provided that nothing herein contained shall be construed to preclude any director serving the Corporation in any other capacity and receiving compensation therefore, subject to the preclusions in Section 4.2.

Section 4.16. Interested Directors. The presence of an interested director, as defined by the Conflict of Interest Policy, or of a director who is otherwise not disinterested may be counted in determining

whether a quorum of the members, the Board of Directors or a committee of the Board is present but may not be counted when action is taken on the transaction.

ARTICLE 5

Committees

Section 5.1. Committees of the Board of Directors. A majority of the Board of Directors, by resolution, may create one or more committees of the Board and appoint directors or such other persons as the Board shall designate to serve on the committee or committees. Each committee may exercise the authority of the Board of Directors to the extent permitted by law and as specified by the Board of Directors or in the Articles of Incorporation or these By-Laws, but the designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual director, of any responsibility imposed upon it or him or her by law. Each such committee shall have two or more directors as members, a majority of its membership shall be directors, and all committee members shall serve at the pleasure of the Board.

Section 5.2. Action of Committees. A majority of a committee of the Board of Directors shall constitute a quorum. The act of a majority of committee members present and voting at a meeting at which a quorum is present shall be the act of the committee. A committee may act by unanimous consent in writing without a meeting or may participate in and act at any meeting through the use of a conference telephone or other similar communications equipment in the manner provided by these By-Laws for written consents and for meetings of the Board of Directors. No member of such committee of the Board may act by proxy. Subject to these By-Laws and to action by the Board of Directors, a majority of the members of a committee of the Board shall determine the time and place of meetings and the notice required for meetings.

Section 5.3. Advisory Committees. The Board of Directors may create one or more advisory committees or other advisory bodies and appoint persons to such advisory committees or bodies who need not be directors. Such advisory committees or bodies may not act on behalf of the Corporation or bind it to any action but may make recommendations to the Board of Directors or to the officers.

ARTICLE 6

Officers

Section 6.1. Enumeration. The officers of the Corporation shall be a Chief Executive Officer, a President who shall serve as Chairman of the Board, one or more Vice-Presidents, a Secretary, a Treasurer, and such other officers or assistant officers as may be elected or appointed by the Board of Directors. Officers whose authority and duties are not prescribed in these By-Laws shall have the authority and perform the duties prescribed from time to time by the Board of Directors. Any two or more offices may be held by the same person. Except with respect to the office of Chief Executive Officer, a director may be an officer.

Section 6.2. Election and Term of Office. The officers of the Corporation shall be elected annually at the annual meeting of the Board of Directors, or as soon thereafter as conveniently possible. Each officer shall hold office until a successor is elected and qualified or until such officer's earlier death, resignation or removal in the manner hereinafter provided. Vacancies may be filled or new offices

created and filled at any meeting of the Board of Directors. Election or appointment of an officer or agent shall not of itself create any contract rights.

Section 6.3. Resignation and Removal. (a) Any officer may resign at any time by giving notice to the Board of Directors, the President, or the Secretary. A resignation is effective when the notice is delivered unless the notice specifies a date later than the date of delivery. The resignation of an officer need not be accepted in order to be effective.

(b) The Board of Directors may remove any officer, either with or without cause, whenever in its judgment the best interests of the Corporation would be served thereby.

Section 6.4. Vacancies. A vacancy in any office, however caused, may be filled by the Board of Directors for the unexpired portion of the term.

Section 6.5. Compensation. The Board of Directors, by affirmative vote of a majority of directors then in office and irrespective of any personal interest of any director and in full compliance with Section 4.15 hereof, shall have authority to establish reasonable compensation of all corporate officers for their services.

Section 6.6. Chief Executive Officer. Subject to the directions and supervision of the Board, the Chief Executive Officer shall be the principal executive officer of the Corporation, shall be responsible for the operation of and exercise control over the business and affairs of the Corporation, including negotiation, execution and implementation of agreements, contracts and other instruments on behalf of the Corporation, except in cases in which execution of said instruments has been reserved by the Board. The Chief Executive Officer may delegate this authority to other employees of the Corporation.

Section 6.7. President. Subject to the directions of the Board of Directors, the President shall be the Chairman of the Board and shall in general supervise the business and affairs of the Corporation and shall perform all duties incident to the office of President and such other duties as may be assigned to him or her from time to time by the Board of Directors. The President may sign, alone or with the Secretary or any other proper officer of the Corporation thereunto authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases in which the execution thereof shall be expressly delegated by the Board of Directors or by these By-Laws to some other officer or agent of the Corporation, or shall be required by law to be otherwise executed. The President may vote all securities which the Corporation is entitled to vote except as and to the extent such authority shall be vested in a different officer or agent of the Corporation by the Board of Directors. When present, the President shall preside at all meetings of the members and of the Board of Directors.

Section 6.8. Vice President. In the absence of the President or in the event of the President's inability or refusal to act, the Vice President (or, if more than one Vice President, the Vice Presidents in the order determined by the Board of Directors or, in lieu of such determination, in the order of their seniority) shall perform the duties of the President. When so acting, such Vice Presidents shall have all the powers of and be subject to all the restrictions upon the President. The Board of Directors may also designate by resolution certain Vice Presidents as being in charge of designated operations of the Corporation and may add an appropriate description to their titles and further specify such Vice Presidents' duties and powers. Any Vice President shall perform such duties as the Board of Directors or the President may assign from time to time.

Section 6.9. Treasurer. If required by the Board of Directors, the Treasurer shall give a bond (which shall be renewed regularly) in such sum and with such surety or sureties as the Board of Directors shall determine for the faithful discharge of his or her duties and for the restoration to the Corporation, in case of such Treasurer's death, resignation, retirement or removal from office, of all books, papers, vouchers, money and other property of whatever kind in such Treasurer's possession or under such Treasurer's control belonging to the Corporation. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; (b) receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with these By-Laws; (c) disburse the funds of the Corporation as ordered by the Board of Directors or as otherwise required in the conduct of the business of the Corporation and render to the President or the Board of Directors, upon request, an account of all his or her transactions as Treasurer and on the financial condition of the Corporation. The Treasurer shall in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the President or by the Board of Directors.

Section 6.10. Secretary. The Secretary shall (a) keep the minutes of meetings of members and of the Board of Directors and committees of the Board of Directors in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these By-Laws or as required by law; (b) be custodian of the corporate records and of the seal of the Corporation; (c) affix the seal of the Corporation or a facsimile thereof, or cause it to be affixed and, when so affixed, attest the seal by his or her signature, to all documents the execution of which on behalf of the Corporation under its seal is duly authorized by the Board of Directors or otherwise in accordance with the provisions of these By-Laws (provided, however, the Board of Directors or the President may give general authority to any other officer to affix the seal of the Corporation and to attest the affixing by his or her signature); (d) keep a register of the post office address of each member, director or committee member, which shall be furnished to the Secretary by such member, director or committee member; and (e) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the President or the Board of Directors.

Section 6.11. Assistant Treasurers and Assistant Secretaries. The Assistant Treasurers shall, respectively, if required by the Board of Directors, give bonds (which shall be renewed regularly) for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine. The Assistant Treasurers and Assistant Secretaries shall, in general, perform such duties as shall be assigned to them by the Treasurer or the Secretary, respectively; but such assignment or delegation shall not relieve the principal officer of the responsibilities and liabilities of his or her office. In the absence of the Secretary or in the event of his or her inability or refusal to act, the Assistant Secretaries in the order determined by the Board of Directors (or if there be no such determination, then in the order determined by the President) shall perform the duties and exercise the powers of the Secretary. In addition, the Assistant Treasurers and Assistant Secretaries shall, in general, perform such duties as may be assigned to them by the President or the Board of Directors.

ARTICLE 7

Contracts and Financial Transactions

Section 7.1. Contracts. The Board of Directors may authorize any officer or officers, 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 7.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in the name of the Corporation unless authorized by a resolution of the Board of Directors or by action of a duly empowered committee of the Board. Such authority to make loans may be general or confined to specified instances. No loan shall be made by the Corporation to a director or officer of the Corporation.

Section 7.3. 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, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination, such instruments may be signed by the Treasurer or an assistant treasurer and countersigned by one other officer.

Section 7.4. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 7.5. Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE 8

Records

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its members, Board of Directors and committees having any authority of the Board of Directors, and shall keep at its registered office or principal office a record giving the names and addresses of the members entitled to vote. All books and records of the Corporation may be inspected by any director, any member entitled to vote, or any director's or such member's agent or attorney, for any proper purpose at any reasonable time.

ARTICLE 9

Fiscal Year

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in the succeeding year.

ARTICLE 10

Seal

The Board of Directors may provide a corporate seal which shall be in the form of a circle and shall have inscribed thereon the name of the Corporation and the words "Corporate Seal" and "Illinois."

ARTICLE 11

Notices

Section 11.1. Manner of Notice. Whenever under the provisions of law, the Articles of Incorporation or these By-Laws, notice is required to be given to any member, director or member of any committee designated by the Board of Directors, it shall not be construed to require personal delivery. Such notice may be given in writing by depositing it in a sealed envelope in the United States mails, postage prepaid and addressed to such member, director, or committee member at his or her address as it appears on the books of the Corporation, and such notice shall be deemed to be given at the time when it is thus deposited in the United States mails; or such notice may be given in writing by any other means and if given by such other means, shall be deemed given when received. Such requirement for notice shall be deemed satisfied, except in case of meetings of members with respect to which written notice is required by law, if actual notice is received orally or in writing by the person entitled thereto as far in advance of the event with respect to which notice is given as the minimum notice period required by law, the Articles of Incorporation or these By-Laws.

Section 11.2. Waiver of Notice. Whenever any notice is required to be given by law, by the Articles of Incorporation or by these By-Laws, 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 12

Indemnification and Insurance

Each person who at any time is or shall have been a director, officer, employee or agent of the Corporation or is or shall have been serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the Corporation in accordance with and to the full extent permitted by the General Not For Profit Corporation Act of Illinois as in effect at the time of adoption of this by-law or as amended from time to time, and by any subsequent Illinois not for profit corporation law. The foregoing right of indemnification shall not be deemed exclusive of any other rights to which a person seeking indemnification may be entitled under any by-law, agreement, vote of members or disinterested directors, or otherwise. If authorized by the Board of Directors, the Corporation may purchase and maintain insurance on behalf of any person to the full extent permitted by the General Not for Profit Corporation Act of Illinois as in effect at the time of the adoption of this by-law or as amended from time to time, and by any subsequent Illinois not for profit corporation law.

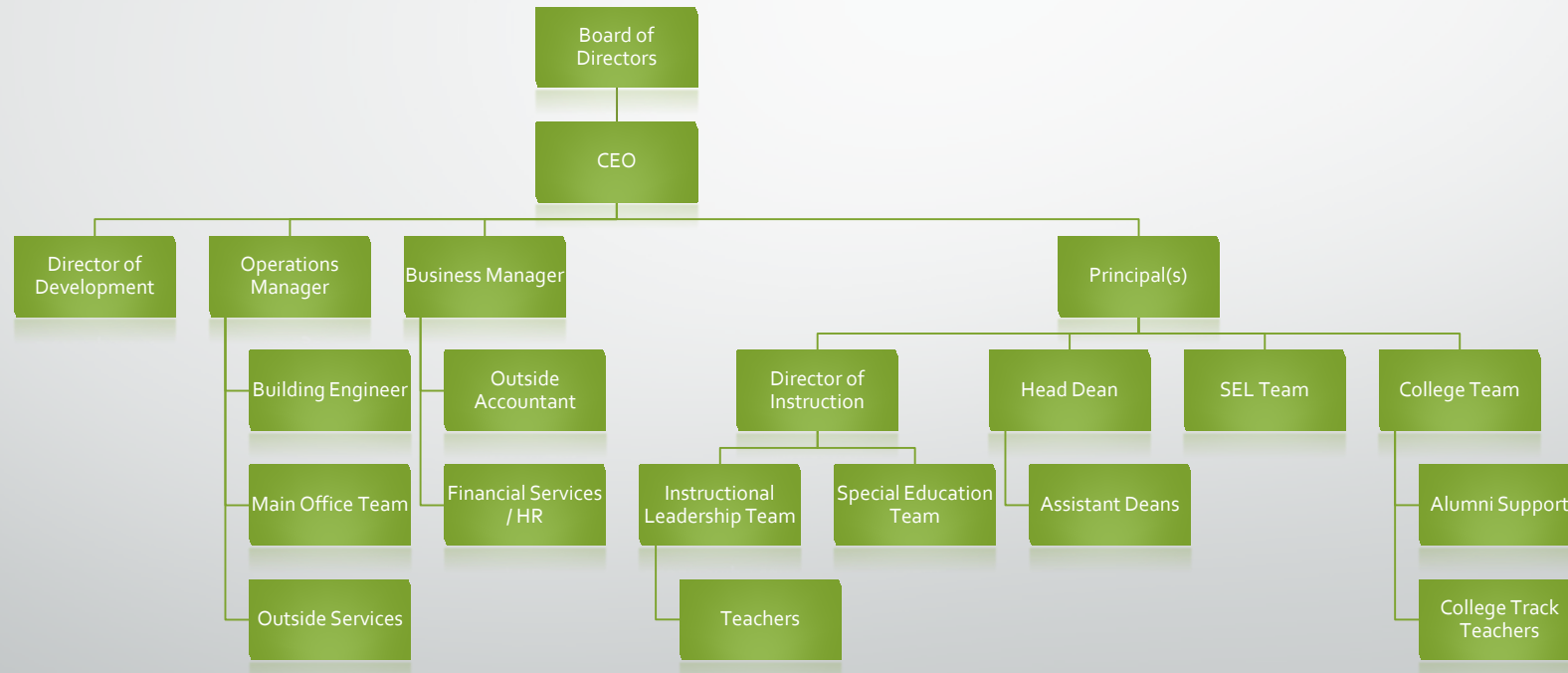
ARTICLE 13

Amendment

A majority of the Board of Directors at a meeting at which a quorum is present may alter, amend, or repeal the By-Laws or adopt new By-Laws. Such action may be taken at a regular or special meeting for which written notice of the purpose shall be given.

Adopted by the Board of Directors
March 19, 2024

Legal Prep Chicago Org Chart





Educating the next generation of lawyers and leaders

Description of Key Legal Prep Staff Responsible for Subgrant

The key Legal Prep staff members responsible for administering and overseeing the CSP grant include the following individuals:

Sam Finkelstein, CEO, will oversee overall grant implementation, including establishing performance monitoring criteria, tracking of progress of key activities and deadlines, reviewing expenditures and budget reports, monitoring of performance metrics, reporting progress to the Board and Finance Committee, and timely submitting performance reports to INCS as required.

Melissa Almazan, Business Manager, will be responsible for the day-to-day financial management of the CSP funds, by tracking CSP expenditures using separate accounting codes, reconciling spending on a monthly basis, and generating reports to be reviewed by the CEO, the Board and the Finance Committee. Ms. Almazan also will be responsible for creating reimbursement requests to be reviewed by the CEO.

Marquan Morrison, Principal, with support from the Leadership Team, will lead execution of CSP-funded activities, implement performance monitoring criteria, track progress and generate reports to be reviewed by the CEO, the Board and the Finance Committee.

Melissa Almazan

5701 S. Kenton, Unit 2N | Chicago, IL 60629 | (773) 593-0550 | Melly_26@yahoo.com

Detail-oriented Business Manager with extensive experience in budget management, payroll administration, procurement, human resources, and compliance within the education sector. Proven ability to manage multimillion-dollar budgets, streamline financial operations, and enhance organizational efficiency. Skilled in payroll processing and ensuring compliance with state, CPS, and federal regulatory requirements.

PROFESSIONAL EXPERIENCE

June 2012 – Present **Legal Prep Charter Academy**

Business Manager

- Manage financial operations, including budget planning, expense tracking, and forecasting
- Oversee procurement and vendor management, ensuring cost-effective purchasing and contract negotiations.
- Handle human resources functions, including employee onboarding, benefits management, and compliance
- Monitor CPS and state compliance requirements and ensure all reports, audits, and documentation are submitted timely.
- Oversee payroll administration, ensuring accurate processing and compliance with policies

July 2009 – November 2011 **Chicago Public Schools (CPS)** **Office of New Schools (ONS)**

Operations and Management Coordinator

- Obtain, organize, and present student enrollment/projection data on several Charter and Contract Schools to Demographics and Office of Management and Budget (OMB) over the past four years.
- Collaborate with the office of P12 Management and Information Technology Services – IMPACT Support Team to ensure that students are released from CPS schools and into Charter and Contract Schools in a timely manner.
- Liaise with OMB, Charter, and Contract schools regarding their fiscal year allocations.
- Work closely with ONS staff and CPS departments to resolve budgetary issues at Charter and Contract schools.
- Manage all expenditures and transfers related to ONS and City-wide budget lines worth \$3 million.
- Create requisitions for purchase order generation, process payments for consultants and vendors, submit reimbursements for staff, order and maintain office supplies, and manage PCard expenditures and payments.
- Process new employees on behalf of ONS's HR over the past eight years.
- Facilitate the execution of Renaissance Schools Fund (RSF) grant agreements for six Performance schools.
- Continue to serve as back-up Payroll clerk for CPS over the past eight years.

October 2007 – June 2009 **Chicago Public Schools (CPS)** **Office of New Schools (ONS)**

Business Service Coordinator

- Managed all expenditures and transfers related to ONS and City-wide budget lines worth \$6.7 million.
- Created requisitions for purchase order generation, processed payments for consultants and vendors, submitted reimbursements for staff, ordered and maintained office supplies for ONS unit, and managed PCard expenditures and payments.
- Managed and reviewed \$1.1 million of incubation funds for Performance and Turnaround schools.
- Organized annual Business Service Center trainings for new Performance and Turnaround schools during incubation phase.
- Facilitate the execution of Renaissance Schools Fund (RSF) grant agreements for six Performance schools.
- Managed the Charter school payment process for the National Board Certified Teacher Stipends.

July 2006 – October 2007 **Chicago Public Schools (CPS)** **Office of New Schools (ONS)**

Administrative Assistant IV

- Managed all expenditures and transfers related to ONS and City-wide budget lines worth \$7.7 million.
- Created requisitions for purchase order generation, processed payments for consultants and vendors, submitted reimbursements for staff, and ordered and maintained office supplies.
- Executed conference registrations and travel arrangements for 40 plus ONS staff.
- Provided administrative support to Office Manager and ONS staff.
- Screened, logged and delegated incoming phone calls for all ONS Senior Management.

January 2003 – June 2006 **Chicago Public Schools (CPS)** **Chief Education Office (CEdO)**

Administrative Assistant I

- Provided administrative support to the Chief Education Officer, Executive Assistant, and CEEdO staff.
- Managed CEEdO budget lines, and also processed requisitions, purchase orders, and reimbursements for staff.
- Assisted with HR functions, including the processing of all new employees.
- Maintained and organized incoming departmental correspondence.
- Managed the interdepartmental referral process.
- Screened, logged, and delegated incoming phone calls for all CEEdO Senior Management

SKILLS & EXPERTISE

- Payroll Processing & Administration
- Budget Management & Financial Oversight
- Procurement & Vendor Relations
- Human Resources & Compliance
- State & CPS Regulatory Compliance
- Expense Tracking & Cost Control
- Operational Efficiency & Process Improvement - Data Analysis & Reporting
- Leadership & Team Collaboration

REFERENCES

- Rather A Stanton - ratherstanton@hotmail.com
- Claudia Quezada Beltran - cquezada@chicagointl.org

Partner, K&L Gates LLP

Chicago, IL — 2014-2017

Associate, K&L Gates LLP/Bell, Boyd & Lloyd LLP

Chicago, IL — 2005-2014

Intellectual property attorney specializing in IP advocacy, technology portfolio management, licensing, and litigation

- Successfully managed and litigated patent cases in the fields of medical devices, biotechnology, healthcare, wireless technology, software, chemical products, oil and gas, and consumer goods.
- Developed and managed multi-year, multi-million-dollar budgets that included staffing allocations, third party vendors, supplies and materials, expert fees, consulting fees, technology costs, etc.
- Responsible for client interface and management of multiple case teams that included partners, associates, paralegals, support staff, experts and vendors.

Founder, Team Emma (An Illinois 501(c) Charity)

Elmhurst, IL — 2019-Present

- Founded Team Emma to raise funding and awareness for pediatric brain cancer.

EDUCATION

John Marshall Law School (J.D., *cum laude*)

Chicago, IL — 2002-2005

- Editor of the Review of Intellectual Property Law Journal (2004-2005).

Northwestern University (B.S., Biomedical Engineering)

Evanston, IL — 1998-2002

- Recipient of the Frey Prize, awarded to the most innovative and creative senior engineering project, for the design of a highly sensitive pedometer wearable in socks of rehabilitating stroke patients.
- Four-year member of the varsity football team, including a big ten championship in 2000.

INTERESTS

Youth Sports

Elmhurst, IL — 2016-Present

- Coached football, baseball, softball, and basketball.

REFERENCES

Available upon request.

Robert J. Barz

188 S. Rex, Elmhurst, IL 60126
T: (773)791-7808 E: rbarz@legalprep.org

EXPERIENCE

Director Of Legal Programming, Legal Prep Charter Academy

Chicago, IL — 2020-Present

Curriculum innovator; experiential learning creator; legal career trailblazer; legal community and secondary education unifier; expert in student engagement through the law

- Built relationships with government, businesses, non-profits, and other organizations in the community that provide unique opportunities to students through legal related jobs, internships, externships, mentorships, and instruction.
- Created exceptionally engaging, novel legal based curricula for 6th through 12th graders that leverage contemporary real-world problems to challenge students to apply learned concepts to create solutions.
- Established the Legal Prep Law Society that provides students who are interested in legal careers unique opportunities in the legal community, extra academic support, and continued guidance through undergraduate studies to ensure students receive the best law school and career opportunities available.
- Partnered with judges, public defenders, prosecutors, law firms, law enforcement, and community organizations to construct experiential learning opportunities for students to engage with real-world cases and issues in criminal justice as they unfold.

ELA and Law Department Head, Legal Prep Charter Academy

Chicago, IL — 2020-Present

Department leader; instructional leadership team member; curriculum aligner; CTE standards innovator; PD creator; assessment guru; teacher mentor

- Advocated for and led the ELA and Law department into a novel standards-based teaching model by integrating original CTE/Law standards and common core ELA standards to provide unique, engaging learning opportunities.
- Mentored, coached, and led a team of new and veteran teachers in development of curricula, standards alignment, vertical alignment, formative and summative assessments, unit plans, lesson plans, and best practices.
- Created and delivered school wide professional development on standards-based grading, formative and summative assessments, technology integration in the classroom; and, department PD on CTE standards integration.
- Met weekly with school administration and department heads as part of the instructional leadership team to review data trends, identify instructional and management weaknesses, and develop solutions.

Law Teacher, Legal Prep Charter Academy

Chicago, IL — 2017-Present

High school law and criminal justice teacher; mock trial coach; curriculum builder; and student advisor

- Instructed Criminal Law, Criminal Procedure, Mock Trial, Criminology, Issues in Criminal Justice, and Constitutional Law courses, acting as an adjunct college professor for dual-credit courses.
- Built novel curricula incorporating current events with a focus on critical thinking, problem solving, advocacy, collegiate skills, and written and oral communication, aligned to Illinois' ELA Standards.
- Differentiated for students with IEPs and 504s to ensure that every individual education need was met.
- Coordinated mock trial curriculum for Sophomores and founded honors Interscholastic Mock Trial Team.
- Designed and implemented curricula to promote e-learning during the COVID-19 remote learning period.



Heather Davis

Director of Instruction

Life-long learner and dedicated educator aspiring to enhance their ability to foster growth and improvement within their school community with the ultimate goal of improving learning outcomes for students within the urban education system.

EDUCATION

University of Arkansas
Ed.D. - Educational Leadership
June 2024 - Present (expected graduation: May 2027)

Relay Graduate School of Education
M.A.T. - Special Education
July 2017 - June 2019

University of North Texas
B.A. English
B.S. Sociology
August 2013 - May 2017

EXPERIENCE

**Director of Curriculum and Instruction
Legal Prep | July 2022 - Present**

Spearhead grades 9-12 curriculum and instruction, leading professional development, coaching instructional staff, and leveraging data to improve teaching quality and schoolwide alignment.

**Director of Special Education
Legal Prep | July 2021 - September 2025**

Led special education programming and compliance, guided IEP development and accommodations, and supervised staff to ensure effective, student-centered interventions.

**Special Education Teacher
Legal Prep | August 2017 - July 2021**

Designed and delivered culturally responsive, standards-aligned instruction, collaborated on differentiated supports and accommodations, and monitored student progress and caseloads to promote academic growth, independence, and self-advocacy.

CONTACT

214-937-1946
hdavis@legalprep.org
www.linkedin.com/in/teach-heather-davis

Samuel A. Finkelstein

10552 S. Leavitt St. • Chicago, IL 60643 • (312) 375-9828 • sfinkelstein@legalprep.org

WORK EXPERIENCE

Legal Prep Charter Academies, *Founder & CEO* *9/2009 – present*

- Led a design team to create a legal-themed charter high school for a high-need Chicago community, modeled after the highly successful Noble Network of Charter Schools
- Recruited an outstanding team of educators and support personnel to launch Legal Prep in fall of 2012
- Lead Legal Prep’s fundraising efforts, including the initial campaign to raise over one million dollars to cover start-up expenses
- Manage a growing non-profit organization with a current annual operating budget of over \$4.5 million
- Lead a team that provides a quality public high school education in a high-need Chicago community
- Consistently rated by the CPS rating system as the top open enrollment school within a two mile radius
- One of only three charter school leaders appointed to serve on the Chicago Public Schools CEO’s Principal Advisory Council in the 2016-2017 and 2017-2018 school years
- Served on the CPS Charter CEO Advisory Group, which meets directly with the CPS CEO

Just The Beginning Foundation (“JTBF”), *Program Director* *8/2008 – 9/2009*

- Designed and implemented programming to encourage traditionally underrepresented students to enter the legal profession, with the long-term goal of diversifying the legal profession and the judiciary
- Created programs – such as a legal learning institute, legal education workshops, speaker panels, and student mentor programs – for students in middle school through law school
- Led JTBF’s pilot expansion efforts to replicate its programming nationally, bringing programs to four new cities in 2009

Northwestern University School of Law, *Clinical Assistant Professor* *8/2007 – 8/2008*

- Designed and taught weekly curriculum for Communication and Legal Reasoning course
- Participated in strategic planning for the Communication and Legal Reasoning department
- Student Bar Association Faculty Appreciation Award Recipient
- Received the highest student evaluations out of the nine professors in the department
- Taught Ethics, Civility and Professional Responsibility module

Locke Lord LLP, *Associate Attorney* *5/2004 – 7/2007*

- Elected twice by peers to “Associates Committee,” serving as a liaison between firm management and lawyers; served as chair of the committee addressing family leave policies and diversity initiatives
- Counseled clients on a variety of general litigation and employment law matters
- Represented client in federal religious discrimination trial; received favorable jury verdict
- Lead attorney on several pro bono matters, including a political asylum application, an employment discrimination case, a child support action, a tort claim, and a DUI criminal defense

EDUCATION

University of Michigan Law School *J.D., Dec. 2003, cum laude*

- Student Attorney, Family Law Project, providing free legal assistance to domestic violence victims
- Wolverine Street Law (founding member), teaching practical legal principles to greater community

Western Michigan University *B.A., 2001, magna cum laude*

- B.A., Majors: Political Science and Psychology, Minor: English with a writing emphasis
- Mock Trial Team Captain – Regional Competition, Outstanding Attorney Award recipient
- Successfully defended thesis: “The Right to Privacy: Implied or Invented?”

Laura Beth Miller
322 W. Goethe
Chicago, IL 60610
lmiller@legalprep.org
312-622-3480

EDUCATION

B.A., University of Virginia

J.D., The College of William and Mary,
Marshall Wythe School of Law

University of Exeter, Exeter, England,
International Law Program:
International Law and European
Economic Community

University of Illinois -Chicago,
Advanced coursework in chemistry,
biology and biochemistry

LICENSES

State of Illinois (Attorney)
USPTO, Registered Patent Attorney

BAR ADMISSIONS

Illinois Supreme Court
U.S. Supreme Court
U.S. Court of Appeals, 7th Circuit
U.S. Court of Appeals, Fed. Circuit
U.S. Dist. Court, E.D. Wisconsin
U.S. Dist. Court, N.D. Illinois
U.S. Dist. Court, S.D. Indiana
U.S. Dist. Court, W.D. Michigan
U.S. Patent & Trademark Office

LANGUAGES

English – native language
Spanish – Intermediate level, working
knowledge
Mandarin – novice, beginner
knowledge

QUALIFICATIONS AND EXPERIENCE

As Chief Development Officer at Legal Prep, Laura is responsible for fostering and maintaining the relationships Legal Prep has with its many community partners, grant writing and private fundraising. She also is responsible for ensuring proper corporate governance and for advising the CEO and school leadership team on a variety of business activities. She also serves as the school's FOIA officer.

When in private practice, Laura Beth Miller was recognized as a highly successful and experienced trial attorney in federal and state court and before the ITC. In addition to practicing in the traditional areas of intellectual property including patent, trademark, unfair competition, trade secret and copyright law, she has extensive commercial litigation experience in the areas of contract, antitrust, product liability, RICO violations, and bankruptcy. She also is a registered patent attorney. While at BGL, she served on the firm's Board of Directors, Executive Committee, and as various business and practice chairs, including Business Development. As a former Assistant Public Guardian for Cook County, Laura represented abused and neglected children. In her pro bono activities, Laura represented clients in need of housing/eviction and child custody assistance. She also assisted clients filing petitions with U.S. Citizenship and Immigration Services.

EMPLOYMENT HISTORY

Legal Prep Charter Academy – Director of Development, June 2022 – Present

Haynes & Boone, LLP – Administrative Managing Partner - Chicago Office, 2019 – June 2022

Brinks Gilson & Lione – Shareholder, April 1996 - 2019

Davis McGrath, LLP – Litigation Attorney, 1990 – 1996

Cook County Public Guardian's Office – Attorney/Guardian ad litem, Juvenile Division, 1989 – 1990

Chadwell & Kayser – Attorney, 1985-1989

John Marshall Law School, University of Illinois Chicago - Adjunct Professor (multiple semesters) – patent litigation and procedure courses in the LLM and patent track programs

PROFESSIONAL RECOGNITION

Leading Patent Practitioner, *Intellectual Asset Management*, "IAM Patent 1000," Globe Business Media Group, 2014-2023

Chambers USA, Chambers and Partners, 2004-2023

Chicago's Notable Women Lawyers, *Crain's Custom Media*, Crain Communications, Inc., 2018

The Best Lawyers in America, Woodward/White, Inc., Litigation - Patent, 2010-2015, 2019

Named in Euromoney's *Expert Guide to the World's Leading Patent Law Practitioners*, 2017

Leading Lawyers Network: Leading Intellectual Property Lawyer, 2004-2007, 2009-2016; Ranked No. 2 in Top 10 Women Intellectual Property Lawyers in Illinois, 2015; Top 100 Women Business Lawyers in Illinois, 2009; Top 50 Women Business Lawyers in Illinois, 2007

Illinois Super Lawyers, Thomson Reuters, Intellectual Property Litigation, 2005-2017; Top 50 Female Attorneys, 2007-2008, 2012-2013

REFERENCES

Randi Cigelnik – cigelnik@gmail.com; 312-525-9039

David Lindner – dlindner@crowell.com; 312- 222-8123

Marquan E. Morrison, M.Ed

(Cell) 312-478-1150 (Email) marquanmorrison@gmail.com

EDUCATION

Concordia University, *Master of Educational Leadership*, M.Ed

Clark Atlanta University *Bachelor of Educational Studies*, B.A.

PROFESSIONAL SKILLS:

- Curriculum Development & Planning
- Creating Academic Interventions
- Experience in Evaluating and Analyzing Curriculum
- Ability to Build and Foster Positive Teacher/Student Relationships

EXPERIENCE

Legal Prep Charter Academy - Resident Principal,

July 2025 - Present

- Co-lead instructional planning for SY25–26, including curriculum priorities, assessments, and academic systems.
- Serve as the lead driver of the school’s instructional coaching system, ensuring high-quality teacher development through weekly observations, feedback cycles, and data analysis.
- Manage the school’s coaching calendar and facilitate regular coaching debriefs focused on instructional improvement.
- Implement and refine the school’s instructional vision with a focus on rigor, student ownership, and data-driven practices.
- Oversee the school’s postsecondary advising program, ensuring all students have individualized and actionable college and career plans.
- Lead postsecondary planning meetings and collaborate with the counseling team to monitor progress toward college and career readiness benchmarks.
- Co-lead staff onboarding, with a focus on academic systems, professional culture, and high-impact instructional practices.
- Design and facilitate ongoing staff development aligned to school goals, instructional priorities, and teacher needs.
- Begin managing teacher support structures, including growth plans, intervention support, and leadership development pathways.
- Co-lead the Instructional Leadership Team (ILT), driving strategic planning and progress monitoring.
- Facilitate consistent family engagement efforts, including events, communications, and

support strategies that promote student achievement and partnership.

- Co-lead weekly staff meetings and contribute to key school decisions alongside the Managing Principal.
- Actively participate in leadership reflection and capacity-building as part of a succession plan toward full principalship

Perspectives Charter School - *Instructional Leader*

July 2023 - June 2025

- Coach and mentor teachers through classroom observations, feedback cycles, and individualized professional development plans.
- Design and implement curriculum enhancements that align with state standards and improve ACT/SAT performance.
- Develop and manage goals and objectives for curriculum alignment
- Analyze teacher progress and performance; provide formal and informal evaluations
- Develop and facilitate professional learning communities (PLCs) focused on data-driven instruction, culturally relevant pedagogy, and best teaching practices

Perspectives Charter School, *A Disciplined Life Teacher* | *Grade Level Lead* | *Teacher Mentor August 2020*

- Train, evaluate, and support new teachers in backward design curriculum planning and classroom management strategies.
- Coordinate and facilitate bi-weekly grade-level meetings focused on student achievement and academic interventions.
- Teach the 26 principles of A Disciplined Life (ADL) through Perspectives' ADL curriculum

Legal Prep Charter Academy -*Science & Credit Recovery Teacher* May 2017 - July 2020

- Developed and implemented meticulous lesson plans that executed student achievement
- Create a Physics curriculum that aims toward meeting all ISA testing standards



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LEGAL PREP CHARTER ACADEMY – PARTNER ORGANIZATIONS AND CMOS

Legal Prep does not utilize partner organizations or charter management organizations to operate or manage the School.

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

A. Certification and Assurances

Certifications & Assurances

X1. 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.

X2. 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.

X3. 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.

X4. 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.

X5. 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.

X6. 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.

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

X7. 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.

X8. 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.

X9. 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.

X10. 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.

X11. 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.

X12. 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.

X13. 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.

X14. 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.

X15. 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

ILLINOIS IMPACT INITIATIVE

Illinois' CSP Grant - Subgrant Requests for Applications

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.

X16. 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).

X17. 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.

X18. 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

X1. 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.

X2. Recipient schools will use an independent auditor for annual financial audits that is different from their authorizer's auditor.

X3. 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.

X4. 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."

X5. Recipient schools will ensure that the awarded grant funds will be spent or encumbered by the end of each grant period unless extenuating circumstances warrant an extension request. Recipients

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understand that any such extension request must be made to INCS no later than 30 days before the end of the respective grant year and that if an extension request is not approved by on the grounds that extenuating circumstance have not been established the recipient school will be held to the original deadline.

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

2/7/26

Date Signed



Signature of Chair, School/Network Board of Directors

February 8, 2026

Date Signed



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FINANCIAL POLICIES & PROCEDURES

2025-26 Fiscal Year



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A. POLICIES

Purpose

These Financial Policies and Procedures establish internal controls and fiscal management practices to ensure the responsible stewardship of public funds, compliance with applicable laws and regulations, and transparency in financial operations for Legal Prep Charter Academy (the “School”).

Governing Authority

The School operates as a public charter school authorized by Chicago Public Schools (CPS) pursuant to the Illinois Charter Schools Law (105 ILCS 5/27A). The School is subject to all applicable federal and state laws and regulations, the CPS Charter Agreement, CPS Financial Oversight and Compliance requirements, and guidance issued by the CPS Office of Innovation and Incubation (I&I) and Office of Finance. The Board of Directors (the “Board”) has ultimate fiduciary responsibility for the School.

Roles and Responsibilities

The Roles and Responsibilities for the Financial Management are set forth in the School’s Charter Agreement and Corporate Bylaws. A summary of those responsibilities are set forth below:

- Board of Directors: Approves the annual budget, reviews financial reports, adopts financial policies, and ensures appropriate internal controls.
- Treasurer/Chief Executive Officer: Oversees day-to-day financial operations, ensures compliance with policies, and reports regularly to the Board.
- Business Manager/Finance Staff: Maintains accounting records, processes transactions, prepares financial reports, and supports audits.

Budgeting

- An annual operating budget shall be prepared prior to the start of each fiscal year.
- The budget must be approved by the Board.
- Material budget amendments shall require Board approval.



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Accounting and Financial Reporting

- The School shall maintain its books in accordance with Generally Accepted Accounting Principles (GAAP) and the authorizer's financial reporting requirements.
- Financial records shall be maintained on an accrual basis unless otherwise required by the authorizer or applicable law.
- Monthly or quarterly financial statements shall be provided to the Board.

Cash Management

- All School funds shall be deposited to the credit of the School in such banks, trust companies, or other depositories as the Board may select.
- Checks and electronic payments shall require appropriate authorization and segregation of duties where practicable.
- Bank accounts shall be reconciled regularly by an individual independent of cash disbursement duties.

Revenue and Receipts

- All receipts shall be recorded promptly and deposited intact.
- Cash handling procedures shall minimize the use of cash and ensure appropriate documentation.
- Restricted grants and funds shall be tracked separately and used only for authorized purposes.

Expenditures

- Expenditures must align with the approved budget, the School's mission, and any applicable local, state and federal law.
- Documentation (e.g., invoices, contracts, purchase approvals) for expenditures shall be maintained and be available for review by the Board, and authorized authorities and individuals.



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Payroll

- Payroll shall be processed in accordance with applicable laws and employment agreements.
- Changes to pay rates or positions must be properly authorized.
- Payroll records shall be maintained securely and confidentially.

Internal Controls

- Duties related to authorization, custody, and recordkeeping shall be segregated when feasible.
- The School shall implement controls to prevent fraud, waste, and abuse.
- Conflicts of interest must be disclosed and managed in accordance with Board policy and the policy of the authorizer.

Audits and Reviews

- The School shall engage an independent auditor to conduct an annual financial audit in accordance with authorizer requirements, state law, and applicable federal regulations.
- Audit results, management letters, and corrective action plans shall be reviewed by the Board, and as required, submitted to the authorizer and other required agencies by applicable deadlines.
- Management shall address any auditor findings in a timely manner and report progress to the Board.

Record Retention

- Financial records shall be retained in accordance with the Bylaws, and applicable authorizer, state and federal law and requirements.

Policy Review

- These Financial Policies shall be reviewed periodically and updated as necessary.



B. PROCEDURES

PETTY CASH

Procedure:

1. A petty cash fund of no more than \$500.00 will be maintained at Legal Prep in a secure location and managed by the Business Manager for the purpose of paying small out-of-pocket expenses.
2. Petty cash fund requests are typically limited to no more than \$50.00 per request. If a request exceeds \$50.00, the Business Manager must approve the request.
3. The custodian of the petty cash fund will prepare an expense reimbursement form to document all petty cash transactions.
4. All requests must be accompanied by an original itemized receipt, proper allocation to the expense account(s), and proper approval.
5. No reimbursement will be made without a receipt. Credit card statements or non-itemized receipts will not be accepted as proper documentation.
6. Any exceptions to the above will require approval from the CEO.
7. It is the responsibility of the employee requesting reimbursement to provide proper documentation.
8. The CEO may authorize the set-up of an additional petty cash imprest account and/or authorize an increase in the imprest amount.
9. Reconciliation of the petty cash account will be performed on a monthly basis. A reconciliation is also required immediately prior to and following the extended absence of the custodian. The fund is replenished when needed, in amounts not to exceed \$500.



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- a. A reimbursement form should be filled out to replenish petty cash funds.
10. Any shortages or losses from the petty cash fund and the responsibility thereof is at management's discretion.



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ACCOUNTS PAYABLE

Procedure:

1. A check request is required to be filled out for all invoices and requests for funds before being sent to the accounting department.
 - a. Exception: If the invoice is on the Pre-Approved Payment List no check request is required, rather the amount to be paid should be circled and the original invoice should be entered into the Billpay system to be processed.
2. Legal Prep staff are not only responsible for filling out a check request form for all invoices received, they must also obtain proper approval, provide the expense code, and distribution instructions.
3. Proper approval must be obtained before accounting can process the invoice. It is the responsibility of the person(s) approving the invoice to ensure the expense is not a duplicate payment.
 - a. Invoices below \$1000 need the Business Manager's signature of approval.
 - b. Invoices greater than \$1,000 require the Chief Executive Officer's signature of approval.
4. All accounts payable batches must be submitted to the Business Manager every Tuesday by 5pm.
5. All invoices sent to the Business Manager before 5pm Tuesday will be entered into the Billpay system every Thursday by 5pm.
6. The accounting department will log into the Billpay system every Friday morning to upload and process the invoices into Quickbooks.
 - a. Invoices received after 5pm Thursday will be processed with the following week's batch.
7. Approved check signers will log into the Billpay system every Friday to select the checks to be printed that week.
8. Selected checks will be printed remotely by the outsourced Billpay system Friday afternoon and mailed out per the instructions given on the request form.
9. Please take care to ensure all files uploaded are legible, have proper approval, and proper expense coding in order to avoid delays in processing and payments.



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PURCHASE ORDERS

Scope:

Purchase Orders should be used if the vendor requires it to initiate a purchase.

Procedure:

1. Legal Prep's staff will fill out the PO form, sign it, and obtain the proper approval from their Supervisor.
 - a. Proper approval requirements for Purchase Orders are the same as all other invoices, see Accounts Payable section.
2. Supervisors approving Purchase Orders must ensure the Purchase Order has been filled out correctly and follow their budget appropriately.
3. The PO will be submitted to the Business Manager who will place the order with the vendor provided that the purchase order form is filled out correctly and completely.
 - a. Any incomplete forms received will be returned to the employee and will not be processed.
4. Once the packing slip is received, Legal Prep staff will need to verify that all items listed on the PO have been received and submit the packing slip to the Business Manager who will attach it to the original PO.
5. When the invoice is received from the vendor for the completed PO, the Business Manager will fill out a check request and attach the PO and packing slip as documentation.
6. Once all of the above steps are complete the invoice will be processed along with the weekly AP batch.



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PAYROLL PROCESSING

Procedure:

1. Payroll is processed semi-monthly using ADP. ADP handles all payroll tax filing and payment requirements. Employees are paid 24 times during the twelve-month period. Any changes to employee salary, withholding, or deductions should be documented by the CEO approved similarly to other expense approvals. Employees are encouraged to use direct deposit of their payroll.
2. Time sheets are provided for any hourly employees, which are to be completed and signed by the employees, approved by their supervisors and turned into the Business Office by 9 am at least four days prior to the pay-date.
3. Journal entries are prepared from the ADP reports and entered into the general ledger system for each payroll.
4. Quarterly payroll reports are obtained from ADP for the 941 tax work papers, which are reconciled quarterly.

Pension, 403(b)

- a. All full-time employees are eligible to enroll in the Legal Prep 403(b) Plan. The school contributes a matching amount equal to 5% of the employee's salary into the plan for non-certified employees, up to an annual maximum of \$4,000. Certified employees are able to participate in the plan but are not matched by the company. Employee contributions are strictly voluntary. Both the employee withheld amounts and the employer portions are remitted to the 403(b) provider on a bi-weekly basis. Employees who are in the pension are not eligible for the employer contribution because they receive a retirement contribution from Legal Prep into their pension.



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- b. Legal Prep certified teachers are part of the Chicago Teachers Pension Fund, in lieu of social security. Participation in the pension requires a 9% of salary contribution. The employee is required to pay 2% of their salary into the plan;

the employer pays 7% into the plan. Employee withheld amounts are remitted semi-monthly; employer portion is also remitted semi-monthly.



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EMPLOYEE REIMBURSEMENT

Purpose:

Employees will be reimbursed for valid travel, entertainment and other business expenses incurred out-of-pocket where appropriate and allowable. Requests for reimbursement of business expenses must be entered onto the Employee Reimbursement Form and have the proper approval, as dictated by the Payables Process. The organization must comply with IRS regulations, which require that all business expenses be substantiated with adequate records, including the amount of the expenditure, the date and place of the expenditure, the business purpose of the expenditure, relevant client detail/information and *original itemized* receipts. Legal Prep is a non-profit organization and is exempt from paying sales taxes in the state of Illinois. Therefore, the organization will not reimburse employees for Illinois sales taxes, unless authorized by the CEO.

Procedure:

1. Reimbursable Expenses

The following are examples of reimbursable expenses that may be associated with an employee's responsibilities and are assumed to be in compliance with the policy.

- a.) Mileage
- b.) Parking/tolls
- c.) Hotel or motel
- d.) Airfare
- e.) Business-related meals (no alcoholic beverages)
- f.) Conference and convention fees
- g.) An out-of-town per diem rate is specified by destination

No policy can anticipate every situation that might give rise to legitimate business expenses. Reasonable and necessary expenses, which are not listed above, may be incurred. Each employee and supervisor must use their best professional judgment in determining if an unlisted expense is reimbursable as implied by this policy. Submitting fraudulent receipts or falsifying expense reports may result in the loss of reimbursement privileges and may be subject to disciplinary action. Receipts are not required for reasonable expenses incurred for parking meters, bus fares, or tolls, though the expenses must still



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be documented on the expense report. Credit card statements will not be accepted as evidence of a receipt.

2. Timely submission of Mileage and Expense Reimbursements

In order for the Accounting Department to charge expenses to the correct month, every month, expense/mileage reimbursement requests should be submitted to the Accounting Department no later than five business days after the end of the month for which the expense was incurred.

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

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

Guidelines for Mileage Reimbursement

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

Example:

Reimbursable: Office to off-site meeting and off-site meeting to office.

If you drive directly from home to an off-site meeting and from an off-site meeting to home, you must subtract your normal daily roundtrip commute as this is not reimbursable.

3. Approval

a. See Payables Process for approval guidelines.

i. Persons approving Reimbursement Request reports are responsible to ensure the following:

1. Expenses reported are proper and reimbursable under this policy.



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2. Expenses reported are allowable under the approved budget.
 3. The expense report has been filled out accurately and has the required documentation, including original itemized receipts. Credit card statements are not approved documentation.
 4. The expenses are reasonable and necessary.
 5. The employee reimbursement form has been filled out with the proper G/L coding.
4. Employees should always keep a copy of their receipts for their own record.
 5. Reimbursement requests will be processed through the Legal Prep check system.



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PROCUREMENT

Purpose:

The purpose of this procedure is:

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

Procedure:

The Organization consolidates purchases of products and services on an agency wide basis, to the extent possible, in an effort to obtain the lowest cost available.

- 1) All computer hardware and software purchases are to be approved through the CEO to ensure compatibility with the Organization's information technology infrastructure and support services. Computer hardware and software purchases for government funded programs must receive prior management approval prior to submission to ensure costs are included in funding agency budgets where applicable and are allowable per funding agency rules and regulations.
- 2) Purchase contracts and leasing agreements are to be reviewed and approved by the CEO, unless otherwise noted.
 - a. Leasing agreements for all new or renewals of equipment rentals (i.e. copiers) are to be reviewed and approved by the CEO.
- 3) All service contracts are to be approved by the CEO, as appropriate.
- 4) All financial details of all contracts and leasing agreements are to be reviewed prior to execution. This review is to ensure that the Organization is not being committed to financial obligations that may cause a hardship on the Organization as a whole, as well as to ensure the contracts and leasing agreements adhere to funding agency rules and regulations where appropriate.
- 5) Language of all service contracts must include a start and end date, description of the services to be received or provided, amounts to be paid for the service, and termination of services.



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- 6) Purchase contracts as it relates to the day to day operations of programs (i.e. day care providers, psychiatric consultation, etc.) may be executed by the Business Manager, as appropriate following the agency approval policy.
- 7) Multiple competitive price quotations must be obtained for purchase contracts in amounts of \$ 20,000 or more. Any contracts in the amount of \$20,000 or above must be authorized by the CEO, regardless of the contract nature.
- 8) Other general purchasing guidelines:
 - a. All purchases should be included in the program's funding agency budget where appropriate and operating budget to the extent possible. If a potential purchase is not included in either the funding agency budget or programmatic operating budget, the requestee must explain the necessity of the expense(s) being incurred and obtain the approval of the CEO.
 - b. All purchases should be an arm's length transaction and no preferential treatment shall be given to any Trustee, employee, volunteer, or consultant of the Organization in the application for or receipt of services in accordance with the Conflict of Interest Policy.



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CASH RECEIPTS

Purpose:

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

Procedure:

1. Student fees, student activity fees, food service fees, grants, and donations raised by the development department are expected to be collected at the school site or via the website. Whenever possible, all efforts for EFT payments to be received in lieu of checks or cash will be made.
2. Parent fees are tracked and collected at the school. Cash, checks, money orders, and Paypal payments can be expected to be received.
3. Receipts will be issued to parents by the school staff for money received. Copies of these receipts should be maintained by the staff at the school.
4. Deposits should be made when the amount collected reaches \$1,000 in cash, \$10,000 in checks, or every Friday, whichever occurs first.
5. The Business Manager should fill out the electronic deposit slip and make copies of all checks.
6. Once the Electronic deposit form is filled out, the Deposit Recording Form will be filled out with the date and total. In the check information section, write "see attached".
7. The Business Manager will then give both Deposit forms, the checks, and the copies of the checks to the CEO.
8. The CEO will verify the deposit is received in full and forms are completed correctly.
9. The Business Manager will then take the deposit to the bank.
10. After the deposit has been made, the Business Manager will attach the deposit receipt to the rest of the documentation and submit back to the CEO.
11. The Business Manager will then fill out the Deposit Recording Form, noting the revenue accounts to be charged including any restrictions that have been imposed by the donor.



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12. Once all of these steps are completed, the following documents should be scanned and uploaded to Quickbooks within 2 days of the deposit being made.
 - a. Copy of the deposit receipt (received from bank)
 - b. Electronic Deposit Form
 - c. Electronic Deposit Recording Form
 - d. Copies of checks
 - e. Copies of any additional supporting documentation
13. Deposits will be entered into Quickbooks by the business manager within one week upon receipt.

CREDIT CARD PROCESSING

Purpose:

The purpose of this procedure is to ensure timely and accurate processing of all credit card expenses.

Procedure:

1. The CEO, Samuel Finkelstein, Chief Development Officer, Laura Miller, and Business Manager, Melissa Almazan may be issued a Corporate Credit Card. The Business Office maintains a list of who is issued a card and the specified limit. Anyone who is issued a card must submit receipts to the Business Office for all purchases made using the card within 30 days of the expense. The Business Office reconciles the Corporate Card statement to the expenses submitted on a monthly basis.



AUDIT, AUDIT WORK PAPERS, AND YEAR-END PREPARATION

Procedure:

1. A certified audit and compliance audit (for authorizer requirements) and grant audits, as needed, are performed by an external audit firm, currently ORBA, for each fiscal year ended June 30. The Audit Committee of the Board of Directors is responsible for engaging the services of the auditors. Audit drafts and management letters are communicated directly to the Chair of the Audit Committee or to the Board Chair. Copies of the audit are sent to all Board members, Finance and Audit Committee members.
2. Audit schedules are maintained and updated routinely (prior to year-end). Expenses & revenue during the last quarter of the year are reviewed to verify if they should be accrued or deferred. Reconciliations are maintained to document that temporarily and permanently restricted revenue is segregated from unrestricted revenue.

JOURNAL ENTRIES

Purpose:

The purpose of this procedure is to ensure financial transactions are entered into the system (Quickbooks) correctly.

Procedure:

1. The Accountant reviews the monthly financial reports to identify any transfers, reclassifications, or corrections and compiles any adjustments for the Business Manager and CEO.
2. Once adjustments are agreed upon, the Accountant then creates a journal entry for these adjustments.
3. The journal entry is given to the Business Manager who enters them into Quickbooks.
4. This journal entry process occurs on a quarterly basis.



Doc# 1701001020 Fee \$46.00

RHSP FEE:\$9.00 RPRF FEE: \$1.00

AFFIDAVIT FEE: \$2.00

KAREN A. YARBROUGH

COOK COUNTY RECORDER OF DEEDS

DATE: 01/10/2017 09:53 AM PG: 1 OF 5

FIRST AMERICAN TITLE
FILE # 2800784

MU

G-3330

SPECIAL WARRANTY DEED

KNOW ALL MEN BY THESE PRESENTS that IFF f/k/a Illinois Facilities Fund, an Illinois not-for-profit corporation duly authorized to transact business in the State of Illinois, GRANTOR, for and in consideration of TEN AND NO/100 DOLLARS (\$10.00) and other good and valuable consideration, receipt whereof is hereby acknowledged does hereby GRANT, CONVEY and SELL to Legal Prep Charter Academies, an Illinois not-for-profit corporation, address: 4319 W. Washington Blvd, Chicago, IL 60624, GRANTEE(S), all of the following described premises situated in Cook County, Illinois, to-wit:

Lots 5 through 9 in Block 36 in the subdivision of the South Half of Section 10, Township 39 North, Range 13, East of the Third Principal Meridian, (except therefrom that part lying East and South of the following described lines: Commencing at the Southeast corner of Lot 1 in Block 36 in the subdivision aforesaid; thence West along the South line of Lots 1 through 5 in Block 36 in said subdivision for a distance of 105.05 feet to the Southerly extension of the West face of a 1 Story Brick Building and the Point of Beginning; thence North along said extension and said West face for a distance of 12.33 feet; thence East along a North face of said 1 Story Brick Building 4.0 feet to a West face of a 4 Story Stone and Brick Rectory Building) in Cook County, Illinois.

Commonly known as: 4319 W. Washington Blvd., Chicago, IL 60624
Property Index No. 16-10-422-024-0000

To Have and To Hold the said premises unto the said GRANTEE(S), subject only to:

- (a) general real estate taxes for 2016 and subsequent years ;
- (b) Terms, provisions and conditions contained in an ordinance establishing a proposed Enterprise Zone V, recorded November 4, 1993 as document 93896876;
- (c) Terms, provisions and conditions contained in an ordinance expanding the boundaries of the City of Chicago Enterprise Zone #5, recorded February 14,

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- 14, 1997 as document 97106484;
- (d) Terms, provisions and conditions contained in an Illinois Department of Commerce and Economic Opportunity Enterprise Zone Certificate #1659 for Chicago V's Enterprise Zone Designation, Ordinance #95128 Chicago Authorizing Establishment of Enterprise Zone, recorded April 28, 2016 as document 1611910111.

And said grantor, hereby expressly waives and releases any and all right or benefit under and by virtue of any and all statutes of the State of Illinois, providing for the exemption of homesteads from sale on execution or otherwise.

And the said GRANTOR, for itself and its successors, does warrant to the said GRANTEES, only that:

1. GRANTOR has not done or suffered to be done anything whereby the said premises hereby granted are, or may be in any manner, encumbered; and
2. GRANTOR will forever defend the said premises against all persons lawfully claiming through GRANTOR, but not otherwise.

IN WITNESS WHEREOF, the said John Kuhn, has caused these presents to be signed by its CEO on its behalf, this 20th day of December, 2016.

IFF f/k/a Illinois Facilities Fund, an Illinois not-for-profit corporation

By: [Signature]
Title: CEO

PREPARED BY: THIS INSTRUMENT WAS
Hauselman, Rappin and Olswang, Ltd
29 E. Madison St., Suite 950
Chicago, Illinois 60602

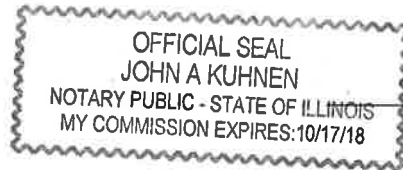
STATE OF ILLINOIS

COUNTY OF COOK

I, John Kuhn, a Notary Public in and for said County, in the State aforementioned, DO HEREBY CERTIFY that Joe Nelli, personally known to me to be the CEO of IFF f/k/a Illinois Facilities Fund, an Illinois not-for-profit corporation, and personally known to me to be

the same person whose name is subscribed to the foregoing instrument, appeared before me this day in person and acknowledged that as such officer, (s)he signed and delivered the said instrument pursuant to authority given by the Board of Directors of said corporation as his/her free and voluntary act and as the free and voluntary act and deed of said corporation, for the uses and purposes therein set forth.

GIVEN under my hand and official seal this 20th day of December 2016.



A handwritten signature in cursive script, appearing to read "John A. Kuhn", written over a horizontal line.

Notary Public

AFTER RECORDING PLEASE MAIL TO :
ADDRESS:

Legal Prep Charter Academies
4319 W. Washington Blvd.
Chicago, IL 60624

FUTURE TAX BILLS MAILING

Legal Prep Charter Academies
4319 W. Washington Blvd.
Chicago, IL 60624

Exempt under provisions of
Paragraph 12, Section 31-45,
Property Tax Code.
12-30-16
Buyer, Seller or Representative

GRANTOR/GRANTEE AFFIDAVIT: STATEMENT BY GRANTOR AND GRANTEE
AS REQUIRED BY SECTION 35 ILCS 200/31-47

GRANTOR SECTION

The GRANTOR or her/his agent, affirms that, to the best of her/his knowledge, the name of the GRANTEE shown on the deed or assignment of beneficial interest (ABI) in a land trust is either a natural person, an Illinois corporation or foreign corporation authorized to do business or acquire and hold title to real estate in Illinois, a partnership authorized to do business or acquire and hold title to real estate in Illinois, or another entity recognized as a person and authorized to do business or acquire title to real estate under the laws of the State of Illinois.

DATED: 12 | 30 | 2016

SIGNATURE: _____
GRANTOR or AGENT

GRANTOR NOTARY SECTION: The below section is to be completed by the NOTARY who witnesses the GRANTOR signature.

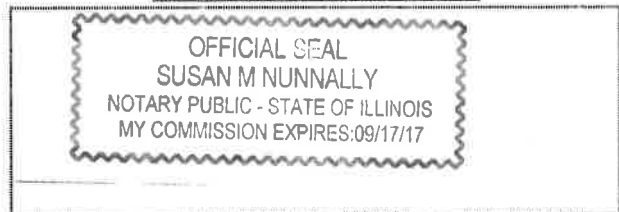
Subscribed and sworn to before me, Name of Notary Public: _____

By the said (Name of Grantor): _____

On this date of: 12 | 30 | 2016

NOTARY SIGNATURE: Susan M Nunnally

AFFIX NOTARY STAMP BELOW



GRANTEE SECTION

The GRANTEE or her/his agent affirms and verifies that the name of the GRANTEE shown on the deed or assignment of beneficial interest (ABI) in a land trust is either a natural person, an Illinois corporation or foreign corporation authorized to do business or acquire and hold title to real estate in Illinois, a partnership authorized to do business or acquire and hold title to real estate in Illinois or other entity recognized as a person and authorized to do business or acquire title to real estate under the laws of the State of Illinois.

DATED: 12 | 30 | 2016

SIGNATURE: _____
GRANTEE or AGENT

GRANTEE NOTARY SECTION: The below section is to be completed by the NOTARY who witnesses the GRANTEE signature.

Subscribed and sworn to before me, Name of Notary Public: _____

By the said (Name of Grantee): _____

On this date of: 12 | 30 | 2016

NOTARY SIGNATURE: Susan M Nunnally

AFFIX NOTARY STAMP BELOW



CRIMINAL LIABILITY NOTICE

Pursuant to Section **55 ILCS 5/3-5020(b)(2)**, Any person who knowingly submits a false statement concerning the identity of a GRANTEE shall be guilty of a **CLASS C MISDEMEANOR** for the **FIRST OFFENSE**, and of a **CLASS A MISDEMEANOR**, for subsequent offenses.

(Attach to DEED or ABI to be recorded in Cook County, Illinois if exempt under provisions of **SECTION 4** of the Illinois Real Estate Transfer Act: (35 ILCS 200/Art. 31)

RENEWAL OF CHARTER AND CHARTER SCHOOL
AGREEMENT

BETWEEN

THE BOARD OF EDUCATION OF THE CITY OF CHICAGO

AND

LEGAL PREP CHARTER ACADEMY

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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 Legal Prep Charter Academy, 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 1, 2012, the Charter School entered into a Charter School Agreement with the Board for a term commencing July 1, 2012 and ending June 30, 2017, with the Charter School opening in the fall of 2012, 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, 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 "Legal Prep Charter Academy".

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 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 9 through 12.

E. Maximum Enrollment, Attendance Boundary, Application Process.

i. Maximum Enrollment. The Charter School's enrollment shall be no more than 850 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 provide comment. Establishment of an attendance boundary for the Charter School is within the sole discretion of the Board. Neither pupils who were enrolled in the Charter School the previous year nor siblings of pupils enrolled in the Charter School shall be displaced by the creation of an attendance boundary for the Charter School.

iii. Application Process. The Charter School shall not request information in the application process about an applicant's social security number, academic aptitude, special education needs, 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.

F. Goals, Objectives, Pupil Performance Standards. The Charter School shall pursue and make reasonable progress toward the achievement of the goals, objectives and pupil performance standards consistent with those in accordance with the accountability plan (the “Accountability Plan”) described in paragraph 10 of this Agreement, provided that such goals, objectives and pupil performance standards shall at all times remain in

compliance with Section 2-3.64a-5 of the Illinois School Code, 105 ILCS 5/2-3.64a-5.

G. Evaluation of Pupils. The Charter School's plan for evaluating pupil performance, the types of assessments to be used, the timeline for achievement of performance standards, and the procedure for taking corrective action if pupil performance at the Charter School falls below those standards, shall be consistent with the Application and as described in paragraph 10 hereof.

H. Curriculum. The curriculum established by the Charter School shall be consistent with the Application and as otherwise modified or supplemented herein. Any material changes to the curriculum made after the Effective Date of this Agreement shall be submitted to the Board or its designee and may be subject to further review and approval prior to the academic year, and in no event later than July 1 of the subsequent year and shall be effective as of the first day of the next academic year. Such modified curriculum shall be incorporated herein by reference as if fully set forth herein.

I. 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.

J. 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.

K. Discipline. The Charter School shall implement a system of uniform student discipline. The Charter School may develop and implement its own system of student discipline in accordance with paragraph 4.k.i. or may elect to adopt the Chicago Public Schools Student Code of Conduct (the "CPS Conduct Code") effective at the beginning of any academic year in accordance with paragraph 4.k.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. **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.

d. **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.

L. 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.

M. Bilingual Education. The Charter School shall provide bilingual education services to its students in accordance and compliance with all Federal and State laws and rules applicable to public schools that pertain to the instruction of English Learners ("ELs") including, but not limited to, Article 14C of the Illinois School Code (105 ILCS 5/14C-1 *et seq.*, as amended), 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.

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, 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. 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.

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 six (6) 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. The minutes must accurately document the entire discussion of the governing board meeting including any public and private comments that concern the operation of the Charter School. The Charter School must also make the minutes publicly available for review and download on the Charter School's website within 10 days after the approval of such minutes by the Charter School's governing board.

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

servicing 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 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.

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 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.

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.

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 in order to ensure that the Charter School's annual tuition payments are 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.

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.

Funding as set forth in this Paragraph shall not extend beyond the expiration of this Agreement. The Board retains the right to withhold funding for any period beyond the expiration of this Agreement unless subsequently agreed upon by the Parties.

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 and other relevant regulatory organizations. The scope and frequency of program reporting shall be agreed upon by the Charter School and the Board prior to funding the relevant programs unless modifications are required by the governmental

funding agencies.

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(1) 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 Center; Laws, Rules and Regulations for Attendance Center.

A. Attendance Center. The Charter School shall be located at 4319 West Washington Boulevard, Chicago, Illinois 60624, Chicago, Illinois (the "Attendance Center").

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 Center. The Charter School may request to change the physical location of an existing Attendance Center, provided that the Charter School fulfills certain conditions of the Board and provides such 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 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, 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 to provide written notice to the Charter School no later than June 30 of each year if changes to the Accountability Plan are based solely on the Board's directives and not requirements arising from State or Federal regulations or other circumstances outside of the Board's control. Any subsequently revised Accountability Plans approved by the Board shall be incorporated herein by reference and made a part of this Agreement as if fully set forth herein.

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:

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.

14. Indemnification.

a. To the fullest extent permitted by law, the Charter School shall indemnify, defend and hold harmless the Board, its members, officers, employees, agents, affiliates and representatives, past and present (collectively, the "Board Indemnitees"), from and against any and all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, arising out of all claims, liens, demands, suits, liabilities, injuries (personal or bodily), of every kind, nature and character arising or resulting from or occasioned by or in connection with (i) the possession, occupancy or use of the property of the Charter School by its faculty, students, patrons, employees, guests or agents, (ii) any negligent, willful or wrongful act or omission to act by the Charter School, its faculty, students, patrons, employees, guests or agents, (iii) a violation of any law, statute, code, ordinance or regulation by the Charter School, its faculty, students, patrons, employees, subcontractors, guests or agents, and/or (iv) any breach, default, violation or nonperformance by the Charter School of any term, covenant, condition, duty or obligation provided in this Agreement including, but not limited to, the Accountability Plan. In addition, to the extent that the Charter School is subject to taxes under Section 4980H of the Internal Revenue Code (pertaining to the Patient Protection and Affordable Care Act), the Charter School shall be solely responsible for paying such taxes and in the event that the Board is determined to be liable for taxes under Section 4980H of the Internal Revenue Code as a result of the performance of the Charter School's faculty, employees or agents under this Agreement, the Charter School shall indemnify, defend and hold harmless the Board for any such liability. All of the foregoing shall be referred to collectively herein as the "Covered Losses." This indemnification shall not apply to the extent that any Covered Loss results from the negligence or wrongful act or omission of any Board Indemnitee or from any act or omission of the Charter School required by law or this Agreement.

b. To the fullest extent permitted by law, the Board shall indemnify, defend and hold harmless the Charter School, any successor entity thereto, and their respective members, officers, employees, agents, affiliates and representatives, past and present (collectively, the "Charter Indemnitees"), from and against any and all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, arising out of all claims, liens,

demands, suits, liabilities, injuries (personal or bodily), of every kind, nature and character arising or resulting from or occasioned by or in connection with (i) a violation of any law, statute, code, ordinance or regulation by the Board, its members, officers, employees or agents and/or (ii) any breach, default, violation or nonperformance by the Board of any term, covenant, condition, duty or obligation provided in this Agreement or the Accountability Plan (collectively, the "Covered Losses"). This indemnification shall not apply to the extent that any Covered Loss results from the negligence or wrongful act or omission of any Charter Indemnitee or from any act or omission of the Board required by law or this Agreement.

c. This indemnification, defense and hold harmless obligation shall survive the termination of this Agreement. Any indemnified party shall have the right, at its own expense, to participate in the defense of any suit, without relieving the indemnifying party of any of its obligations hereunder.

15. Disclaimer of Liability.

The parties expressly acknowledge that the Charter School is not operating as the agent, or under the direction and control, of the Board except as required by law or this Agreement, and that the Board assumes no liability for any loss or injury resulting from: (i) the acts and omissions of the Charter School, its directors, trustees, agents, subcontractors or employees; (ii) the use and occupancy of the building or buildings occupied by the Charter School, or any matter in connection with the condition of such building or buildings; or (iii) any debt or contractual obligation incurred by the Charter School. The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the Board or the Chicago Public Schools to any third party.

16. Winding Down Procedures upon Closure of an Attendance Center, Revocation, Non-Renewal or Termination by Mutual Consent.

If the Board closes an Attendance Center or campus, revokes the charter of the Charter School, does not renew the charter of the Charter School, or the charter of the Charter School is otherwise terminated by the mutual consent of the parties, the Charter School shall follow the procedures set forth below:

A. The Charter School shall be responsible for winding down the operations of the Charter School in whole or the Attendance Center or campus by a date identified by the Board, including payment of any and all debts, loans, liabilities (contingent or otherwise) and obligations incurred at any time by the Charter School in connection with the operation of the Charter School or the 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.

Except as specifically provided in paragraph 13.b, any modification of or amendment to this Agreement shall not be effective unless such modification or amendment is in writing and signed by both parties hereto.

23. Assignment.

This Agreement may not be assigned or delegated by the Charter School under any circumstances, it being expressly understood that the charter granted hereby runs solely and exclusively to the Charter School.

24. Termination.

This Agreement may be terminated prior to its expiration by the mutual consent of the parties or revocation of the charter of the Charter School pursuant to paragraph 13.a. hereof. Termination of this Agreement for any reason shall serve to immediately revoke the charter granted hereby.

25. Notices.

All notices required under this Agreement shall be in writing and sent to the addresses and persons set forth below, or to such other addresses as may be designated by a party in writing. Any notice shall be deemed to have been sufficiently given or served for all purposes, when received, if hand delivered; when transmitted, if transmitted by facsimile 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: Legal Prep Charter Academy
4319 West Washington Boulevard
Chicago, Illinois 60624
Attn: Samuel Finkelstein, CEO

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 

LEGAL PREP CHARTER ACADEMY

DocuSigned by:
By: Jianan Shi
D5020923484041E...
Jianan Shi, President

By: [Signature]
Name: Bryan Westhoff
Title: Board President

ATTEST:

ATTEST:

DocuSigned by:
By: [Signature]
ADC8249319B6440...
Susan J. Narrajos, Secretary

By: [Signature]
Name: Samuel Finkelstein
Title: CEO

Dated: March 25, 2024 | 12:32:27 PM CDT

Dated: 3/19/24

DocuSigned by:
By: Pedro Martinez
AA17786A4B2446C...
Pedro Martinez, Chief Executive Officer

Board Report: 24-0125-EX10

Approved as to legal form:   

DocuSigned by:
Ruchi Verma
56B662E0FFA44C9...
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:

- The school 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 or more frequent basis throughout the term, the network must ensure the accuracy of teachers reported as licensed in the Employee Roster by validating it with the ISBE Educator Licensure Information System (ELIS). The network will notify staff in writing of deficiencies and pending licensure renewal deadlines, as needed. On an annual basis throughout the term, the network must demonstrate compliance with the requirement of 75% teacher licensure.
- On a bi-annual basis throughout the term, the school must submit a facility deficiency repair plan to communicate the status of the facility and ADA issues identified in the Facilities Assessment Report.
- By July 1st, 2024, and on an annual basis throughout the term, no one person shall hold a directorship and an executive position or other position with substantial financial decision-making authority.

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.

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B. Financial Management and Compliance

The following Financial Management and Compliance Categories will be included on and evaluated for each Performance Scorecard: Financial Condition, Financial Controls, Reporting, and Legal Compliance. The 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	One or two late payments in the last twelve months	Three or more late payments in the last twelve months

	months or no outstanding debt		
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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.

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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LEGAL PREP CHARTER ACADEMY – NEEDS ANALYSIS

Context and Rationale for Expansion

Legal Prep has operated continuously for fourteen years as a single-site charter school serving Chicago students through a rigorous, law-themed academic model. Over that time, the school has demonstrated strong academic outcomes, stable operations, and high family satisfaction. The need addressed by this proposal is not the creation of a new or untested school, but rather the intentional expansion of access to a proven program that remains under-identified relative to community interest.

As a small, single-site charter school, Legal Prep has historically prioritized instructional quality and student supports over broad marketing or recruitment infrastructure. While this focus has produced strong outcomes for enrolled students, it has limited the school's ability to systematically communicate its model to families across the city. CSP funding would allow Legal Prep to address this gap by scaling family and community engagement efforts in a deliberate, data-informed way.

Community Engagement and Evidence of Demand

Legal Prep benefits from strong local community support, including an active Parent Advisory Council that engages regularly with school leadership and serves as a feedback and outreach partner. Families consistently report high satisfaction with the school's academic rigor, culture, and individualized student support.

During the current school year, Legal Prep piloted a targeted outreach strategy by sending its law teacher to 8th grade classrooms within the CPS Network 15 boundary to introduce students to the school's law-themed curriculum and experiential learning model. This pilot generated an overwhelmingly positive response from students, teachers, and school counselors.

Most notably, more than 100 students ranked Legal Prep among their top three choices in GoCPS for the upcoming school year. Within the GoCPS high school choice system, which serves as the citywide enrollment mechanism, family rankings provide a strong indicator of demand. More than 100 applicants ranking Legal Prep among their top three choices demonstrates that interest translates into actionable enrollment behavior when families are informed about the program.

This pilot was implemented with limited staff capacity and treated as a proof of concept. With CSP support, Legal Prep will dedicate staff time during the planning year to systematically coordinate feeder school visits, follow up with interested families, and track engagement. Based on this year's results, the school expects this approach to yield even stronger outcomes.



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Family and Community Engagement in School Design and Ongoing Partnership

Family and community engagement has been central to Legal Prep’s vision, design, and ongoing improvement since its founding. Families and community partners have shaped the school’s model through regular feedback loops, including an active Parent Advisory Council, family surveys, listening sessions, and informal engagement through school events and advisory structures. Input from families has informed decisions related to school culture, student supports, enrichment programming, and communication practices.

Legal Prep maintains strong, ongoing partnerships with community organizations, feeder schools, and professional institutions that extend learning beyond the classroom. These partnerships—including sustained relationships with law firms, courts, and civic organizations—have been developed in direct response to family and community interest in real-world, career-connected learning opportunities. Community partners also provide feedback on program design and student preparation, strengthening alignment between instruction and postsecondary expectations.

As enrollment expands, Legal Prep will intentionally deepen family engagement by increasing accessibility and participation. Recruitment, enrollment, and retention efforts will include family information sessions offered during evenings and weekends, multilingual materials as needed, transparent online information, and individualized support for families navigating GoCPS. These efforts are designed to ensure that families from diverse backgrounds—including students with disabilities, English learners, and working families—can fully participate in school decision-making and enrollment processes.

Family and Community Engagement Needs

Legal Prep’s expansion plan includes strengthening its family and community engagement infrastructure to better align with community demand. Key needs include:

- Expanding the school’s social media presence, which is currently modest despite strong outcomes and a distinctive instructional model
- Increasing consistent, relationship-based outreach to feeder schools and community partners
- Developing systems to track family interest and convert early engagement into enrollment
- Building toward the goal of a standing waiting list for the freshman class each year

These strategies respond directly to community feedback indicating that families value Legal Prep’s specialized instructional approach but often learn about the school too late in the enrollment process to make informed choices.



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Enrollment Projections and Community Context

Legal Prep currently enrolls 179 students and proposes to expand to 330 students during the CSP implementation period. Growth will occur through additional sections in existing grade levels, with a primary focus on increasing freshman enrollment to approximately 90 students per year.

The proposed expansion to approximately 90 freshmen annually represents a modest share of the West Side ninth-grade cohort, further supporting the feasibility of enrollment projections without oversaturating the local market. Citywide data consistently show that access to high-quality high school seats, particularly programs offering rigorous academics and real-world relevance, remains uneven, especially for families navigating the high school choice process.

Enrollment projections are grounded in:

- Strong retention of currently enrolled students
- Verified interest from GoCPS applicant data
- Expanded feeder school engagement capacity
- Conservative assumptions that prioritize sustainability over rapid growth

CSP funding will directly support the staffing and systems necessary to meet these projections responsibly.

Projected Student Demographics and Community Context

Legal Prep expects to continue serving a student population that closely mirrors the demographics of the surrounding community. Projected enrollment demographics are consistent with the school's current population: approximately 95% of students qualify for free or reduced-price lunch, nearly 100% of students identify as students of color, and approximately 95% are aspiring first-generation college students. A significant proportion of students enter Legal Prep performing four or more grade levels below proficiency in reading and mathematics, underscoring the need for rigorous academic programming paired with intensive supports.

Despite serving a student population with significant academic and economic need, Legal Prep's high school graduation and college enrollment rates are on par with statewide averages, demonstrating the effectiveness of the school's model in expanding postsecondary opportunity for students from historically underserved communities.

Legal Prep is located in West Garfield Park, a neighborhood that remains among the most racially and socio-economically segregated areas of Chicago. The surrounding public schools primarily serve African American students from low-income households, and Legal Prep's enrollment reflects this reality. While the school currently serves a small percentage of Latino



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students, leadership anticipates gradual growth in this population as neighborhood demographics shift over time.

Because Legal Prep draws students primarily from its immediate community and surrounding West Side neighborhoods, it is unlikely to establish a racially or socio-economically diverse student body in the traditional sense. However, this reality directly aligns with the purposes of the CSP: to expand access to high-quality public educational opportunities for students who have historically had limited access to them. Legal Prep’s mission-driven, law-themed academic model is specifically designed to serve students from underserved communities and prepare them for postsecondary success.

The proposed expansion is not expected to negatively impact racial or socio-economic diversity within the district. Rather, it increases the availability of a high-quality public school option within a community where such access remains limited, thereby advancing educational equity and family choice.

Operational Design Aligned to Community Needs and Access

Legal Prep’s operational design reflects the needs and realities of the community it serves. The school is located in a transit-accessible area of Chicago and primarily serves students from West Side neighborhoods. Most students commute using public transportation, and Legal Prep provides free bus passes through the Chicago Public Schools Student Transportation Services program, as well as district-provided transportation for students whose IEPs or 504 plans require it. When needed, the school has also provided transit support to students who do not otherwise qualify.

Legal Prep leverages district and community assets to support students and families. All students receive free breakfast and lunch through participation in the National School Lunch Program in partnership with Chicago Public Schools, as well as after-school snacks for students participating in extracurricular activities. During periods when food access has been disrupted, the school has mobilized community support to provide emergency food assistance, demonstrating responsiveness to family needs.

Operational decisions, including scheduling, staffing, and student supports, are made with a clear understanding of family circumstances, ensuring that access, affordability, and stability remain central as the school expands.

Desegregation, Equity, and Impact on District Diversity

Legal Prep is located in a racially and socio-economically segregated area of Chicago, a condition shaped by longstanding structural and housing patterns beyond the control of individual schools. The school primarily draws students from surrounding West Side neighborhoods and participates fully in the district’s citywide enrollment process through GoCPS.



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Because Legal Prep serves a community that is already racially and economically isolated, it is unlikely to establish a racially or socio-economically diverse student body in the traditional sense. However, the school's expansion is not expected to hamper, delay, or negatively affect any desegregation efforts within the district. Legal Prep does not use selective admissions practices and does not draw students away from desegregation initiatives.

Instead, the proposed expansion increases access to a high-quality public school option within a community where such access remains limited. By improving academic and postsecondary outcomes for students from historically underserved backgrounds, Legal Prep advances the CSP's core purpose of expanding educational opportunity without increasing segregation or inequity within the district.

Alignment Between Community Needs and School Operations

Legal Prep's operations are aligned to community priorities: rigorous academics, real-world learning, strong relationships, and preparation for postsecondary success. Expansion under this grant will not change the school's core program. Instead, it will remove barriers to information and access that currently limit enrollment.

By investing in family engagement, outreach, and recruitment infrastructure, Legal Prep will better reflect community demand and ensure that enrollment growth is driven by genuine interest from students and families seeking a high-quality public school option.

Rubric Alignment Summary

- **Community Support and Demand:** Strong family satisfaction, an active Parent Advisory Council, feeder school outreach, and GoCPS ranking data demonstrate clear interest and demand for Legal Prep's program.
- **Evidence of Need:** Outreach results confirm that awareness—not program quality—is the primary constraint on enrollment for a proven school model.
- **Enrollment Projections:** Growth targets are conservative, data-informed, and aligned to community context, including realistic assumptions about freshman cohort size.
- **Student Demographics and Community Context:** Projected enrollment reflects the racial, socio-economic, and academic demographics of the surrounding West Side community, including high proportions of low-income, first-generation college-bound students.
- **Family and Community Engagement:** Families and community partners are meaningfully engaged in school design, decision-making, and ongoing partnerships, with intentional strategies to increase accessibility for underserved families.



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- **Operational Alignment to Community Needs:** School operations leverage district and community assets to ensure access, affordability, transportation, and food security for students and families.
- **Equity and Desegregation:** Expansion does not increase racial or socio-economic segregation and does not interfere with district desegregation efforts; instead, it expands access to high-quality public education in a historically underserved community.
- **Alignment with CSP Purpose:** Legal Prep’s expansion advances CSP goals by increasing access to a high-quality, outcomes-driven public school model for students with limited access to such opportunities.

ILLINOIS IMPACT INITIATIVE
INCS CSP Grant – Board Member Conflict of Interest Statement

Board Member Name: Jason L. Brown

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

Please complete this questionnaire in its entirety. 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 additional sheets as necessary.

Full Legal Name:	Legal Prep Charter Academy
Personal Information Full Legal Name:	Jason L. Brown
Business Email Address:	j.brown@acc.com
Business Phone Number:	(202)349-1509

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 (If any answers were yes, please explain)

GIFTS

(Provide a brief narrative in the space below for any Yes response)

4. 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

5. 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 (If any answers were yes, please explain)

CONFLICT OF INTEREST

(Provide a brief narrative in the space below for any Yes response)

6. 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

7. 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

8. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes

No

9. Do you or any of your relatives have any contractual agreements with the School?

Yes

No

10. 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

11. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes

No

12. Have you or any of your relatives leased or sold any real property to the School?

Yes

No

13. 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 (If any answers were yes, please explain)

OTHER QUESTIONS

14. Other than your role as a governing board member of the School, do you currently serve as a public official?

- Yes
 No

15. Have you previously/do you currently serve on any other governing boards?

- Yes
 No

16. Have you read and do you understand the Board's approved bylaws?

- Yes
 No

17. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)?

- Yes
 No

18. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)?

- Yes
 No

19. 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)?


- Yes
 No

Narrative (If any answers were yes, please explain)

In response to question 15, I serve on the Legal Prep Charter Academy of Indianapolis Board of Directors.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

Signature



Date

1/20/2026

ILLINOIS IMPACT INITIATIVE

INCS CSP Grant – Board Member Conflict of Interest Statement

Board Member Name: Kalia Coleman

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

Please complete this questionnaire in its entirety. 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 additional sheets as necessary.

Full Legal Name:	Kalia Coleman
Personal Information Full Legal Name:	
Business Email Address:	1 South Dearborn Street, Suite 2200, Chicago, IL 60603

Business Phone Number:

3124718715

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 (If any answers were yes, please explain)

GIFTS

(Provide a brief narrative in the space below for any Yes response)

4. 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

5. 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 (If any answers were yes, please explain)

CONFLICT OF INTEREST

(Provide a brief narrative in the space below for any Yes response)

6. 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

7. 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

8. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes

No

9. Do you or any of your relatives have any contractual agreements with the School?

Yes

No

10. 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

11. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes

No

12. Have you or any of your relatives leased or sold any real property to the School?

Yes

No

13. 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 (If any answers were yes, please explain)

OTHER QUESTIONS

14. Other than your role as a governing board member of the School, do you currently serve as a public official?

Yes

No

15. Have you previously/do you currently serve on any other governing boards?

Yes

No

16. Have you read and do you understand the Board's approved bylaws?

Yes

No

17. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)?

Yes

No

18. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)?

Yes

No

19. 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)?

Yes

No

Narrative (If any answers were yes, please explain)

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 *Kalia Coleman*

Date January 5, 2026

ILLINOIS IMPACT INITIATIVE
INCS CSP Grant – Board Member Conflict of Interest Statement

Board Member Name: Mark DeMonte

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

Please complete this questionnaire in its entirety. 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 additional sheets as necessary.

Full Legal Name:	Mark DeMonte
Personal Information Full Legal Name:	
Business Email Address:	demonte@whitt-Sturtevant.com
Business Phone Number:	847-219-4613

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 (If any answers were yes, please explain)

GIFTS

(Provide a brief narrative in the space below for any Yes response)

4. 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

5. 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 (If any answers were yes, please explain)

CONFLICT OF INTEREST

(Provide a brief narrative in the space below for any Yes response)

6. 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

7. 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

8. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes

No

9. Do you or any of your relatives have any contractual agreements with the School?

Yes

No

10. 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

11. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes

No

12. Have you or any of your relatives leased or sold any real property to the School?

Yes

No

13. 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 (If any answers were yes, please explain)

OTHER QUESTIONS

14. Other than your role as a governing board member of the School, do you currently serve as a public official?

Yes

No

15. Have you previously/do you currently serve on any other governing boards?

Yes

No

16. Have you read and do you understand the Board's approved bylaws?

Yes

No

17. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)?

Yes

No

18. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)?

Yes

No

19. 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)?

Yes

No

Narrative (If any answers were yes, please explain)

I voted for, have read and understand the bylaws and COI forms.

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 Mark [Signature]
Date 12-29-25

ILLINOIS IMPACT INITIATIVE
INCS CSP Grant – Board Member Conflict of Interest Statement

Board Member Name: Ryan Duvign

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

Please complete this questionnaire in its entirety. 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 additional sheets as necessary.

Full Legal Name:	Ryan XXXXXX Marc Duvign
Personal Information Full Legal Name:	Ryan Marc Duvign
Business Email Address:	duvign@rcm.com
Business Phone Number:	(773) 456-5617

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 (If any answers were yes, please explain)

GIFTS

(Provide a brief narrative in the space below for any Yes response)

4. 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

5. 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 (If any answers were yes, please explain)

CONFLICT OF INTEREST

(Provide a brief narrative in the space below for any Yes response)

6. 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

7. 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

8. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes

No

9. Do you or any of your relatives have any contractual agreements with the School?

Yes

No

10. 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

11. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes

No

12. Have you or any of your relatives leased or sold any real property to the School?

Yes

No

13. 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 (If any answers were yes, please explain)

OTHER QUESTIONS

14. Other than your role as a governing board member of the School, do you currently serve as a public official?

- Yes
 No

15. Have you previously/do you currently serve on any other governing boards?

- Yes
 No

16. Have you read and do you understand the Board's approved bylaws?

- Yes
 No

17. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)?

- Yes
 No

18. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)?

- Yes
 No

19. 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)?

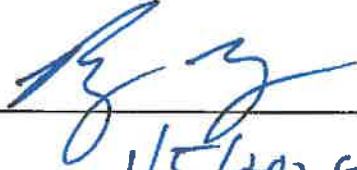
- Yes
 No

Narrative (If any answers were yes, please explain)

I serve on the Board of a Law Clinic - Uptown Peoples Law Center

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

Signature



Date

1/5/2026

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 (If any answers were yes, please explain)

GIFTS

(Provide a brief narrative in the space below for any Yes response)

4. 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

5. 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 (If any answers were yes, please explain)

CONFLICT OF INTEREST

(Provide a brief narrative in the space below for any Yes response)

6. 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

7. 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

8. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

- Yes
- No

9. Do you or any of your relatives have any contractual agreements with the School?

- Yes
- No

10. 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

11. Do you or any of your relatives have any contractual agreements with any other board member of the School?

- Yes
- No

12. Have you or any of your relatives leased or sold any real property to the School?

- Yes
- No

13. 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 (If any answers were yes, please explain)

OTHER QUESTIONS

14. Other than your role as a governing board member of the School, do you currently serve as a public official?

Yes

No

15. Have you previously/do you currently serve on any other governing boards?

Yes

No

16. Have you read and do you understand the Board's approved bylaws?

Yes

No

17. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)?

Yes

No

18. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)?

Yes

No

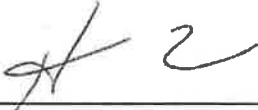
19. Did you vote on the Board's Conflict of Interest Policy (and/or any amendments to the policy made subsequent to your appointment/election to the Board)?

Yes

No

Narrative (If any answers were yes, please explain)

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

Signature 

Date 1/5/26

ILLINOIS IMPACT INITIATIVE
INCS CSP Grant – Board Member Conflict of Interest Statement

Board Member Name: MATTHEW J. FURTON

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

Please complete this questionnaire in its entirety. 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 additional sheets as necessary.

Full Legal Name:	MATTHEW THOMAS FURTON
Personal Information Full Legal Name:	"
Business Email Address:	Matthew.Furton@Troutman.com
Business Phone Number:	312 443 0445

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 (If any answers were yes, please explain)

GIFTS

(Provide a brief narrative in the space below for any Yes response)

4. 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

5. 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 (If any answers were yes, please explain)

CONFLICT OF INTEREST

(Provide a brief narrative in the space below for any Yes response)

6. 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~~

7. 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~~

8. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes

~~No~~

9. Do you or any of your relatives have any contractual agreements with the School?

Yes

~~No~~

10. 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~~

11. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes

~~No~~

12. Have you or any of your relatives leased or sold any real property to the School?

Yes

~~No~~

13. 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 (If any answers were yes, please explain)

OTHER QUESTIONS

14. Other than your role as a governing board member of the School, do you currently serve as a public official?

Yes

~~No~~

15. Have you previously/do you currently serve on any other governing boards?

Yes

~~No~~

16. Have you read and do you understand the Board's approved bylaws?

~~Yes~~

No

17. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)?

Yes

~~No~~

18. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)?

~~Yes~~

No

19. 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)?

Yes

~~No~~

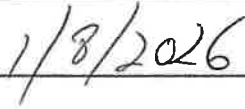
Narrative (If any answers were yes, please explain)

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

Signature



Date



ILLINOIS IMPACT INITIATIVE

INCS CSP Grant – Board Member Conflict of Interest Statement

Board Member Name: Patrick Hendricks

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

Please complete this questionnaire in its entirety. 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 additional sheets as necessary.

Full Legal Name:	Patrick Hendricks
Personal Information Full Legal Name:	Patrick Hendricks
Business Email Address:	patrick.hendricks@gmail.com
Business Phone Number:	901-603-9693

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 (If any answers were yes, please explain)

GIFTS

(Provide a brief narrative in the space below for any Yes response)

4. 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

5. 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 (If any answers were yes, please explain)

CONFLICT OF INTEREST

(Provide a brief narrative in the space below for any Yes response)

6. 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

7. 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

8. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

€ Yes

€ No

9. Do you or any of your relatives have any contractual agreements with the School?

€ Yes

€ No

10. 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

11. Do you or any of your relatives have any contractual agreements with any other board member of the School?

€ Yes

- € No

12. Have you or any of your relatives leased or sold any real property to the School?

€ Yes

- € No

13. 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 (If any answers were yes, please explain)

OTHER QUESTIONS

14. Other than your role as a governing board member of the School, do you currently serve as a public official?

€ Yes

- € No

15. Have you previously/do you currently serve on any other governing boards?

€ Yes

€ No

16. Have you read and do you understand the Board's approved bylaws?

€ Yes

€ No

17. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)?

€ Yes

€ No

18. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)?

€ Yes

€ No

19. 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)?

€ Yes

€ No

Narrative (If any answers were yes, please explain)

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 *Patrick Hendricks*_____

Date 1/3/26_____

ILLINOIS IMPACT INITIATIVE

INCS CSP Grant – Board Member Conflict of Interest Statement

Board Member Name: José A. Isasi, II

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

Please complete this questionnaire in its entirety. 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 additional sheets as necessary.

Full Legal Name:	José Antonio Isasi, II
Personal Information Full Legal Name:	José A. Isasi, II
Business Email Address:	jisasi@jonesday.com
Business Phone Number:	312-782-3939

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 (If any answers were yes, please explain)

GIFTS

(Provide a brief narrative in the space below for any Yes response)

4. 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

5. 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 (If any answers were yes, please explain)

CONFLICT OF INTEREST

(Provide a brief narrative in the space below for any Yes response)

6. 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

7. 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

8. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

- € Yes
- € No

9. Do you or any of your relatives have any contractual agreements with the School?

- € Yes
- € No

10. 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

11. Do you or any of your relatives have any contractual agreements with any other board member of the School?

- € Yes
- € No

12. Have you or any of your relatives leased or sold any real property to the School?

- € Yes
- € No

13. 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 (If any answers were yes, please explain)

OTHER QUESTIONS

14. Other than your role as a governing board member of the School, do you currently serve as a public official?

- € Yes
 € No

15. Have you previously/do you currently serve on any other governing boards?

- € Yes
 € No

16. Have you read and do you understand the Board's approved bylaws?

- € Yes
 € No

17. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)?

- € Yes
 € No

18. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)?

- € Yes
 € No

19. 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)?

- € Yes
 € No

Narrative (If any answers were yes, please explain)

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

Joyi A. Joyi

Date

1/5/2026

ILLINOIS IMPACT INITIATIVE
INCS CSP Grant – Board Member Conflict of Interest Statement

Board Member Name: Kristopher Keys

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

Please complete this questionnaire in its entirety. 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 additional sheets as necessary.

Full Legal Name:	Kristopher Keys
Personal Information Full Legal Name:	
Business Email Address:	kristopher.keys@qpwblaw.com
Business Phone Number:	312.566.0040

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 (If any answers were yes, please explain)

GIFTS

(Provide a brief narrative in the space below for any Yes response)

4. 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

5. 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 (If any answers were yes, please explain)

CONFLICT OF INTEREST

(Provide a brief narrative in the space below for any Yes response)

6. 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

7. 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

8. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes

No

9. Do you or any of your relatives have any contractual agreements with the School?

Yes

No

10. 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

11. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes

No

12. Have you or any of your relatives leased or sold any real property to the School?

Yes

No

13. 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 (If any answers were yes, please explain)

OTHER QUESTIONS

14. Other than your role as a governing board member of the School, do you currently serve as a public official?

Yes

No

15. Have you previously/do you currently serve on any other governing boards?

Yes

No

16. Have you read and do you understand the Board's approved bylaws?

Yes

No

17. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)?

Yes

No

18. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)?

Yes

No

19. 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)?

Yes

No

Narrative (If any answers were yes, please explain)

With respect to Q.15, I previously served two terms on the governing board of YWCA Metropolitan Chicago. Currently, I also serve on the governing board of Breakthrough Urban Ministries, Inc.

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 /s/ Kristopher Keys

Date January 7, 2026

ILLINOIS IMPACT INITIATIVE

INCS CSP Grant – Board Member Conflict of Interest Statement

Board Member Name: Paula Moreno

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

Please complete this questionnaire in its entirety. 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 additional sheets as necessary.

Full Legal Name:	Paula Moreno
Personal Information Full Legal Name:	Paula Moreno
Business Email Address:	pmoreno@synopsys.com
Business Phone Number:	3128101150

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 (If any answers were yes, please explain)

GIFTS

(Provide a brief narrative in the space below for any Yes response)

4. 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

5. 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 (If any answers were yes, please explain)

CONFLICT OF INTEREST

(Provide a brief narrative in the space below for any Yes response)

6. 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

7. 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

8. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes

No

9. Do you or any of your relatives have any contractual agreements with the School?

Yes

No

10. 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

11. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes

No

12. Have you or any of your relatives leased or sold any real property to the School?

Yes

No

13. 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 (If any answers were yes, please explain)

OTHER QUESTIONS

14. Other than your role as a governing board member of the School, do you currently serve as a public official?

Yes

No

15. Have you previously/do you currently serve on any other governing boards?

Yes

No

16. Have you read and do you understand the Board's approved bylaws?

Yes

No

17. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)?

Yes

No

18. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)?

Yes

No

19. 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)?

Yes

No

Narrative (If any answers were yes, please explain)

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 Paula Moreno

Date 12/27/25

ILLINOIS IMPACT INITIATIVE

INCS CSP Grant – Board Member Conflict of Interest Statement

Board Member Name: Alejandro Gonzalez Ortega

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

Please complete this questionnaire in its entirety. 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 additional sheets as necessary.

Full Legal Name:	Alejandro Gonzalez Ortega
Personal Information Full Legal Name:	“ “
Business Email Address:	Alejandro.Ortega@priosant.com
Business Phone Number:	(703) 673-6424

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 (If any answers were yes, please explain)

GIFTS

(Provide a brief narrative in the space below for any Yes response)

4. 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~~

5. 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 (If any answers were yes, please explain)

CONFLICT OF INTEREST

(Provide a brief narrative in the space below for any Yes response)

6. 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

7. 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

8. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes
 No

9. Do you or any of your relatives have any contractual agreements with the School?

Yes
 No

10. 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

11. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes
 No

12. Have you or any of your relatives leased or sold any real property to the School?

Yes
 No

13. 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 (If any answers were yes, please explain)

OTHER QUESTIONS

14. Other than your role as a governing board member of the School, do you currently serve as a public official?

Yes

No

15. Have you previously/do you currently serve on any other governing boards?

Yes

No

16. Have you read and do you understand the Board's approved bylaws?

Yes

No

17. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)?

Yes

No

18. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)?

Yes

No

19. 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)?

Yes

No

Narrative (If any answers were yes, please explain)

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.

Alejandro G.
Signature Ortega  Digitally signed by Alejandro G. Ortega
Date: 2026.02.05 20:55:35 -08'00'

Date _____

ILLINOIS IMPACT INITIATIVE
INCS CSP Grant – Board Member Conflict of Interest Statement

Board Member Name: Oscar Romero

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

Please complete this questionnaire in its entirety. 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 additional sheets as necessary.

Full Legal Name:	Oscar Romero
Personal Information Full Legal Name:	Oscar Romero
Business Email Address:	oeerllc@gmail.com
Business Phone Number:	3122851496

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 (If any answers were yes, please explain)

GIFTS

(Provide a brief narrative in the space below for any Yes response)

4. 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

5. 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 (If any answers were yes, please explain)

CONFLICT OF INTEREST

(Provide a brief narrative in the space below for any Yes response)

6. 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

X No

7. Do you or any of your relatives have any ownership interest in any Entity that does business with the School? Ownership interest means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.

Yes

X No

8. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes

X No

9. Do you or any of your relatives have any contractual agreements with the School?

Yes

X No

10. 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

X No

11. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes

X No

12. Have you or any of your relatives leased or sold any real property to the School?

Yes

X No

13. 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

X No

Narrative (If any answers were yes, please explain)

OTHER QUESTIONS

14. Other than your role as a governing board member of the School, do you currently serve as a public official?

Yes

X No

15. Have you previously/do you currently serve on any other governing boards?

Yes

X No

16. Have you read and do you understand the Board's approved bylaws?

X Yes

No

17. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)?

X Yes

No

18. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)?

X Yes

No

19. 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)?

X Yes

No

Narrative (If any answers were yes, please explain)

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

Signature  _____

Date January 8, 2026

ILLINOIS IMPACT INITIATIVE

INCS CSP Grant – Board Member Conflict of Interest Statement

Board Member Name: Yushica Thomas

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

Please complete this questionnaire in its entirety. 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 additional sheets as necessary.

Full Legal Name:	
Personal Information Full Legal Name:	Yushica Thomas
Business Email Address:	LThomas@CLASHOR.COM
Business Phone Number:	773-896-1007

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 (If any answers were yes, please explain)

GIFTS

(Provide a brief narrative in the space below for any Yes response)

4. 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

5. 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 (If any answers were yes, please explain)

CONFLICT OF INTEREST

(Provide a brief narrative in the space below for any Yes response)

6. 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

7. 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

8. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes

No

9. Do you or any of your relatives have any contractual agreements with the School?

Yes

No

10. 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

11. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes

No

12. Have you or any of your relatives leased or sold any real property to the School?

Yes

No

13. 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 (If any answers were yes, please explain)

OTHER QUESTIONS

14. Other than your role as a governing board member of the School, do you currently serve as a public official?

Yes

No

15. Have you previously/do you currently serve on any other governing boards?

Yes

No

16. Have you read and do you understand the Board's approved bylaws?

Yes

No

17. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)?

Yes

No

18. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)?

Yes

No

19. 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)?

Yes

No

Narrative (If any answers were yes, please explain)

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 *Juditha Shenoi*

Date 1-12-26

ILLINOIS IMPACT INITIATIVE

INCS CSP Grant – Board Member Conflict of Interest Statement

Board Member Name: Ross Van Beek

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

Please complete this questionnaire in its entirety. 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 additional sheets as necessary.

Full Legal Name:	Jordan Ross Van Beek
Personal Information Full Legal Name:	
Business Email Address:	jvanbeek@firstambank.com
Business Phone Number:	847-586-2259

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 (If any answers were yes, please explain)

GIFTS

(Provide a brief narrative in the space below for any Yes response)

4. 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

5. 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 (If any answers were yes, please explain)

CONFLICT OF INTEREST

(Provide a brief narrative in the space below for any Yes response)

6. 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

7. 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

8. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

- Yes
- No

9. Do you or any of your relatives have any contractual agreements with the School?

- Yes
- No

10. 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

11. Do you or any of your relatives have any contractual agreements with any other board member of the School?

- Yes
- No

12. Have you or any of your relatives leased or sold any real property to the School?

- Yes
- No

13. 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 (If any answers were yes, please explain)

OTHER QUESTIONS

14. Other than your role as a governing board member of the School, do you currently serve as a public official?

Yes

No

15. Have you previously/do you currently serve on any other governing boards?

Yes

No

16. Have you read and do you understand the Board's approved bylaws?

Yes

No

17. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)?

Yes

No

18. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)?

Yes

No

19. 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)?

Yes

No

Narrative (If any answers were yes, please explain)

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

Signature  _____

Date 1/2/2026 _____

ILLINOIS IMPACT INITIATIVE

INCS CSP Grant – Board Member Conflict of Interest Statement

Board Member Name:

Courtney Welton

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

Please complete this questionnaire in its entirety. 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 additional sheets as necessary.

Full Legal Name:	Courtney VanOrkhuizen Welton
Personal Information Full Legal Name:	
Business Email Address:	Courtney.vwelton@gmail.com
Business Phone Number:	312.296.6323

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 (If any answers were yes, please explain)

GIFTS

(Provide a brief narrative in the space below for any Yes response)

4. 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

5. 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 (If any answers were yes, please explain)

CONFLICT OF INTEREST

(Provide a brief narrative in the space below for any Yes response)

6. 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

7. 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

8. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes

No

9. Do you or any of your relatives have any contractual agreements with the School?

Yes

No

10. 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

11. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes

No

12. Have you or any of your relatives leased or sold any real property to the School?

Yes

No

13. 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 (If any answers were yes, please explain)

OTHER QUESTIONS

14. Other than your role as a governing board member of the School, do you currently serve as a public official?

Yes

No

15. Have you previously/do you currently serve on any other governing boards?

Yes

No

16. Have you read and do you understand the Board's approved bylaws?

Yes

No

17. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)?

Yes

No

18. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)?

Yes

No

19. 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)?

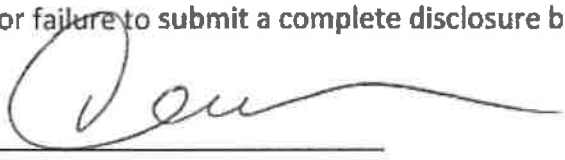
Yes

No

non profit leads
previous: REDF, Sklarz Foundation
Current: Northwestern University MPP 2
Chicago Applied Center For For Cash

Narrative (If any answers were yes, please explain)

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

Signature 

Date 12.26.25

ILLINOIS IMPACT INITIATIVE
INCS CSP Grant – Board Member Conflict of Interest Statement

Board Member Name: Bryan Westhoff

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

Please complete this questionnaire in its entirety. 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 additional sheets as necessary.

Full Legal Name:	Bryan Michael Westhoff
Personal Information Full Legal Name:	
Business Email Address:	bwesthoff@polsinelli.com
Business Phone Number:	312.873.2973

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 (If any answers were yes, please explain)

GIFTS

(Provide a brief narrative in the space below for any Yes response)

4. 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

5. 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 (If any answers were yes, please explain)

CONFLICT OF INTEREST

(Provide a brief narrative in the space below for any Yes response)

6. 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

7. 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

8. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

- Yes
- No

9. Do you or any of your relatives have any contractual agreements with the School?

- Yes
- No

10. 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

11. Do you or any of your relatives have any contractual agreements with any other board member of the School?

- Yes
- No

12. Have you or any of your relatives leased or sold any real property to the School?

- Yes
- No

13. 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 (If any answers were yes, please explain)

OTHER QUESTIONS

14. Other than your role as a governing board member of the School, do you currently serve as a public official?

Yes

No

15. Have you previously/do you currently serve on any other governing boards?

Yes

No

16. Have you read and do you understand the Board's approved bylaws?

Yes

No

17. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)?

Yes

No

18. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)?

Yes

No

19. 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)?

Yes

No

Narrative (If any answers were yes, please explain)

I voted for the Bylaws and read and understand the COI forms.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the Office of Innovation and Incubation of any change that may create a conflict of interest. I have provided additional narratives when needed that are sufficiently detailed to explain whether a conflict may exist. Further, I recognize that falsification or failure to submit a complete disclosure becomes justification for removal.

Signature



Date 1/2/26

ILLINOIS IMPACT INITIATIVE

INCS CSP Grant – Board Member Conflict of Interest Statement

Board Member Name: Elie Zenner

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

Please complete this questionnaire in its entirety. 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 additional sheets as necessary.

Full Legal Name:	Elie Zenner
Personal Information Full Legal Name:	Elie Zenner
Business Email Address:	elie.zenner@usdoj.gov
Business Phone Number:	312-697-4032

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 (If any answers were yes, please explain)

GIFTS

(Provide a brief narrative in the space below for any Yes response)

4. 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

5. 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 (If any answers were yes, please explain)

CONFLICT OF INTEREST

(Provide a brief narrative in the space below for any Yes response)

6. 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

7. 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

8. Have you or any of your relatives ever served on the board of any Entity in which the School invests?

Yes

No

9. Do you or any of your relatives have any contractual agreements with the School?

Yes

No

10. 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

11. Do you or any of your relatives have any contractual agreements with any other board member of the School?

Yes

No

12. Have you or any of your relatives leased or sold any real property to the School?

Yes

No

13. 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 (If any answers were yes, please explain)

OTHER QUESTIONS

14. Other than your role as a governing board member of the School, do you currently serve as a public official?

Yes

No

15. Have you previously/do you currently serve on any other governing boards?

Yes

No

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Yes

No

17. Did you vote on the Board's bylaws (and/or any amendments to the bylaws made subsequent to your appointment/election to the Board)?

Yes

No

18. Have you read and do you understand the Board's approved Conflict of Interest Policy (Code of Ethics)?

Yes

No

19. 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)?

Yes

No

Narrative (If any answers were yes, please explain)

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Signature Elie J

Date 12/29/2025